Review of: "Empowering Future Workforces: Reframing Education to Develop Essential Skills for a Dynamic Labor Market"

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The concept of preparing learners for the future of work is a common and salient concept. The article provided a short suggestion of reforming teaching and learning practices that focused on problem-solving to learn core competencies. The suggestions need to go further in order to provide specific changes to the design of teaching and learning. For e.g., sub-component competencies are needed in problem solving/innovation. These sub-component competencies include ideation, prototyping, and entrepreneurship. The biggest hurdle for curriculum is incorporating these into the daily lessons. It is a big hurdle because of the way the lesson objectives are designed - which is still based on behavioural objectives. If teaching and learning wants to move towards incorporating competencies, then, the learning objectives must evolve as well. Next is thinking about ways to assess these competencies. One innovative direction is to use AI which aims to capture all systems data to provide a way to account for all captured instances of these competencies. In this regard, my work on Future-ready learners' outcomes has included identifying future outcomes that are directly related to the country's economic, environmental, and social. I have also developed AI models to obtain computational scores for ideation, etc.