

21st Century Skills



**MOVING LEARNING
SCIENCES RESEARCH
INTO THE CLASSROOM**

DESCRIPTION

21st century learning is focused on helping learners develop the broad set of knowledge, skills, work habits, and character traits necessary to succeed in the 21st century. A 2013 Pearson Foundation study found that students with high 21st century skill development are twice as likely to have higher work quality compared to those who had low 21st century skill development. Several 21C Skills frameworks exist, but all emphasize the importance of non-cognitive skill development (i.e. collaboration, communication, creativity, and critical thinking).

The Partnership for 21st Century Skills (P21) suggests incorporating these six key design elements to foster 21st century learning:

1. Emphasize core subjects
2. Emphasize learning skills
3. Use 21st century tools to develop learning skills
4. Teach and learn in a 21st century context
5. Teach and learn 21st century content
6. Use 21st century assessments that measure 21st century skills

CAPABILITIES

- Cognitive Tools: Synchronous social learning: text based
- Cognitive Tools: Bibliography/citation
- Cognitive Tools: Planning/outlining
- Cognitive Tools: Timestamped video comments

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Collaborative scenario-based games/simulations
- Simple Technology: Learner-created videos
- Content Support: Inclusion of open-ended or ill-structured tasks

LEARNER IMPACTS

- Attitudes
- Behavior
- Self-regulation



Pearson



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	Strong support of key 21st century skills, including collaboration, digital literacy, critical thinking, and problem solving	Some support of key 21st century skills, including collaboration, digital literacy, critical thinking, and problem solving	Poor support of key 21st century skills, including collaboration, digital literacy, critical thinking, and problem solving	Does NOT use effectively or is not a related activity	= ____
Model	Strong use of an evidence-based model to guide learning design, such as P21, ISTE, ETS	Some use of an evidence-based model to guide learning design, such as P21, ISTE, ETS	Poor use of an evidence-based model to guide learning design, such as P21, ISTE, ETS	Does NOT use effectively or is not a related activity	= ____
Design	Strong application of the Three Rs (reading, writing, arithmetic) in learning activities Strong application of the Four Cs (collaboration, communication, creativity, critical thinking) in learning activities	Some application of the Three Rs (reading, writing, arithmetic) in learning activities Some application of the Four Cs (collaboration, communication, creativity, critical thinking) in learning activities	Poor application of the Three Rs (reading, writing, arithmetic) in learning activities Poor application of the Four Cs (collaboration, communication, creativity, critical thinking) in learning activities	Does NOT use effectively or is not a related activity	= ____
Assessment	Strong use of an evidence based assessment framework to guide learning design, such as CWRA, PISA, Key Stage 3 Strong triangulation through multiple assessment measures Strong use of complex tasks in authentic contexts	Some use of an evidence based assessment framework to guide learning design, such as CWRA, PISA, Key Stage 3 Some triangulation through multiple assessment measures Some use of complex tasks in authentic contexts	Poor use of an evidence based assessment framework to guide learning design, such as CWRA, PISA, Key Stage 3 Poor triangulation through multiple assessment measures Poor use of complex tasks in authentic contexts	Does NOT use effectively or is not a related activity	= ____