21st Century Skills

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

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

- 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
## 21st Century Skills

### SELF-ASSESSMENT INSTRUMENT

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

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