

tions among IT managers, academic administrators, or even presidents might be an important area of inquiry.

11- Lastly, there is a need to conduct additional research about mobile skills in the workplace.

12- Specifically, future research might target the expectations of business and industry in regards to the mobile competence of recent community college graduates.

13- Since community colleges have rooted their reputations in being responsive to business and industry, it may be useful to know how extensively graduates are expected to be comfortable with mobile devices or m-Learning strategies as they enter the workplace. If there is a growing need, such investigations could give birth to extended partnerships or support from business and industry for training and resources.

14- Actually, future studies could offer more extensive analysis of specific disciplines and their use of m-Learning.

15- Further research studies are recommended to identify the obstacles which encounter the mobile phone usage in university education from the perspectives of the faculty members.

6-References

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What are the 21st-Century Skills Every Student Needs?



More on the agenda The gap between the skills people learn and the skills people need is becoming more obvious, as traditional learning falls short of equipping students with the knowledge they need to thrive, according to the World Economic Forum report *New Vision for Education: Fostering Social and Emotional Learning Through Technology*.

Today's job candidates must be able to collaborate, communicate and solve problems - skills developed mainly through social and emotional learning (SEL). Combined with traditional skills, this social and emotional proficiency will equip students to succeed in the evolving digital economy.

What skills will be needed most?

An analysis of 213 studies showed that students who received SEL instruction had achievement scores that averaged 11 percentile points higher than those who did not. And SEL potentially leads to long-term benefits such as higher rates of employment and educational fulfillment.

Good leadership skills as well as curiosity are also important for students to learn for their future jobs.

Another Forum report, *The Future of Jobs*, launched during the Annual Meeting 2016 in Davos, looked at the employment, skills and workforce strategy for the future.

The report asked chief human resources and strategy officers from leading global employers what the current shifts mean, specifically for employment, skills and recruitment across industries and geographies.

Policy-makers, educators, parents, businesses, researchers, technology developers, investors and NGOs can together ensure that development of social and emotional skills becomes a shared goal and competency of education systems everywhere.