

Teaching Today

Progetto di formazione online
per la scuola secondaria



22 Ottobre 2013

21st century skills for 21st century students

Russell Lewis

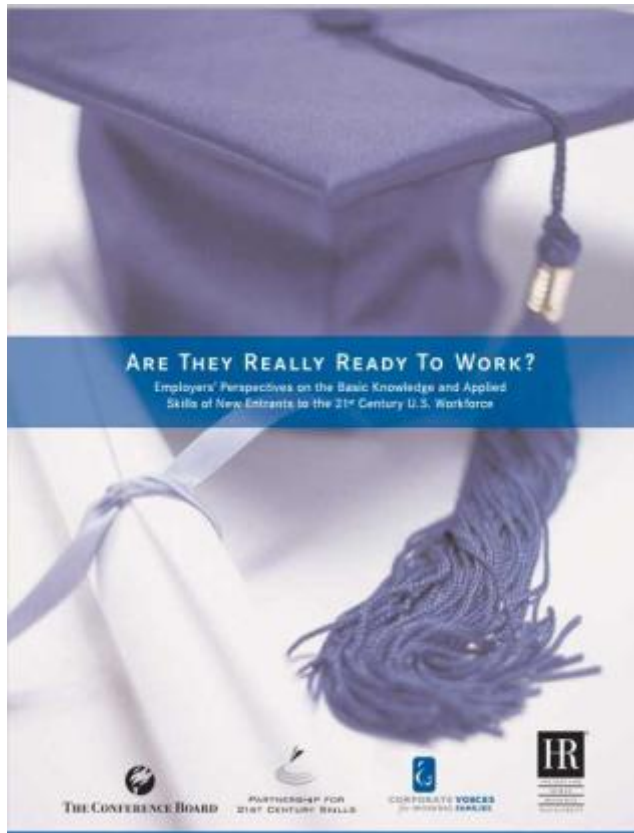


Outline

- **What are 21st century skills?**
- **Practical illustrations and tools**
- **Why do we need to include them in our teaching?**



A little history



“The future...workforce is here and it is woefully ill-prepared for the demands of today’s (and tomorrow’s) workplace. So say employers in a unique study by The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, which looks at the readiness of new entrants to the workforce.

Knowing how employers view these new entrants is an important first step in enabling both these new entrants and...business to succeed on the global economic playing field.”



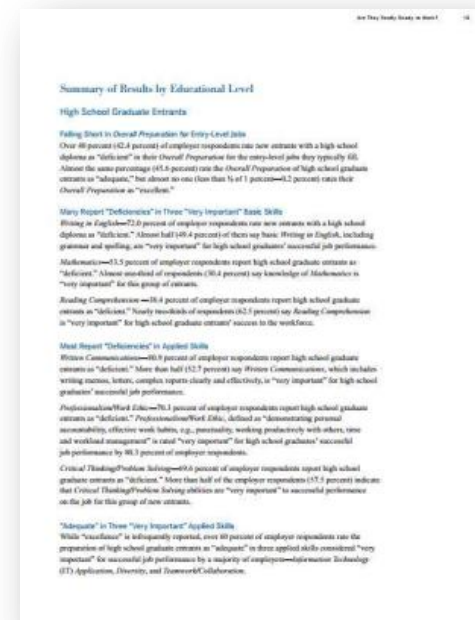
What we found out...

Most Report “Deficiencies” in Applied Skills

Written Communications—80.9 percent of employer respondents report high school graduate entrants as “deficient.” - which includes memos, letters, complex reports clearly and effectively

Professionalism/Work Ethic—70.3 percent of employer respondents report high school graduate entrants as “deficient.” including “demonstrating personal accountability, effective work habits, e.g., punctuality, working productively with others, time and workload management”

Critical Thinking/Problem Solving—69.6 percent of employer respondents report high school graduate entrants as “deficient.”



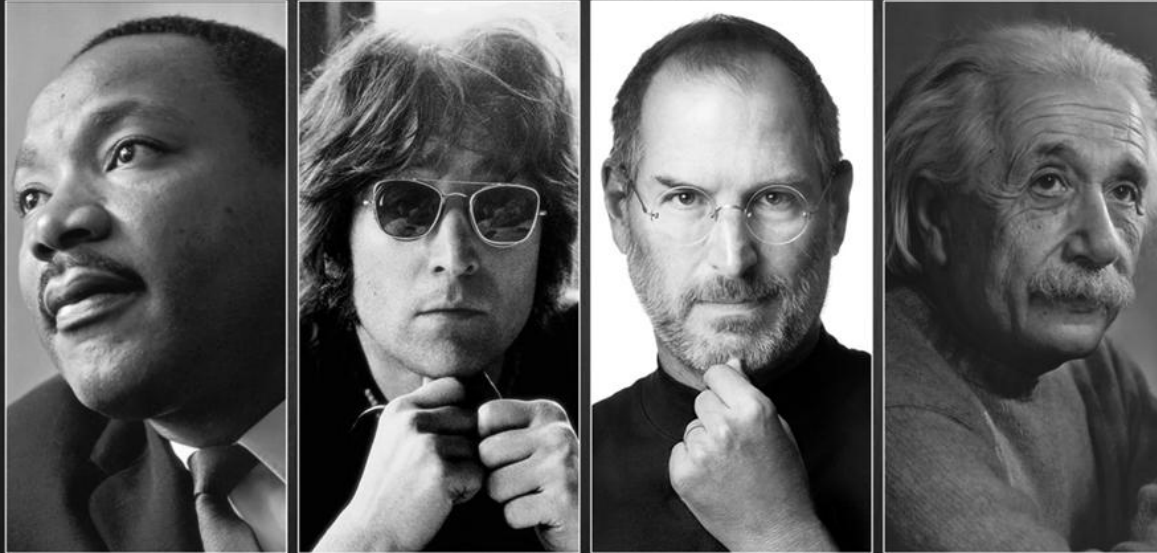
So...

- *Why do we need 21° Century Skills?*
- *And why should they be a part of my classroom today?*



- Why do we need 21° Century Skills?
 - Because the world demands full understanding of core subjects with the ability to apply 21° Century literacy and communication skills
- And why should they be a part of my classroom today?
 - Because our job is to prepare today's students for tomorrows world





Think Different

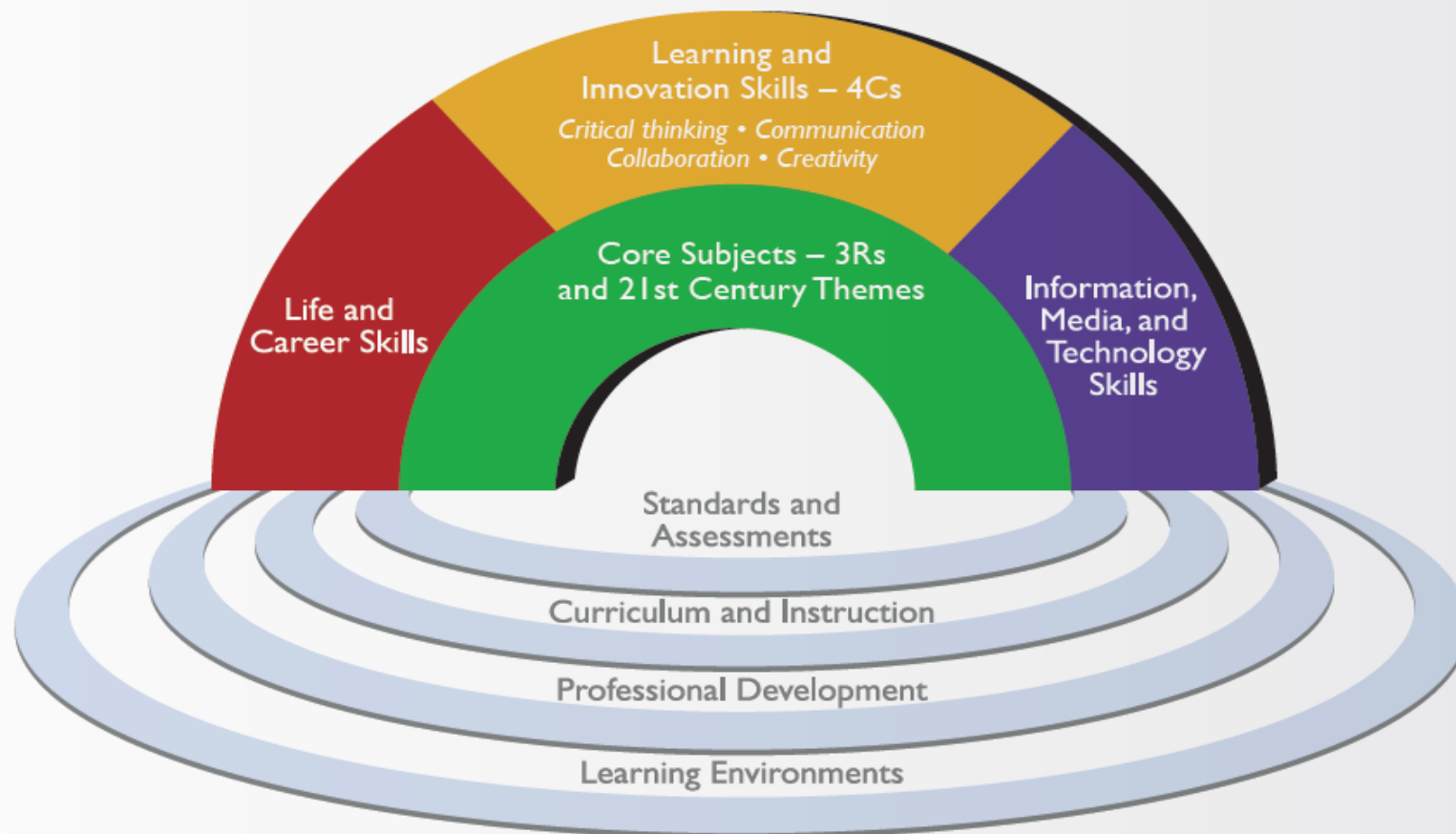
THINK DIFFERENT



PEARSON

What are they?

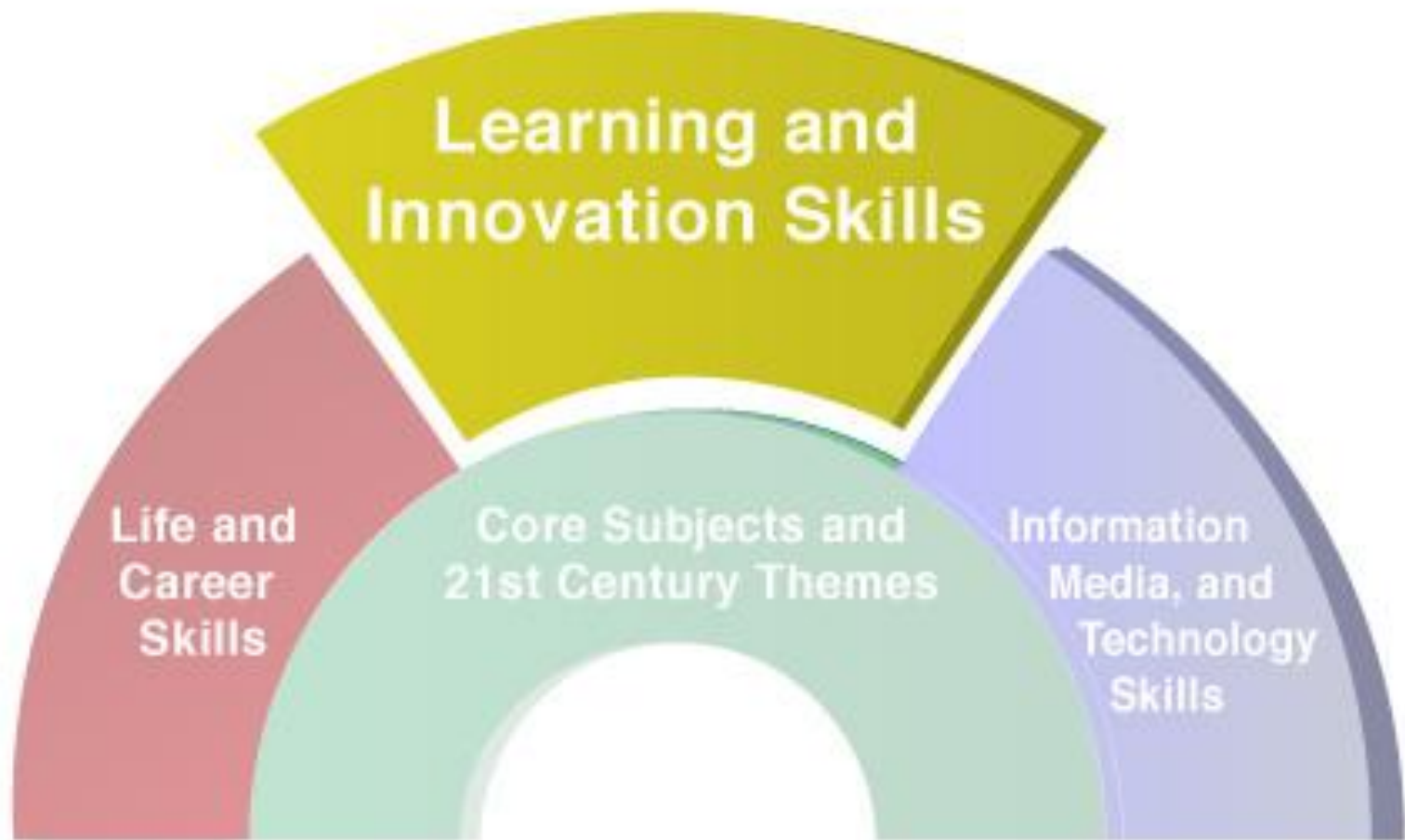
21st Century Student Outcomes and Support Systems



Partnership for 21st century skills

p21.org

The 4 Cs



The 4 Cs

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Creativity and innovation



Creativity and innovation

- **Can your students think and work creatively?**



Creativity and innovation

- **Can your students think and work creatively?**

Critical thinking



Creativity and innovation

- **Can your students think and work creatively?**

Critical thinking

- **Can your students reason, make judgments and decisions, and solve problems?**



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Communication and collaboration



Creativity and innovation

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Critical thinking

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Communication and collaboration

- Can your students communicate clearly?
- Can they collaborate with others?



VOCABULARY

TRAVELLING



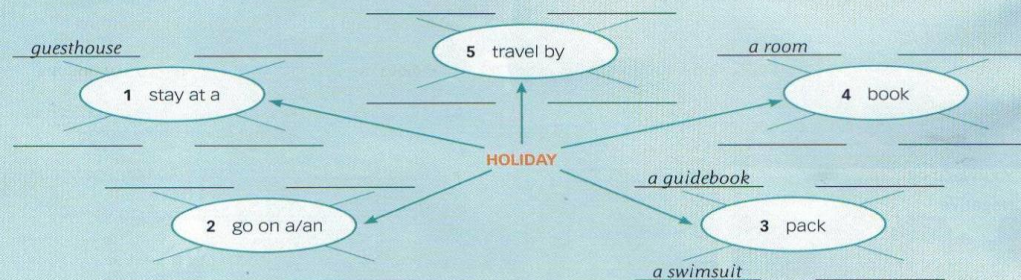
7 Look at the photo and tick (✓) the things you can see.

- | | | | |
|------------------------------------------|----------------------------------------|------------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> adaptor plug | <input type="checkbox"/> playing cards | <input type="checkbox"/> anti-sickness tablets | <input type="checkbox"/> rail timetable |
| <input type="checkbox"/> battery charger | <input type="checkbox"/> shampoo | <input type="checkbox"/> camera | <input type="checkbox"/> sleeping bag |
| <input type="checkbox"/> guidebook | <input type="checkbox"/> suntan lotion | <input type="checkbox"/> money belt | <input type="checkbox"/> toothbrush |
| <input type="checkbox"/> passport | <input type="checkbox"/> towel | <input type="checkbox"/> penknife | <input type="checkbox"/> waterproof jacket |

8 Where do you think the traveller is going? Why? How do you think he/she is going to travel? By plane/train/car/coach?

9 Look at the examples and complete the mind map with the words and phrases below.

activity holiday • youth hostel • coach • camping holiday • a flight • car • a sleeping bag • campsite
an excursion • train • touring holiday • hotel • plane • beach holiday • warm clothes • a seat



10 Work in pairs. Take turns and follow the instructions.

Student A: cover the phrases in the mind map of Exercise 9.

Student B: say a noun/noun phrase from the mind map in Exercise 9.

Student A: say the complete phrase.

B a sleeping bag

A pack a sleeping bag

11 Answer the questions and discuss.

- 1 What do you always forget to pack?
- 2 What's your favourite way of travelling? Explain why.
- 3 Is it easier to book a flight on the Internet or on the phone (in English)?
- 4 Which is the most expensive: staying at a guesthouse, a hotel, a campsite or a youth hostel?

Creativity



What do you know about this person?

- Think of a friend in your class (or a famous person)
- Draw or write what he/she would have in a backpack on holiday
- Read or show to your group
- The group guesses who it is.

VOCABULARY

TRAVELLING



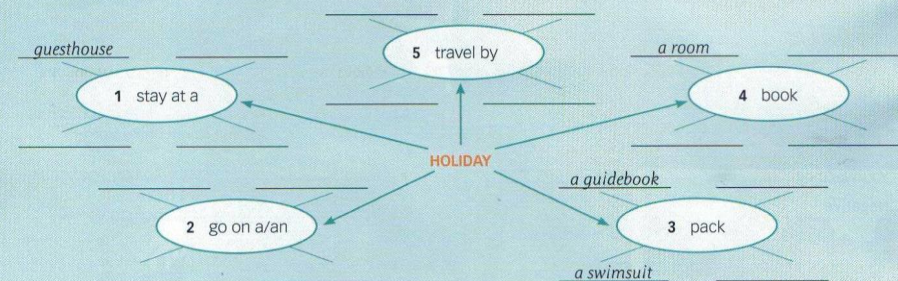
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Training critical thinking

Culture Choice 1

1 Which of the world's major festivals (1-4) can you see in the photos (a-d) on page 220? Do you celebrate any of them?

1. Diwali (India) 2. Chinese New Year
3. Eid al-Fitr (Muslims) 4. Christmas

2 Pre-reading Look at the words below. Which of these things can you see in the photos?

- Decorations: lights, candles, plants (Christmas trees/ornaments)
- Activities: dance, have parties/picnics, give presents, pull crackers, send cards, watch fireworks
- Food: biscuits, cake, pudding (mince pie), meat, meat (turkey), wine, sweets

3 Work in pairs. Try to answer the quiz.

1. Which two festivals are related to Christmas?
a Halloween (USA) 2. Nile (Scandinavia) 3. Saturnalia (Roman)
2. When did people begin to celebrate Christmas on 25 December?
a 2nd century AD (Belgium)
b 2nd century AD (Germany)
c 4th century AD (Spain)
3. Where does the name 'Santa Claus' come from?
a Father Christmas (England)
b Saint Nicholas (The Netherlands)
c Odin (Scandinavia)
4. Where did people first have Christmas trees?
a Scotland/Ireland 5. the USA/Canada
c Germany/Scandinavia
5. What special food do the British eat at Christmas?
a Fish soup, turkey, Christmas pudding
b mince pie, turkey, Christmas pudding
c mince pie, turkey, apple pie

4 Listen to the radio programme. Check your answers to the quiz in Exercise 3.

5 Listen again and answer the questions.

1. Why did people celebrate mid-winter festivals when it was too dark to be useful?
2. Why do people eat mince pies at Christmas in the USA?

6 Read the information about Ashkenazi Jews. Then read through the first two verses of the poem and find words related to Christmas.

7 Use the glossary to read the whole poem. What is it about?

1. How far enjoyed Christmas and New Year
2. His love for a woman far more
3. His plans for this year

8 Answer these questions. Find sentences and expressions to explain your answers.

1. How does he feel?
2. Who does he think?
3. What do you think has happened?
4. What celebrations does he enjoy?
5. Why is he sad about the future?

9 Read the poem again. Which of these things do you think are not true?

1. Jewish people get presents at Christmas morning
2. People sing songs at Christmas lunch
3. People eat and drink a lot at Christmas
4. People give presents at New Year
5. People sing a song at New Year

My Culture Project

10 Choose an important festival in your country. Make notes to answer the questions. Use vocabulary from Exercises 2 and other words. It is sometimes impossible to use an English word (e.g. concrete (Italian Christmas cake)).

1. When do you celebrate and who with?
2. What decorations are there?
3. What special meals do you have?
4. Do you give/receive presents? Who to/from?
5. What other things do you do (e.g. dancing)?

11 Work in pairs. Imagine you are telling a visitor to your country about the festival. Take turns to ask and answer the questions.

1. What is your celebration? When do you celebrate?
2. Why is it important for you? How does it change every year? Do you celebrate the end of something? What is it? How often you don't eat or drink during the day?

108

Asking opinions, thoughts, reactions and previsions based on understanding, meaning and interpretation

Communication / Collaboration

STUDY SKILLS Writing

Leaving out words in messages

When you write an informal message, you can leave out some words. Which ones?

- | | |
|-------------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> nouns (<i>college, teacher</i>) | <input type="checkbox"/> prepositions (<i>to, in</i>) |
| <input type="checkbox"/> adjectives (<i>sick, hungry</i>) | <input type="checkbox"/> <i>there's, there are</i> |
| <input type="checkbox"/> articles (<i>a, an, the</i>) | <input type="checkbox"/> the verb to be (<i>am, is, are</i>) |
| <input type="checkbox"/> subject pronouns (<i>I, you</i>) | <input type="checkbox"/> main verbs (<i>need, going</i>) |

- 36 Which words can you leave out in message C? Cross them out.

Martin

Ted wants to borrow a tennis racquet. There's an important tennis match and he can't find his racquet. Please phone him - the number is: 1523668574. I'm going to the gym with Sonia - are you coming?
Ruth

- 37 **E** Read the phone conversation and write a short informal message from Paula to Chris. Tell Chris:

- about the place on the course.
- about the deposit.
- when the course starts.

Paula Hello, 1524778673.

Caller Oh, hello, can I speak to Chris Knight, please?

Paula Oh, I'm sorry, he's not here. Can I take a message?

Caller Yes, please. This is Greystones College. Please can you tell Chris that there is a place for him on the Fashion Design course?

Paula Oh, that's great!

Caller Can you also tell him to send us a deposit of £15 as soon as possible?

Paula Yes, sure ... and when does the course start?

Caller Next Thursday, at 7 p.m.

Paula OK, thanks very much. Goodbye.

Internet
www.ihaveineed.eu

ihaveineed

helping yourself by helping others

Learning | Housework | Repairs | Children | Animals

What is ihaveineed?

ihaveineed is a website where people help each other - it's as simple as that! How can you help? Maybe you can cook, or clean, or fix things - tell us what you can do and what you need; we can find you a partner.

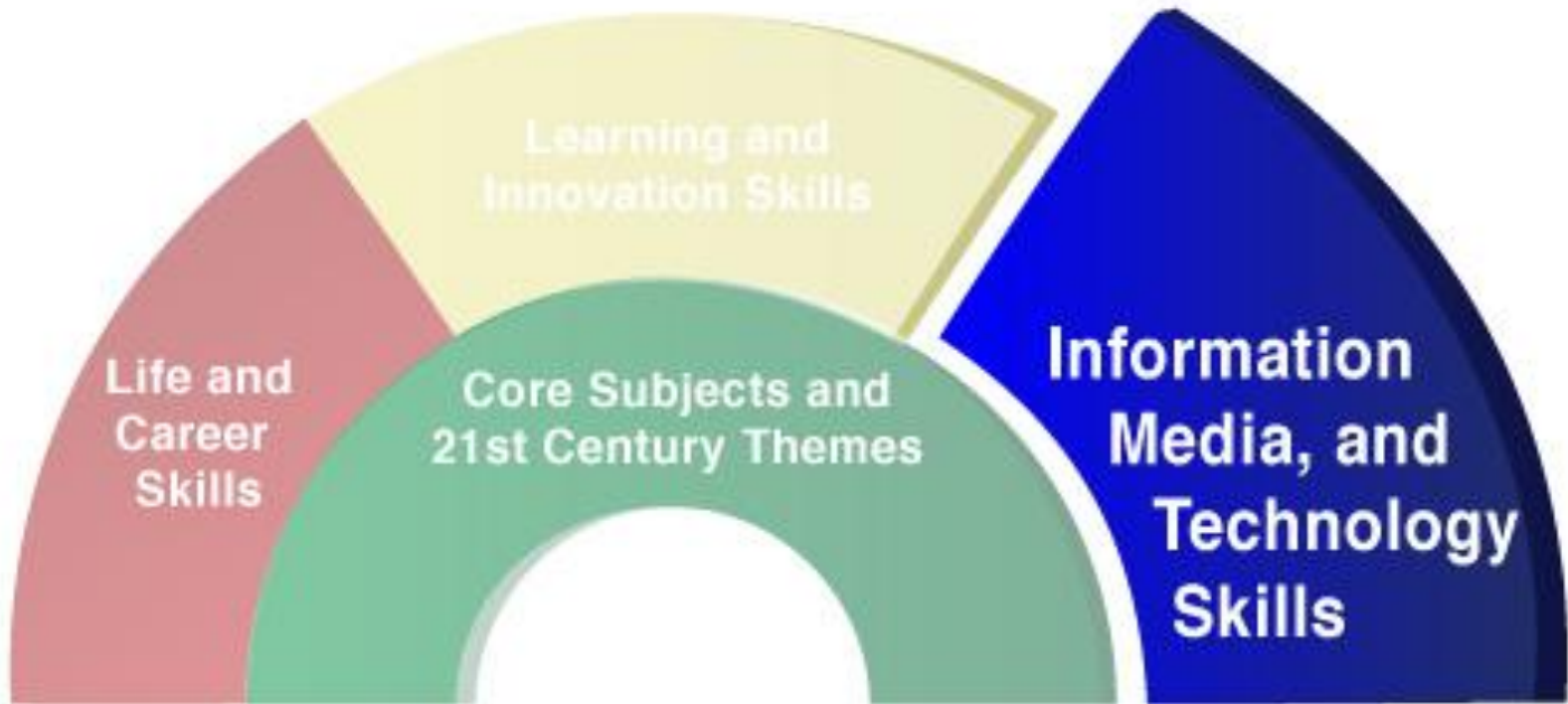
Walter, 62 University lecturer

Hello. I work at the university. I teach Calculus and Advanced Geometry during the week. In **ihaveineed** I can help pupils with their schoolwork at the weekend. Luke is here now and I'm helping him with his Maths homework. It's fun. We meet every Saturday and he's learning very fast. Luke thinks I can do all his homework but he has to work hard - I'm not doing it all for him!

Luke, 17 Student

Hi. I'm a student. I go to school and I have exams this year. I like school, especially Languages, but some things are hard, like Maths. In **ihaveineed** I'm helping a man with his garden - I'm cutting the grass, picking fruit and so on - and he's helping me with my schoolwork. It's great! He's a Maths professor, so he can do my Maths homework for me.

IMT



IMT

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**



Information literacy



Information literacy

- **Can your students access and evaluate information?**
- **Can they use and manage information?**



Information literacy

- **Can your students access and evaluate information?**
- **Can they use and manage information?**

ICT literacy



Information literacy

- **Can your students access and evaluate information?**
- **Can they use and manage information?**

ICT literacy

- **Can your students apply technology effectively?**



The digital age



What do students see as their most important study aid?

What is the defining medium of the new generation?

Is the video-game generation of teenagers more or less social than before?



What do students see as their most important study aid?

Google

What is the defining medium of the new generation?

video

Is the video-game generation of teenagers more or less social than before?

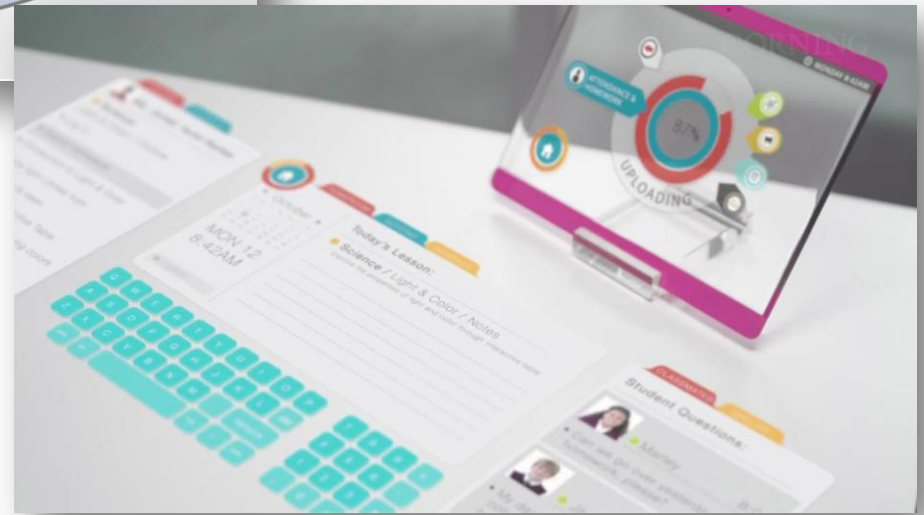
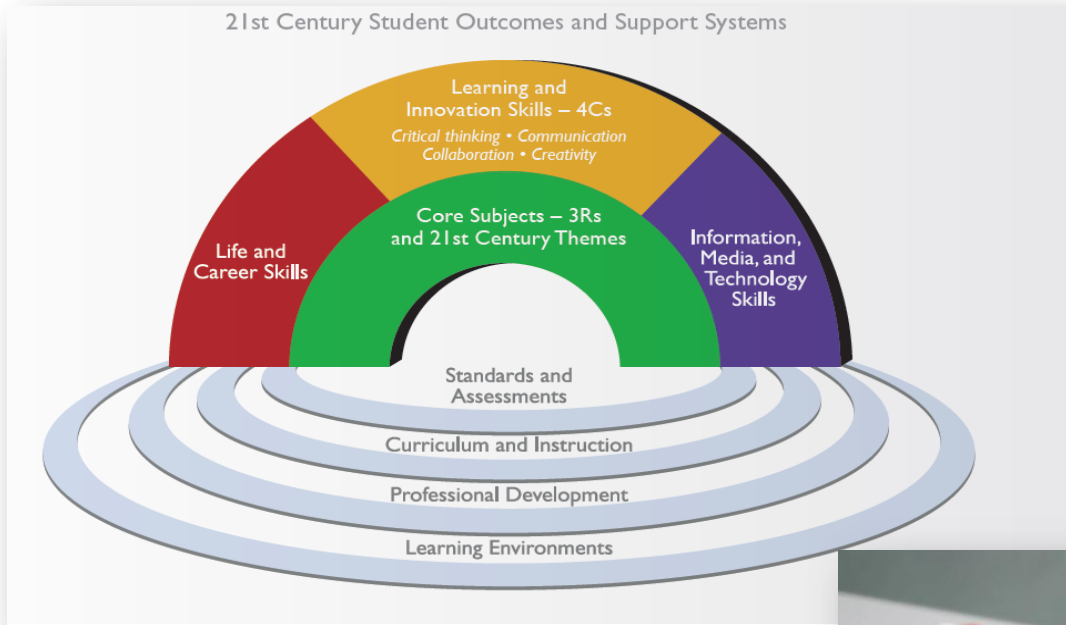
Facebook – over 900m users

What does this mean for teachers?

- **the relationship between teachers and students is changing**
- **students now expect technology in learning too**



How do we integrate IMT?



Integrating Technology

The Learning Environment

Classroom vs Homework



MyEnglishLab



"Any teacher that can be replaced by a computer probably should be."

**Arthur C Clarke talking to Sugata Mitra
TED.com**





Our aim is to
empower teachers
not replace them

Informed Teaching





Flexible Solutions

PEARSON

Implications for teaching

- **take controlled practice out of the classroom**
- **less time spent marking**
- **more efficient student self-study**
- **Instant feedback**
- **Overview of student progression in detail**
- **Providing structure and support to students to achieve IMT proficiency**

Why do we need 21st century skills?



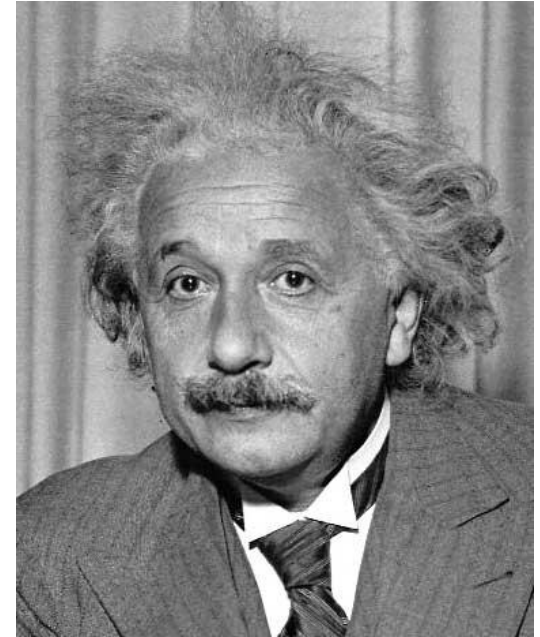
Improving learning

- Most great learning happens in groups - collaboration is essential for development
- Technology reflects the world our students live in – using a form of blended learning leads to increased autonomy and motivation
- Incorporating 21st century skills into lessons engages learners in 'deep' learning (not just 'surface' absorption of knowledge) – and therefore it sticks



Improving learning

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Einstein's definition of insanity:

Doing the same thing over and over again and expecting a different result.

Survival in the world of work

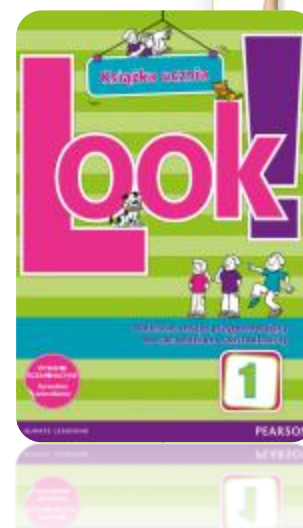
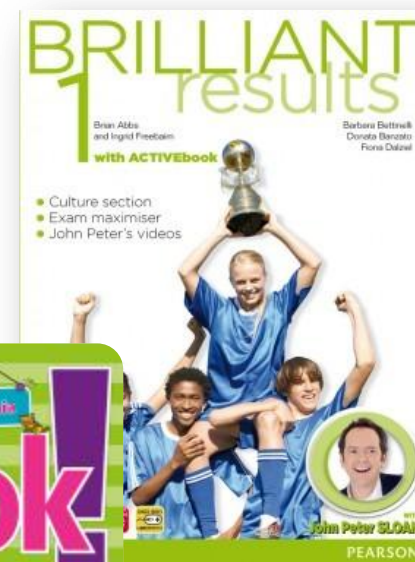
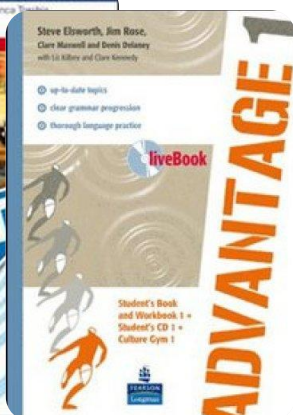
What do employers look for? The 7 key skills:

- Critical thinking and problem-solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

Dr. Tony Wagner, co-director of Harvard's Change Leadership Group

<http://profesorbaker.wordpress.com/2011/06/05/7-skills-students-need-4-their-future/>

MyEnglishLab



Informazioni utili

- Gli attestati di partecipazione vi saranno inviati via e-mail
- Riceverete inoltre un'e-mail contenente le istruzioni per scaricare, dal sito Pearson, i materiali presentati oggi
- Contestualmente, sarà inviato un questionario per raccogliere pareri e suggerimenti su questa innovativa modalità di formazione



Prossimi incontri:

- **07 Novembre** – Relatore Andrew Howarth
TEACHING COMPETENCES TO A DIGITAL GENERATION
- **19 Novembre** – Relatore Paola Eleonora Fantoni
QUANDO LA DISLESSIA ENTRA IN CLASSE
- **04 Dicembre** – Relatore Andrew Howarth
HOW TO KEEP YOUR STUDENTS ENGAGED IN ENGLISH



ALWAYS LEARNING

formazione.digitale@pearson.it

