

In this example, an elementary school teacher wanted to facilitate 21st century learning throughout a grade two math unit on linear measurement. The original lessons introduced the concept of linear measurement through multimedia presentations and subsequent discussions as a class. Once students reached a basic understanding of the content, the students practiced their emerging skills through various games and worksheets. To end the unit, students completed a project where they created a scaled map of their classroom.

Use the space provided below each prompt to brainstorm ideas about how you could adapt the lesson to better align with each principle of 21st century learning.

The 4Cs

<p>How might we make the learning in this activity more creative?</p>
<p>How might we help students instigate research; develop ideas, solutions, and products; and share creations with authentic audiences?</p>

<p>How might we make the learning in this activity better involve critical thinking?</p>
<p>How might we help students actively interpret, analyze, evaluate, synthesize, and apply complex information?</p>

<p>How might we make the learning in this activity more collaborative?</p>
<p>How might we help students work together and use effective communication to construct a common understanding of the topic?</p>

How might we make learning in this activity better involve communication?

How might we help students interpret meaning and effectively express ideas in diverse forms and contexts?

Additional Dimensions of 21st Century Learning

How might we make the learning in this activity more active?

How might we ensure students are highly engaged in the active building of knowledge?

How might we make the learning in this activity more authentic?

How might we help students engage in meaningful work that explores real challenges connected to the discipline and is connected to communities beyond the classroom?

How might we make the learning in this activity more interdisciplinary?

How might we help students consider multiple disciplinary perspectives, create connections between them, and integrate knowledge into a more comprehensive understanding of the topic?

How might we make the learning in this activity more participatory?

How might we help students make choices about what they learn, produce work similar to domain experts would, and share their learning with broader communities?

How might we make the learning in this activity involve more effective assessment methods?

How might we ensure diagnostic, formative, and summative assessments are connected and provide students with feedback that improves their work, supports meaningful comparisons, and shows them their progress?

How might we make the learning in this activity better develop digital literacy?

How might we ensure learning involves accessing, using, and producing digital information or digital media, and/or using digital technologies to communicate and share with others?