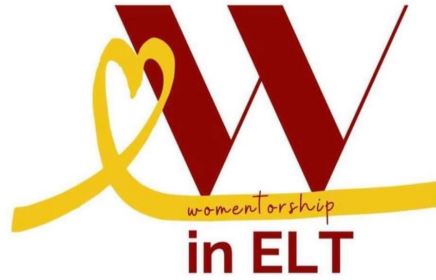




LIFELONG LEARNING SKILLS IN THE 21<sup>ST</sup>  
CENTURY CLASSROOM  
HIND ELYAS

THE LEADING NATIONAL ACADEMY-NIAGARA  
COLLEGE-KINGDOM OF SAUDI ARABIA



# Changes in Education



- The job market today is changing and as we can see, teachers are updating their curriculum and teaching strategies to focus on new skills, values and attitudes to help students excel in the workplace, increasing their chances of getting jobs and avoiding redundancy.

# Employability Skills

- Employability skills are personal qualities that make you “employable”. They are sometimes called “**soft skills**” or “transferable skills” because they are separate from your technical **knowledge** and work experience and can be applied to almost any job, in any industry.



# Why are Employability Skills Important?



- These set of "job-readiness" skills are, in essence, behaviors that are necessary for every job and are essential attitudes that allow you to grow in your career and efficiently let you:
- connect with co-workers.
- solve problems.
- be a part of and understand your role within the team.
- make responsible choices for your job and your career.
- be independent and take charge of your career.
- Personal characteristics, habits, and attitudes influence how you interact with others.

## TWO IMPORTANT QUESTIONS!

How can  
educators prepare  
students for the  
job market?

How can we help  
students develop  
employability  
skills?





# The Solution

- The answer to this question is by using the 6Cs of education.
- The 6Cs modern day skills play a major role in setting students up for success and working towards ensuring that they thrive professionally.



# What do teachers need to do

- Teachers need to rethink their existing curricula in order to help students build 21<sup>st</sup> century skills that will help them in the workplace.

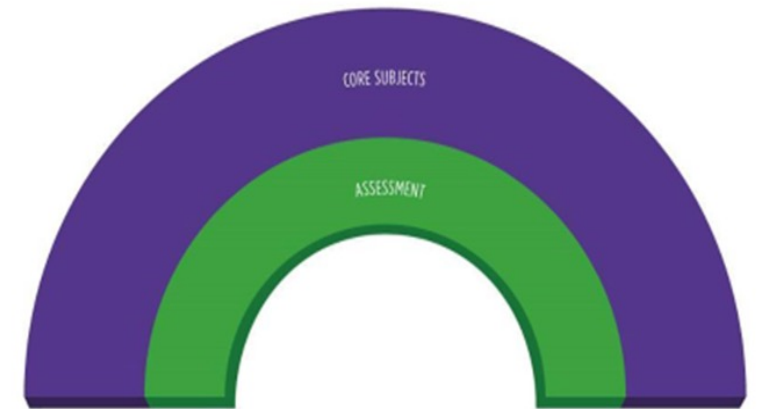




# 20<sup>th</sup> Century Classroom and framework



## *Framework for 20th Century Learning*

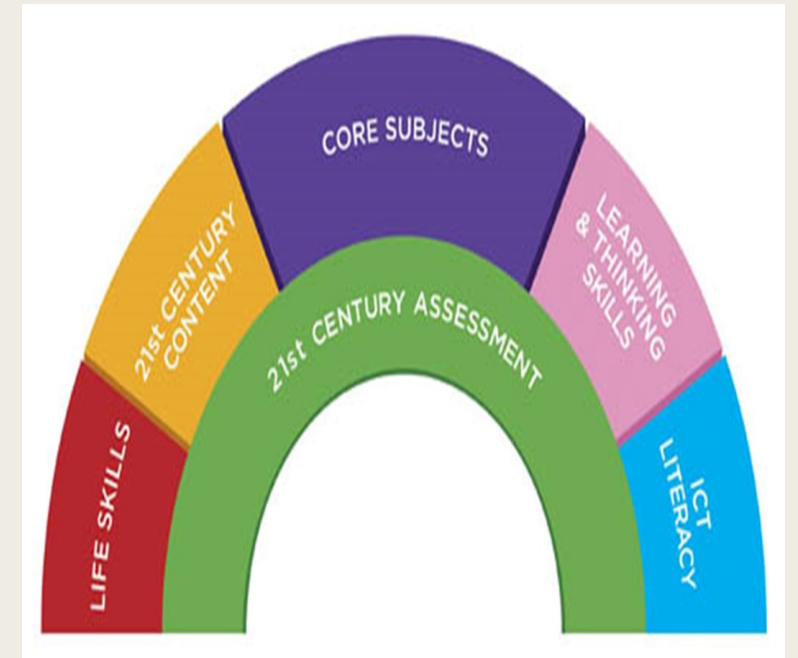


# Traditional Teachers

- Lecture all day long
- Prevent change
- Be the sage on the stage
- Teach to the test
- Be able to chew gum all day and tell my students they can't
- Retire next year and it just doesn't matter anymore
- Sit in the teacher lounge and complain
- Teach one year 25 times
- I want a computer just to report grades
- Keep my mouth shut and wait to become an administrator
- Cover rather than uncover material and use chalk
- Quit learning
- [https://www.youtube.com/watch?feature=player\\_embedded&v=w3PhJDxvgJM](https://www.youtube.com/watch?feature=player_embedded&v=w3PhJDxvgJM)



# 21<sup>ST</sup> Century Classroom



# 21<sup>st</sup> Century Teachers (Video)

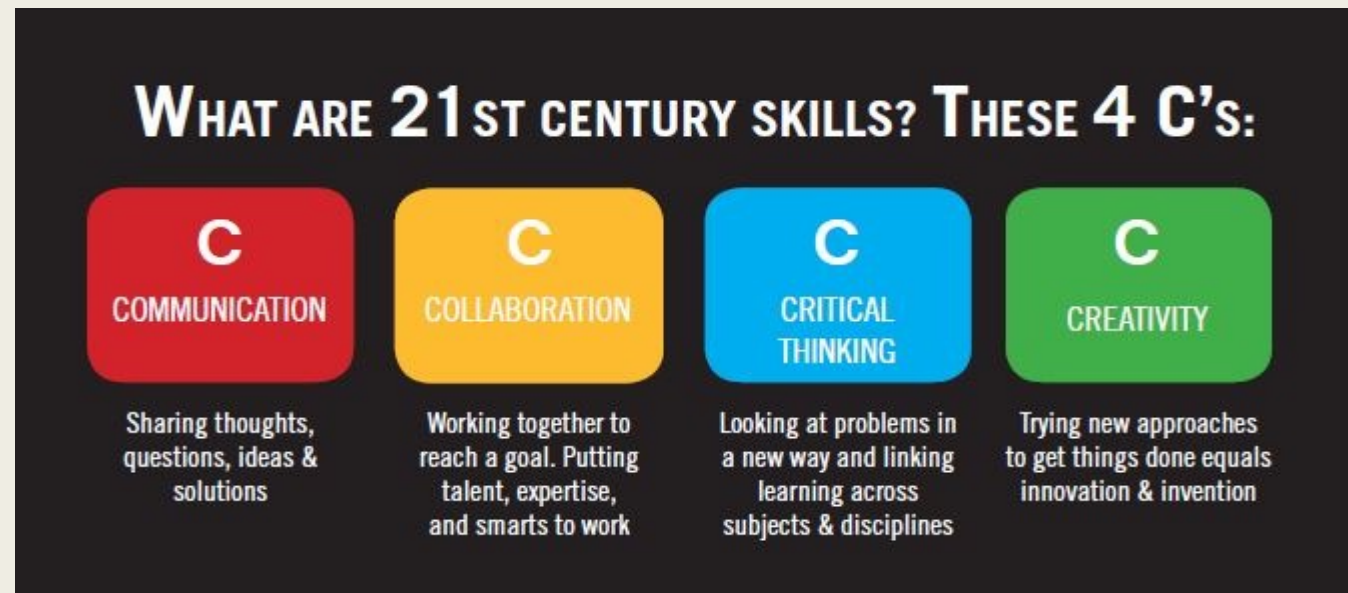


- When I become a teacher, I want to :
- Collaborative work will be just as important as individual work
- PBL ( project-based learning) won't just be an acronym
- Edit, remix, and share media with my students
- Learn from my students
- Expect change
- Create my own personal learning network
- encourage appropriate online interaction
- I won't fear technology , I'll embrace it
- Create positive learning environments
- [https://www.youtube.com/watch?feature=player\\_embedded&v=a7-QIZnCD2Y](https://www.youtube.com/watch?feature=player_embedded&v=a7-QIZnCD2Y)

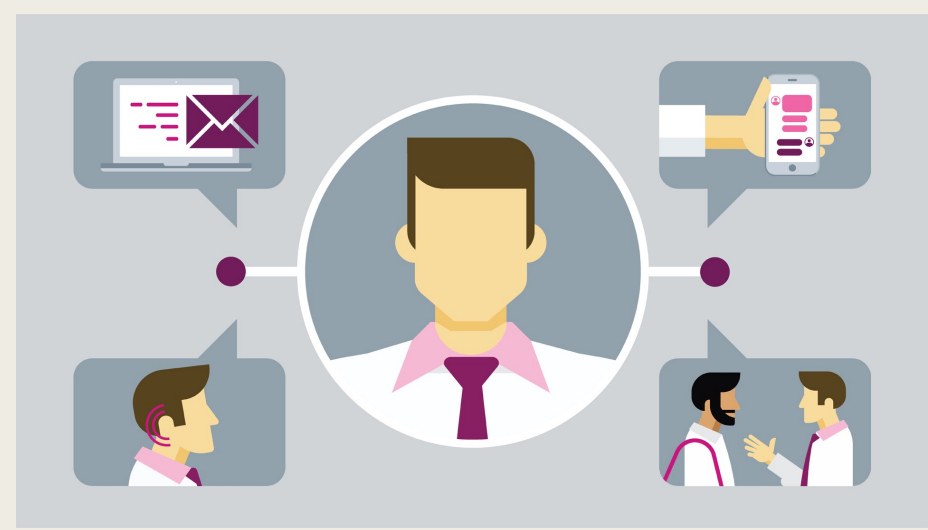
# The 6Cs of 21<sup>st</sup> Century Education



- It all started with the 4Cs
- Since the late 1990s, educators and policymakers have been discussing the need for 21st Century Skills.
- The Partnership for 21st Century Skills defines these as the 4Cs – Critical Thinking, Creativity, Communication, and Collaboration.



# 1-Communication



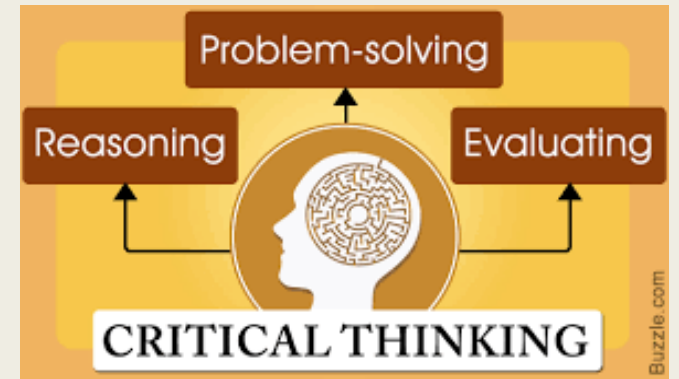
- Sharing thoughts, ideas and solutions
- In the technological age its easier at the same time harder
- Technology = more convenient ways to communicate
- Overwhelming
- It can be more about the technology used.
- Without effective communication there's no way to get anything done.

## 2-Collaboration



- Its about working together to reach a goal. Technology has made communication easier.
- However, some break downs can happen for example, the number of choices can get overwhelming, and the actual collaboration can get lost while we pay too much attention to the tool we are using to collaborate.
- As this world gets more interconnected, collaboration will become a more and more essential skill than it already is.

# 3-Critical Thinking



- It is looking at problems in a new way and learning across subjects and disciplines.
- It has been an essential skill in every century and profession
- It allows students to make sense of present content and apply it to their daily lives.
- However, its too way to let technology do the thinking for us.
- In order to succeed in the 21<sup>st</sup> Century, we have to remember that no matter how advances the machine is, its useless without a person telling it what to do.



# 4-Creativity



- Creativity is trying new approaches to get things done, innovation and invention.
- The 21<sup>st</sup> Century is a fun time to be creative thanks to technology.
- Not only are traditional ways of creativity still available but there are tons of new possibilities.
- Instead of just painting a picture, you can animate it or arrange a piece of music on a computer without ever learning how to play.
- It is up to you to utilize your own thinking power and the technology at hand to get the creative project done.

# Going Beyond the 4Cs



- 1-The 4 Cs are not where the Cs are ending
- 2-To be successful, students need more than just basic 21<sup>st</sup> century skills associated with the 4Cs
- 3-They need Intrinsic desire to learn, grit, capacity to empathize with others, perseverance, emotional intelligence.
- 4-Professor Michael Fullan defines these traits as deeper learning competencies and argues that students need to develop 6Cs rather just the four.(Beth Holland,2017)

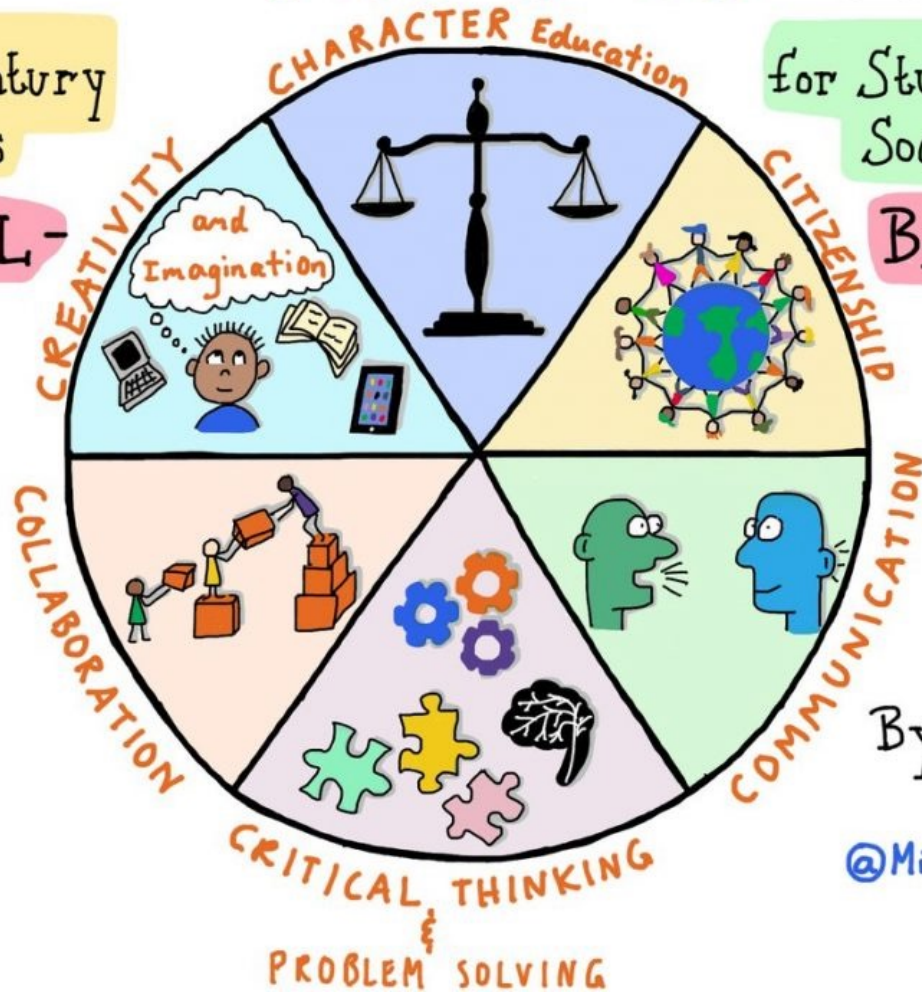
# THE 6 Cs of Education

21<sup>st</sup> Century skills

WELL-

for Student and Society

BEING



@sylvia duckworth

By Michael Fullan  
@MichaelFullan1



## The 6Cs- Citizenship and Culture

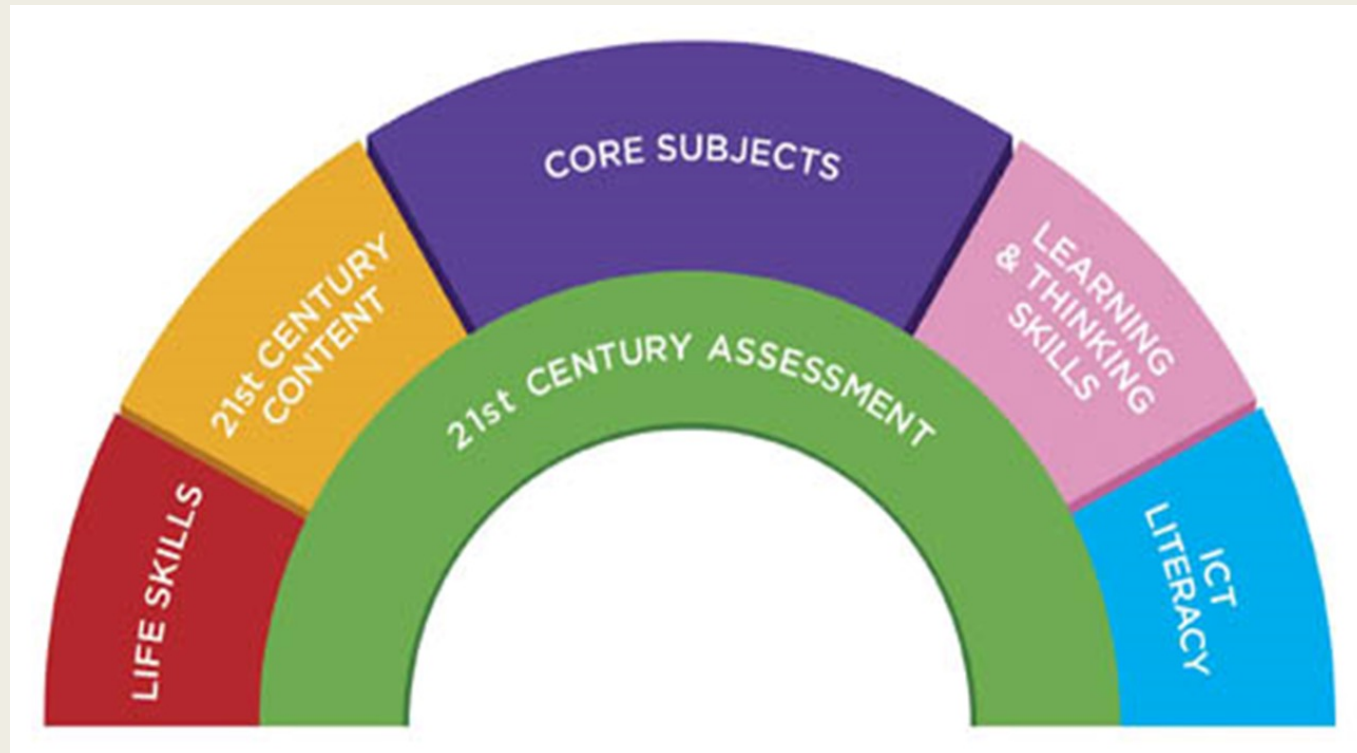
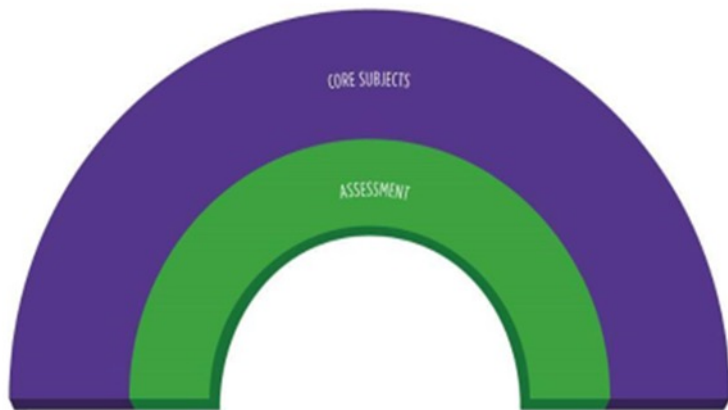
- 1-Citizen and culture go hand in hand.
- Citizenship and culture focus on the importance of being in touch with everything that surrounds the individual.



The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen education.

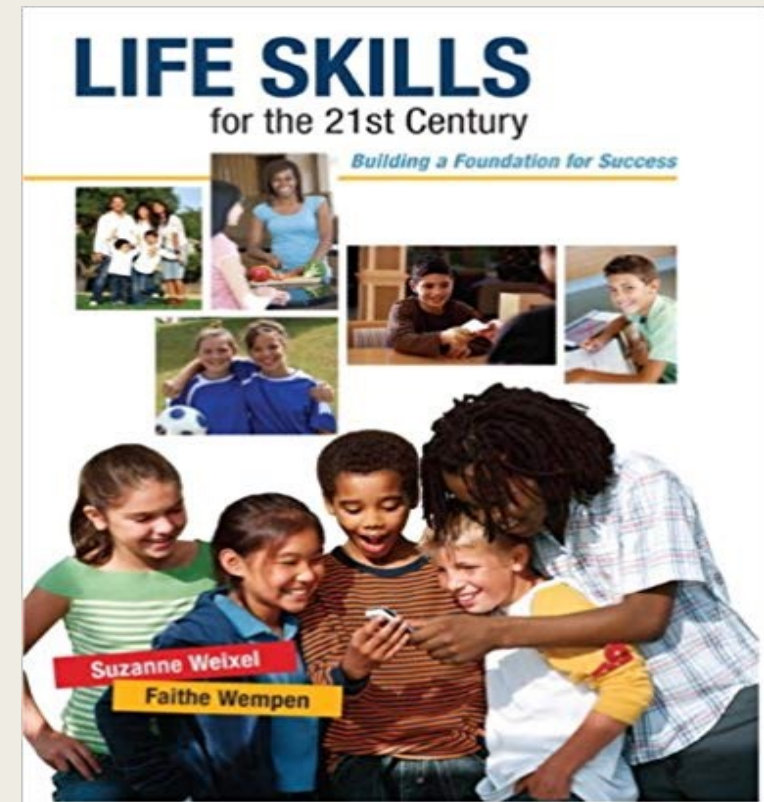
## The are 6 elements/Framework of 21<sup>st</sup> Century Learning

*Framework for 20th Century Learning*



# Element 1-Life Skills

Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly.



# Element 2-21st Century Content

- The goal of providing education in a 21st century context is to provide students ways to see the connections between their schoolwork and their lives outside the classroom. These connections are critical to encouraging student engagement, motivation and attitudes towards learning.





# Element 3-Core Subjects



## **Core Subjects**

- Emphasize the core subjects of reading, English, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

# Element 4-Learning and Thinking Skills

As much as students need to learn academic content, they also need to know how to keep learning - and make effective and innovative use of what they know - throughout their lives. Learning and thinking skills are comprised of:

## **Learning Skills:**

Information and Communication Skills

Information and media Literacy

Visual Literacy

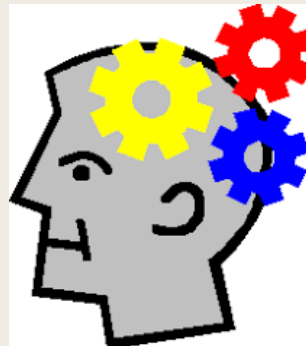
Communication

## **Thinking and Reasoning**

Critical Thinking

Problem Solving

Creating and Innovating



# Element 5-ICT Literacy

ITC Literacy is Information Technology- The ability to use technology to support 21<sup>st</sup> century Teaching and learning.

In a digital world, students need to learn to use the tools to master the learning skills that are essential to everyday and workplace productivity.



# Element 6-21<sup>st</sup> Century Assessment

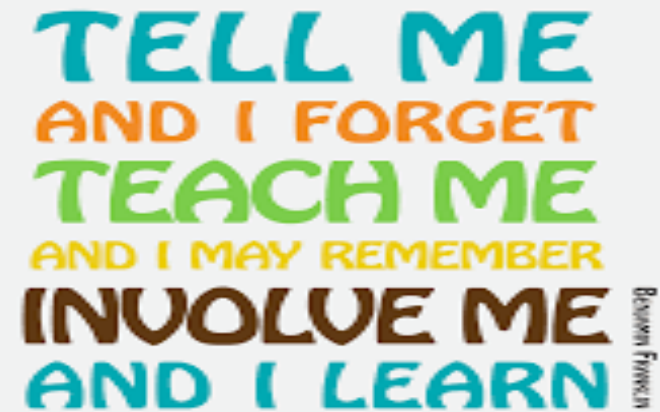
## **21<sup>st</sup> Century Assessments**

Using high quality assessments that measure students' performance for the elements of a 21<sup>st</sup> century education



# Student Engagement and 21<sup>st</sup> Century Skills

- Student engagement is a sign that students are learning, and if you're teaching in a classroom today, then chances are very strong that student engagement is on your school's radar. Even though this quote was shared long, long ago, it could not be more relevant than it is today. Think about it just for a moment.
- Tell me and I forget.
- Teach me and I remember.
- Involve me and I learn.
- ~Ben Franklin



**TELL ME**  
**AND I FORGET**  
**TEACH ME**  
**AND I MAY REMEMBER**  
**INVOLVE ME**  
**AND I LEARN**

Benjamin Franklin

Myth1:-21<sup>st</sup> century skill focus only on technology.



Truth1 :-21<sup>ST</sup> Century skills focus on Students meeting the needs of their Worlds.



Myth2:-Critical Thinking is thinking hard and doing puzzles.



Truth2 :-Critical Thinking and problem solving are considered to be the new basics of the 21<sup>st</sup> Century learning.

It is all about problem solving, making judgements, reasoning and thinking.



Myth3:-Collaboration and communication mean working in groups



Truth3 :-Collaboration and Communication mean communicating coherently, valuing diverse ideas, Tailoring message to audience and achieving a common goal





Myth4:- Creativity is only for artists



Truth4 :-Creativity helps all students think creatively, implement innovations And to work creatively with others.



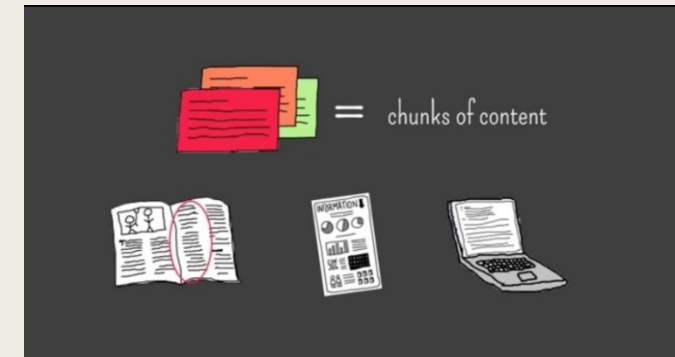
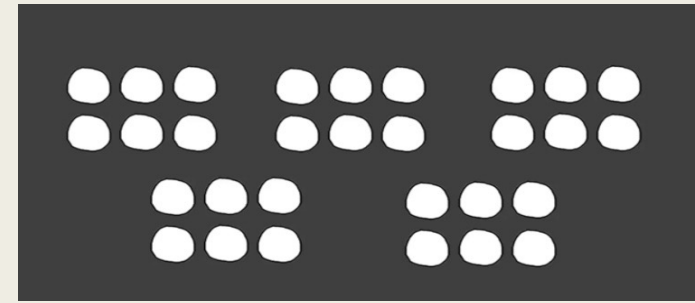
# The Jigsaw Strategy



- It's a cooperative learning strategy where each student in the group takes responsibility for one chunk of the content and teaches it to the other members of the group.
- 2- Students fit their individual chunks together to form a complete body of knowledge

# How to form a Jigsaw

- 1- Divide the students into two groups of 4 or 6
- -Try to have the same number of students in each team
  
- 2-Divide your lesson or content into 4 or 6 chunks too
- (Divide the content into the same number of students in each
- Group e.g., 6 students in each group divide content into 6 chunks
  
- 3-Each group gets a different topic for example: Democracy,
- dictatorship, monarchy, republic, totalitarianism, theocracy etc.

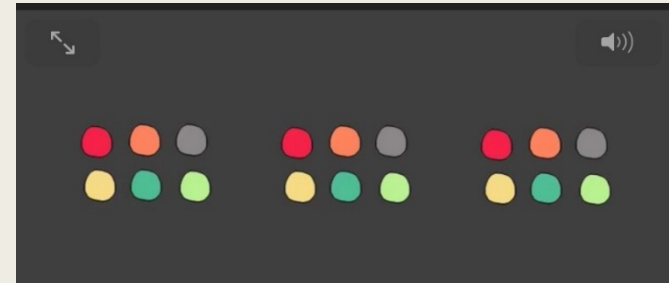


# Jigsaw groups

5-Assign one chunk of content to each person in the jigsaw group and that person will be responsible for teaching that chunk to the group.



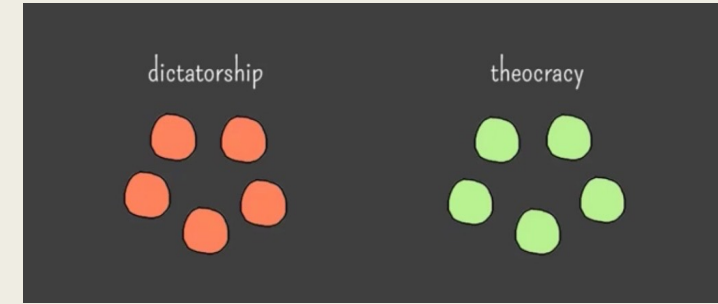
6-Students don't interact with other members of their group,  
They just read and study their own chunk of content



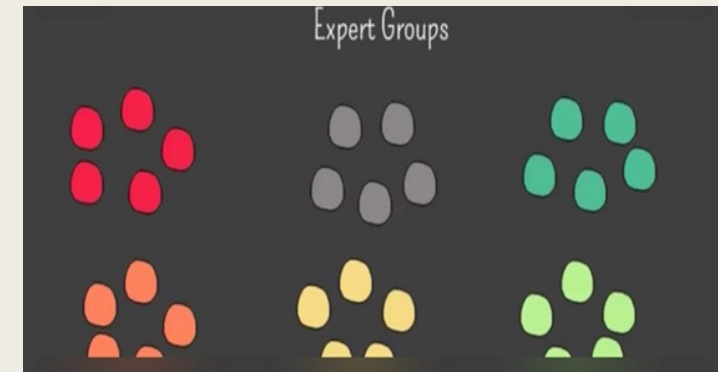
7-Students meet in expert groups (After students studied their chunks in their groups, then they meet in expert groups and gather with all the other students who have been assigned the same topic.



- 7-In the expert group, students compare their ideas and Prepare a presentation for the jigsaw group and here gaps in knowledge can be filled, misconceptions cleared up and important concepts reinforced.



- 8-Students return to their original jigsaw groups and each student takes a turn presenting their chunk of Information.

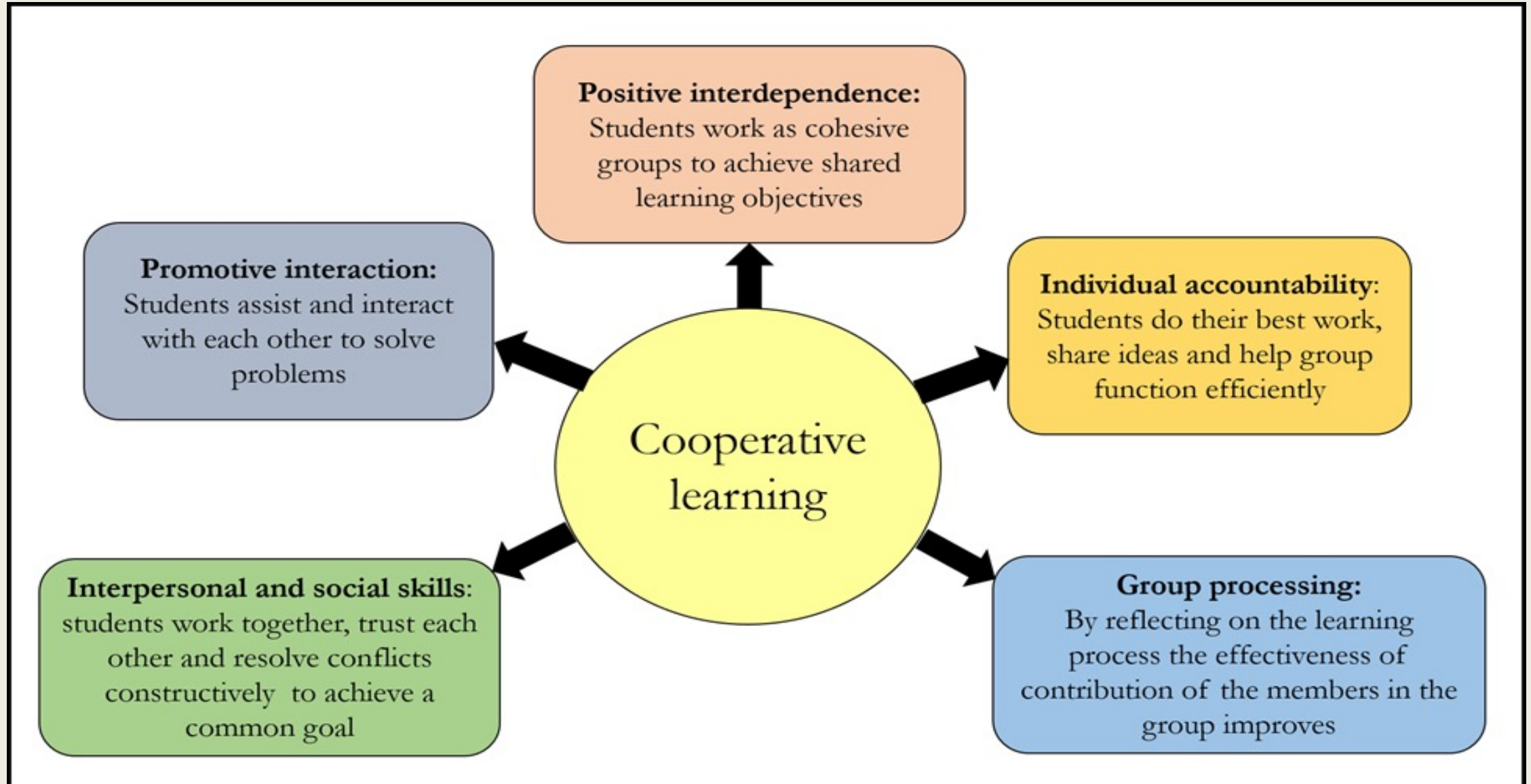


- 9-The other groups listen carefully and take notes and ask Qs.

- Finally assess all students on all the content



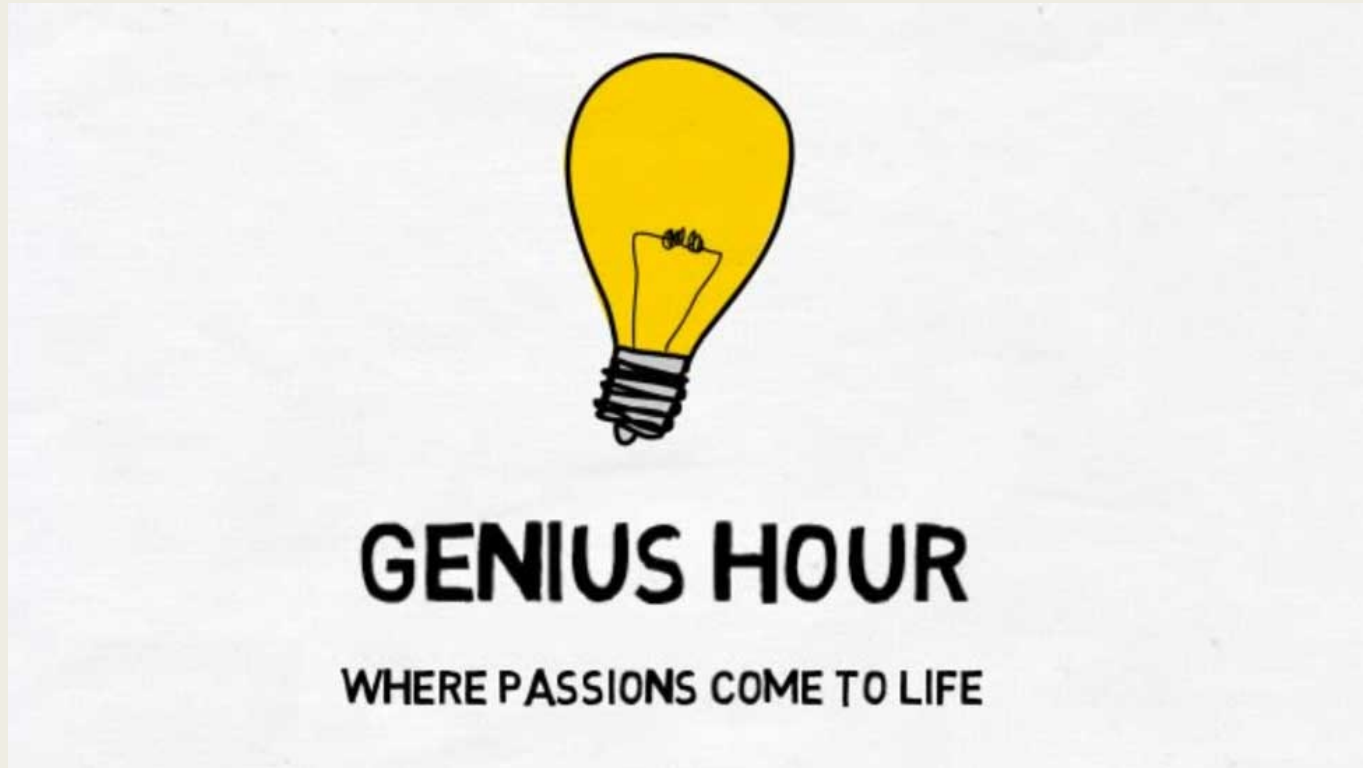
# Advantages of the Jigsaw





- This activity focuses on finding one's passion and to build up on it. Maybe the next invention will come from you or from one of your students. Who knows?!

# The Genius Hour

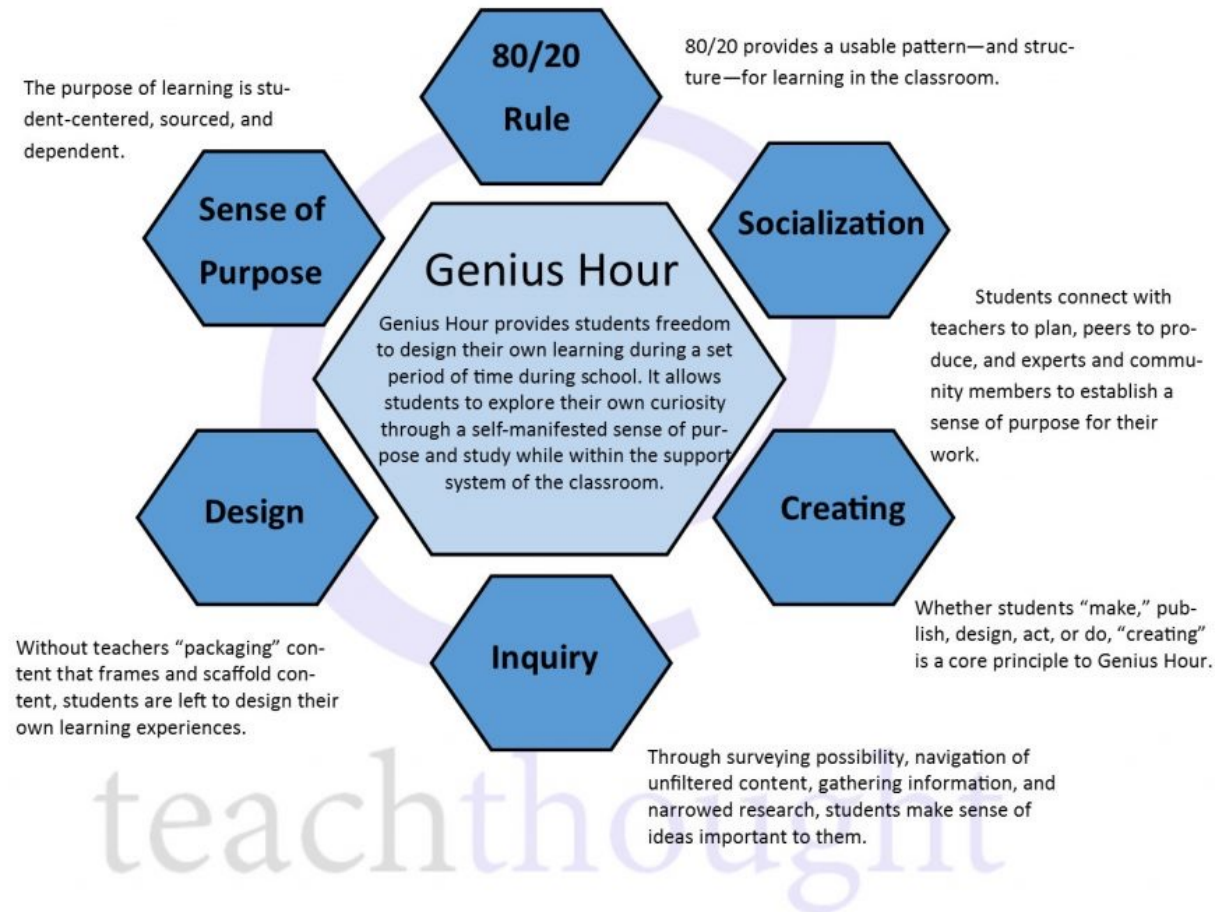


- A Genius hour is another teaching method in the classrooms of the 21st century. The movement refers to a certain amount of time during class that teacher give to students to explore their passions.



# 6 Principles Of Genius Hour In The Classroom

teachthought



## The Fishbowl Activity


- This activity encourages collaboration, creativity, Communication and critical thinking. It is a Cooperative learning structure for small groups or Partner discussions



DISCUSSIONS  
AN ACTIVITY FOR MEANINGFUL  
CLASSROOM DISCUSSIONS



# THE FISHBOWL ACTIVITY



## The Fishbowl Activity Steps:

- ▶ 1-Select a Topic





**DEPARTMENT of EDUCATION**  
Louisiana Believes

**Fishbowl Discussion**  
Inner and Outer Circle Responsibilities

**Fishbowl Directions:**

1. A fishbowl discussion requires students to be divided into inner and outer circles.
2. Each group will have 10 minutes to discuss the text.
3. During part A of the "Shutting Out the Sky" passage, the group will discuss the text.
4. After 5 minutes, the group will rotate.
5. During part B of the passage, the group will discuss the text.
6. After both circles have finished, the teacher will facilitate a class discussion.

**INNER CIRCLE RESPONSIBILITIES**

You will engage in the discussion.

1. Discuss with your friend.
2. If more than one person speaks first, then the speaker will be the first to respond.
3. Be sure to use respectful language.
4. Do not interrupt.
5. Ask each other questions.
6. Answer the questions.

**OUTER CIRCLE RESPONSIBILITIES**

Your job is to listen to the discussion.

1. Note the ideas made and create and develop your own questions.
2. Note your partner's point of view.
3. You may not speak at all.
4. Be sure that you are not talking over the speaker.

Question	Thoughts	Supporting Evidence
What theme about community is presented in the passage "Shutting Out the Sky"?		
How do the experiences of the characters in "Shutting Out the Sky" compare to the immigrant experience in "Shutting Out the Sky"?		
How do the characters in "Shutting Out the Sky" compare to the people in "Shutting Out the Sky" who have their own culture while moving into a community?		

Grade 5: Shutting Out the Sky

• Let's participate in a fishbowl discussion!

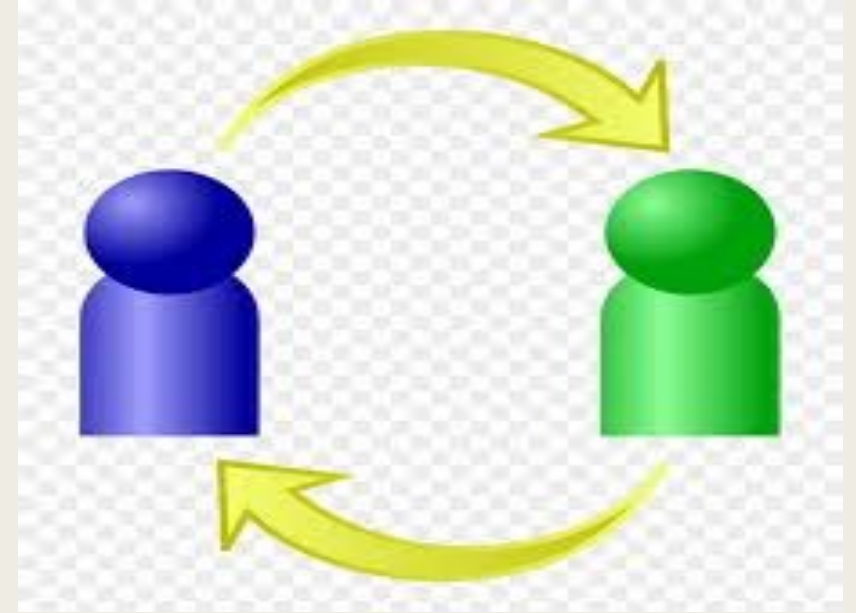


# Prepare for the Discussion

- ▶ 2-Give the students a few minutes to prepare ideas and questions in advance.



Tap



Switch



## Debrief

- ▶ After the discussion, you can ask students to reflect on how they think the discussion went and what they learned from it.
- ▶ Students can also evaluate their performance as listeners and as participants.

# Think Aloud

- ▶ The Think Aloud Process is a teaching strategy used to model how readers think as they read.







THINK ALOUD

# Think Aloud

- ▶ During the think aloud you do things that you want your learner to do while reading.
- ▶ What is it that you want your learner to see you do?
- ▶ If you want them to see you summarizing put a sticky note



# What can you do as a Teacher ?

- There are many things teachers can do to help student develop these skills:





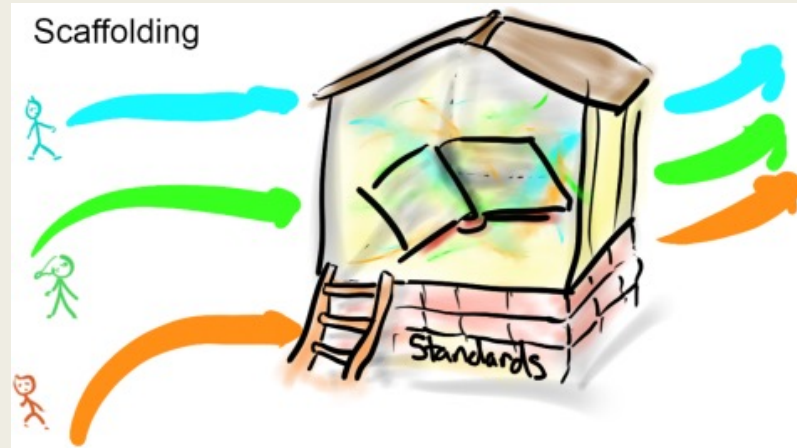
# What is Scaffolding?

- scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.



- We can also say that scaffolding is breaking up the learning into chunks and then providing a tool or structure with each chunk.

# Scaffolding



- The concept of **scaffolding** shifts how we approach meeting the needs of diverse learners.
- We may have students coming into a learning experience with differing levels of knowledge, ability, or background, but rather than providing them with something *different*, we instead consider how we can provide the scaffolding necessary to ensure they can work together in grappling with a common task or text.(Manderson,2017)

# What is Scaffolding?



- The idea of scaffolding instruction is to provide instruction just beyond what the learner can do by themselves.
- The teacher can provide the scaffolds so that the student can accomplish tasks they could otherwise not complete without assistance.



# What is Scaffolding?



The idea of scaffolding instruction is to provide instruction just beyond what the learner can do by themselves.

The teacher can provide the scaffolds so that the student can accomplish tasks they could otherwise not complete without assistance.

Scaffolding is a tool that provides the support and structure necessary for students to become independent, self-regulated learners.

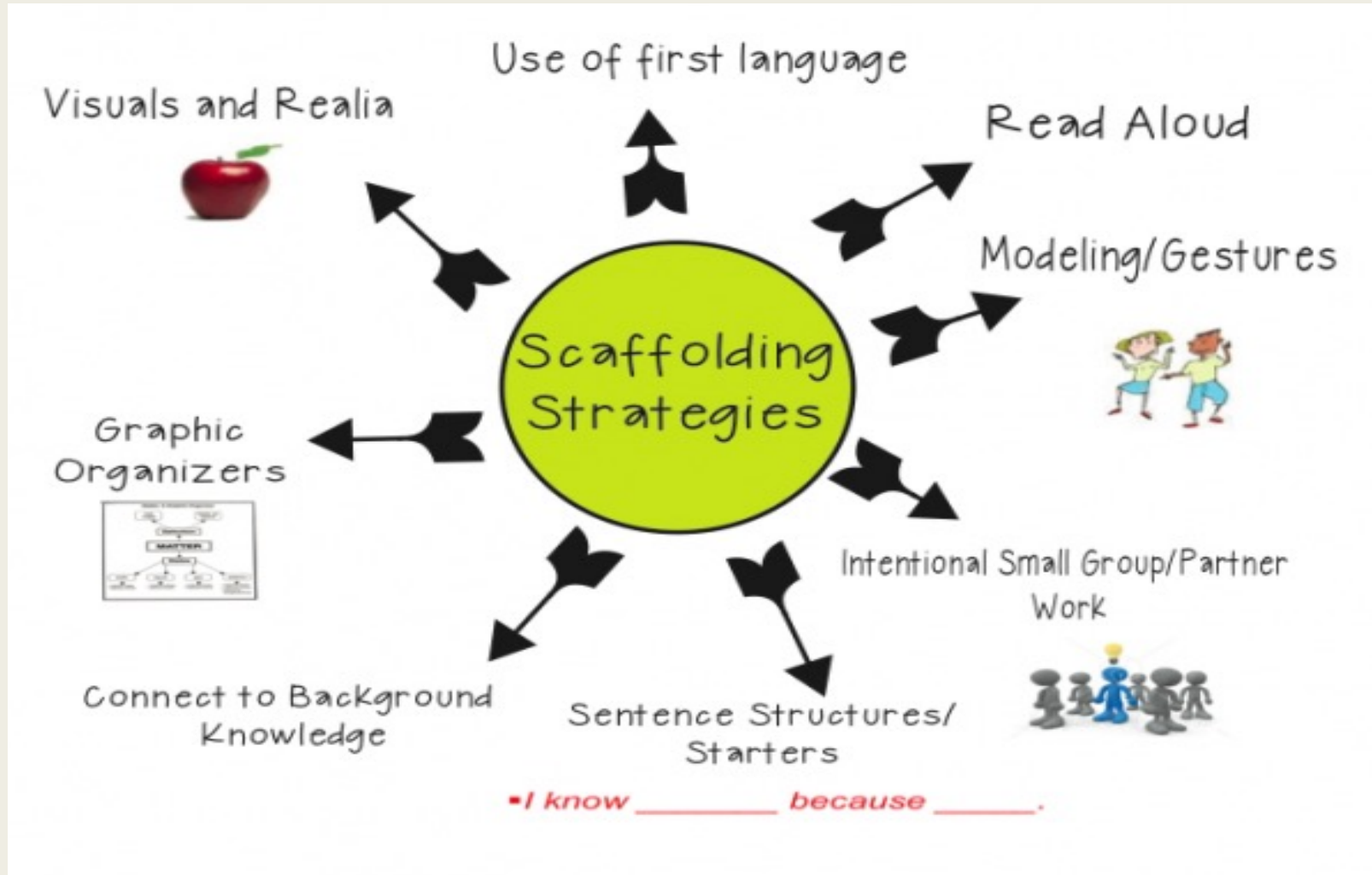
# What are the advantages of Scaffolding?



- 1-It helps maintain steady student interaction.
- 2-It permits students to continuously build upon acquired knowledge and skills.
- 3-It helps learners move towards new skills, concepts or levels of understanding
- 4-Scaffolding minimizes the learner's level of frustration. It can be used to "cool down" learners who are easily frustrated when learning with their peers.
- Through scaffolding, the learner is engaged in an active process of learning.



# Examples



# Scaffolding Steps



## *First, the instructor does it.*

- The instructor models how to perform a new or difficult task, such as how to use a graphic organizer. For example, the instructor may project or hand out a partially completed graphic organizer and asks students to "think aloud" as he or she describes how the graphic organizer illustrates the relationships among the information contained on it.

# Scaffolding Steps



## *Second, the class does it.*

The instructor and students then work together to perform the task. For example, the students may suggest information to be added to the graphic organizer. As the instructor writes the suggestions on the white board, students fill in their own copies of the organizer

# Scaffolding Steps



## *Third, the group does it.*

At this point, students work with a partner or a small cooperative group to complete the graphic organizer (i.e., either a partially completed or a blank one).

More complex content might require a number of scaffolds given at different times to help students master the content.

# Scaffolding Steps



## *Fourth, the individual does it.*

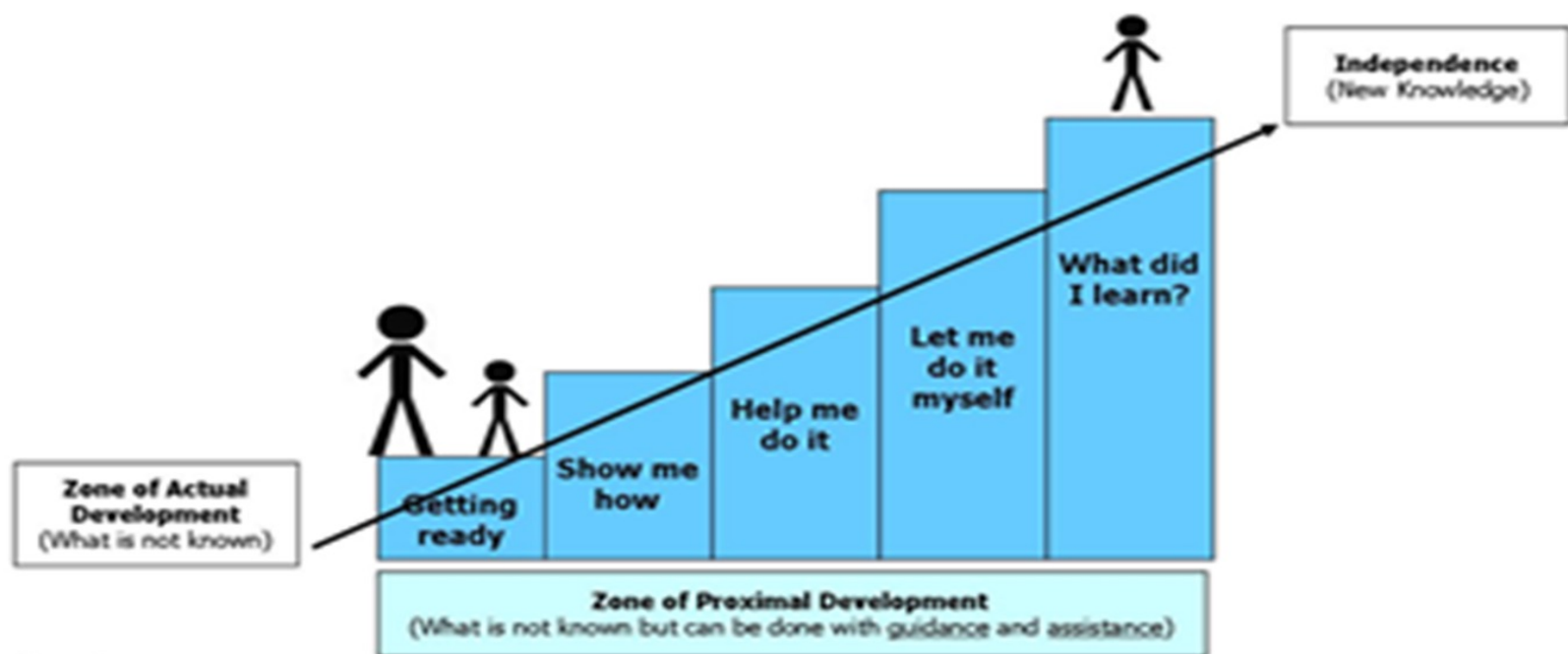
This is the independent practice stage where individual students can demonstrate

their task mastery (e.g., successfully completing a graphic organizer to

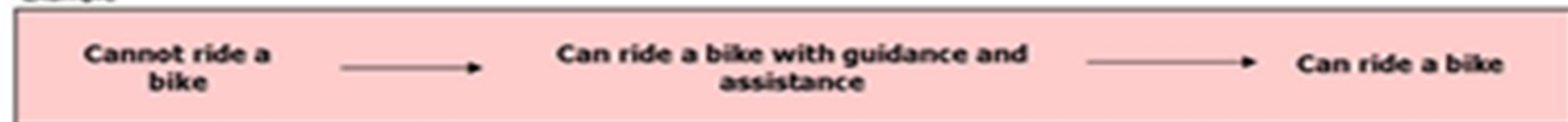
demonstrate appropriate relationships among information) and receive the

necessary practice to help them to perform the task automatically and quickly

## Scaffolding



Example



A top-down photograph of a white card with the words "Thank you" written in a purple, cursive, glittery font. The card is placed on a light-colored, marbled surface. To the left of the card is a bouquet of small purple flowers with green leaves. To the right of the card is a black pen with a white polka-dot grip. Further to the right is a spool of red and white striped twine, with some of the twine unspooled and draped across the surface. The overall scene is a still life composition related to gift-giving or gratitude.

Thank  
you