

Outline

- **What are 21st century skills?**
- **Why do we need to include them in our teaching?**
- **Practical illustrations on developing key skills for lifelong learning**
- **MyEnglishLab**

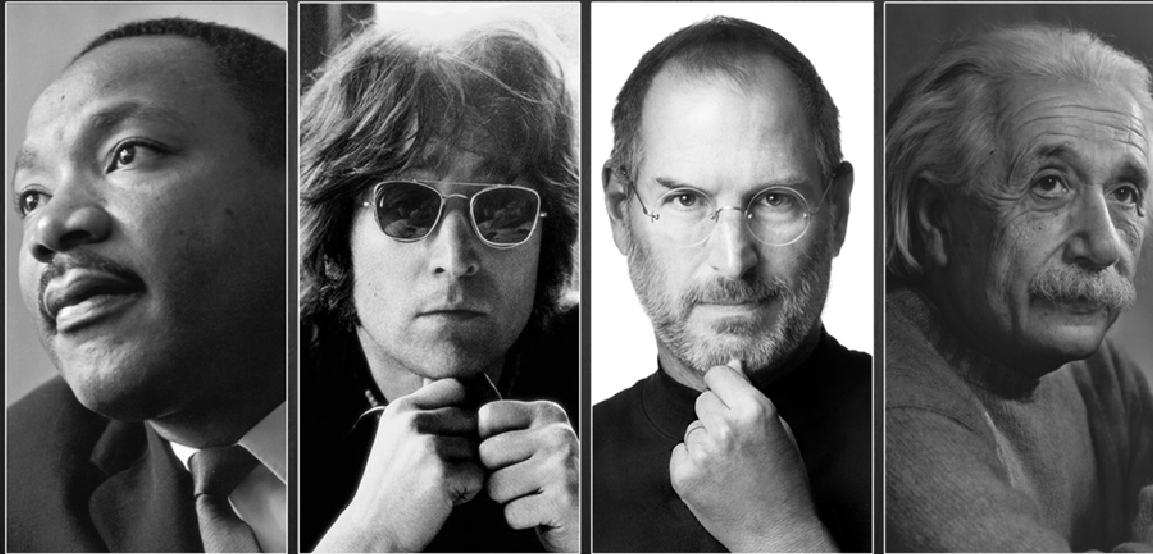
Which of these skills is the *most* useful and which is the *least* important for 21st century citizens?

- a) learn on your own using the technology available
- b) cooperate with people from other cultures
- c) remember a lot of facts
- d) understand global issues
- e) use digital media to communicate
- f) deal with information effectively and critically

So...

- W

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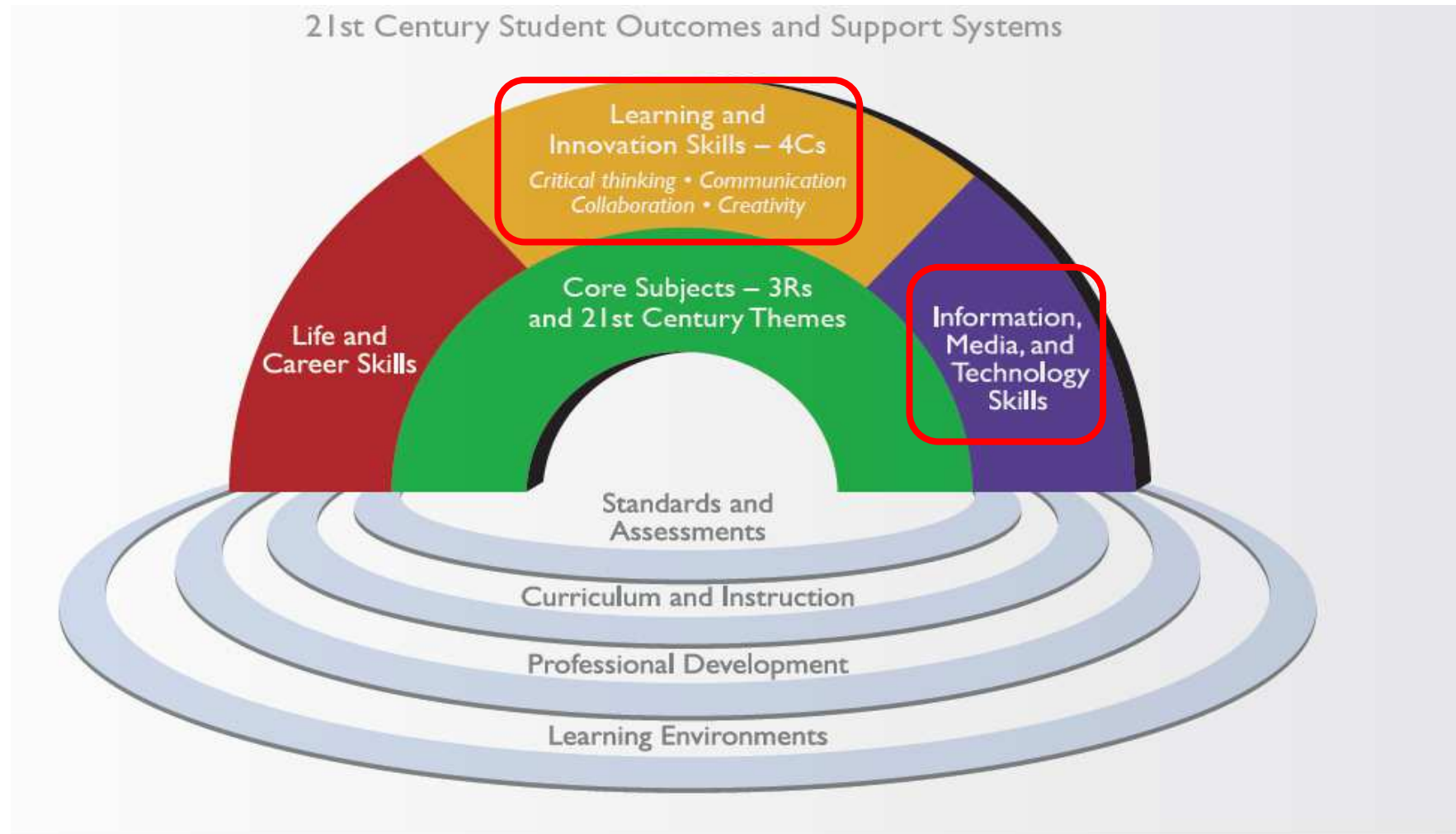
Think Different

recognized
for a more
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st Century

- And why should they be a part of my classroom today?

Because our job is to prepare today's students for tomorrow's world

What are they?



Partnership for 21st century skills - www.p21.org

The 4 Cs

Learning and innovation skills

1

Creativity and innovation

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

Critical thinking

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

Communication and collaboration

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

Training critical thinking + creativity

- develop students' critical thinking abilities;
- engage students in activities that activate their higher-order thinking skills such as logical reasoning, evaluative comprehension, drawing inferences, etc.; and
- develop students' ability to express an opinion, argue their case, initiate and summarise ideas, and illustrate opinions with examples.

Creativity

VOCABULARY

TRAVELLING



What do you know about this person?

21^o century context

Learner motivation



Better concentration



Effective learning



Improved learner confidence



Greater involvement

Example reading sequence

1. Create interest
2. Get the gist
3. Work on the detail
4. Exploit the theme

Exam maximiser

A Teenagers life in Britain

Free time

Teenagers of the 21st century are interested in music, fashion and the Internet. In Britain teenagers like chatting to friends on Messenger or Facebook.

They send texts on their mobile phones and they hang out with their friends. They listen to music on their MP3s, watch films on TV or at the cinema and go shopping for fashionable clothes. Lots of teenagers play computer games in their free time. The average pocket money for teenagers is £9 a week. It is about 12 euros.

Teenagers' favourite films are *The Princess Diaries*, *Save the Last Dance* and *She's the Man*. Their favourite books are still *Harry Potter* and *The Twilight Saga*.



Part time jobs

A lot of teenagers have a part-time job in Britain. 15 and 16 year-olds can work for 8 hours on Saturdays and during the holidays. Many get jobs in shops. Some deliver newspapers to houses before they go to school.

They are called 'Paperboys' and 'Papergirls'. Babysitting is a popular job, because teenagers receive some money to look after children. Some teenagers at the age of 14 help the milkman to take the milk to the houses.

Teenage fashion in Britain

Teenagers in Britain wear similar clothes to teenagers in other European countries. When they are not at school, they wear jeans, a T-shirt and trainers. However, because of the weather most people have a pair of wellingtons, a heavy overcoat and a raincoat. Teenagers buy fashionable clothes from High Street shops.



Glossary

to hang out passare il tempo
fashionable alla moda
to look after badare a
however comunque
overcoat soprabito



108
one hundred and eight

Create interest in the subject



Tap into students' existing knowledge of the theme with thought provoking questions

“What can you see in the pictures?”

“What’s the girl doing?”



“What’s the most popular use for a mobile?”

“When do you do these activities?”



Get the gist ... quickly !

Read the article quickly.

- **Brief Activities**

- **Comprehension Questions**

A Teenagers life in Britain

Free time
Teenagers of the 21st century are interested in music, fashion and the Internet. In Britain teenagers like chatting to friends on Messenger or Facebook.
They send texts on their mobile phones and they hang out with their friends. They listen to music on their MP3s, watch films on TV or at the cinema and go shopping for fashionable clothes. Lots of teenagers play computer games in their free time. The average pocket money for teenagers is £8 a week. It is about 12 euros.
Teenagers' favourite films are *The Princess Diaries*, *Save the Last Dance* and *Ike's the Man*. Their favourite books are still *Mary Potter* and *The Twilight Saga*.

Part time jobs
A lot of teenagers have a part time job in Britain. 15 and 16 year-old teens work on Saturdays and during the holidays get jobs in shops. Some deliver newspapers before they go to school. They are called 'Paperboys' and 'Paperbabysitting' is a popular job, because they receive some money to look after children.

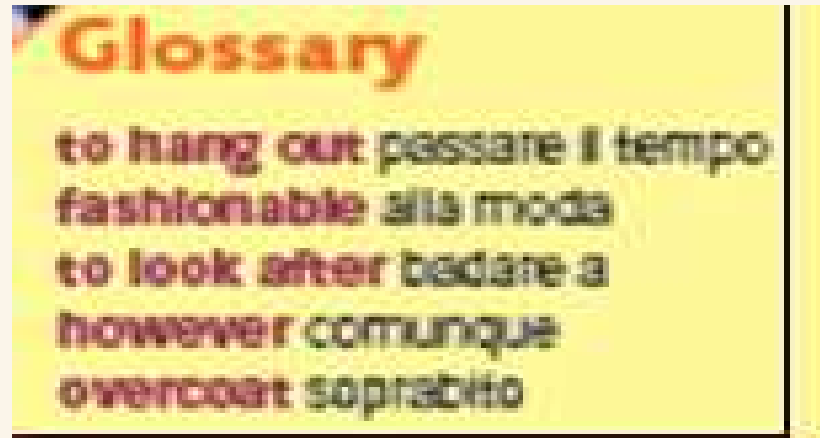


Work on the detail.

Change these sentences so they talk about YOU !

Teenagers' favourite films are *The Princess Diaries*, *Save the Last Dance* and *She's the Man*.
Their favourite books are still *Harry Potter* and *The Twilight Saga*.

However, because of the weather most people have a pair of wellingtons, a heavy overcoat and a raincoat.



Glossary

to hang out passare il tempo
fashionable alla moda
to look after badare a
however comunque
overcoat soprabito

Put as many words in these columns as possible

Clothes	Jobs	Digital	Films & TV
Wellingtons	Milkman	Facebook	Harry Potter
	Paperboy		Princess Diaries

Exploit the text..

Now you have the students interested in the theme, go further with it!

Example tasks (with an objective!)

- **1. List some differences between Italian and English teenagers**
- **2. Design a poster**
- **3. Role play an interview with one of the girls.**

Collaboration and Communication

Interaction is at the  of learning

“How can I achieve the goals and benefits of collaborative learning environment in low-tech, large class, multi-level teaching situation?”

....sometimes let go of the steering wheel and let your students ‘drive’ the class

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.

1 How well did you work together as a group?

A-very well B-quite well C-not very well

Digital connections

* Tasks in red = digital literacies.

2 Complete the work report below:

TASKS	SUSANA	QUIQUE	JUAN	ANA
Research: find good websites make notes / find recordings + graphics (permissions)				
Production: design / writing / recording: video/audio / solving technical problems				
Presentation: upload / share class presentation + follow-up questions / reacting to feedback				

A-very good B-quite good C- not very good

IMT

**Information, media and
technology skills**

2

Information literacy/handling

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

ICT literacy

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

The digital age



Raise your hand if ...

- you've **emailed** today
- you use **Google** regularly
- you've looked at **youtube**
- you're on **Facebook**
- you've ever **skyped** anyone
- you use **wikipedia**
- you've written a **blog**
- you've downloaded a **podcast**
- you have **bluetooth** on your phone

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 800m users

What does this mean for teachers?

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

INTERNET ACTIVITIES.....

Develop e-
competencies

Help cultivate
collaboration

Need an achievable
goal


The screenshot shows a PDF document titled "SOUND AND SCREEN CHALLENGE". The task is numbered 6 and asks the user to read a text, search for three songs proposed as an anthem for the United Kingdom, and choose one with a checkmark, explaining the choice. The text provided is: "God Save the Queen is the British national anthem. Scotland's national anthem is Flower of Scotland, Wales' national anthem is Land of my Fathers, but England has not got an 'official' national anthem. Some politicians are trying to introduce an official English national anthem." Below the text are three multiple-choice options, each with an unchecked checkbox: 1. God Save the Queen, 2. Jerusalem, and 3. Land of Hope and Glory. At the bottom of the page is a photograph of a large crowd at a concert, many holding Union Jack flags. Below the photo is the caption: "God Save the Queen, sung at the Diamond Jubilee concert on June 4, 2012." The document is viewed in a browser window with a taskbar at the bottom showing the date 09/03/2014 and time 18:14.

SOUND AND SCREEN CHALLENGE

6 Leggi il testo. Poi cerca e ascolta le tre canzoni proposte come inno per l'Inghilterra. Quale preferisci (✓)? Spiega perché.

God Save the Queen is the British national anthem. Scotland's national anthem is *Flower of Scotland*, Wales' national anthem is *Land of my Fathers*, but England has not got an 'official' national anthem. Some politicians are trying to introduce an official English national anthem.

1 *God Save the Queen*
2 *Jerusalem*
3 *Land of Hope and Glory*



God Save the Queen, sung at the Diamond Jubilee concert on June 4, 2012.

Digital tools: LMS

3

Learning Management Systems


What are they?

Web-based systems that give students 24/7 access to teacher-managed course content in order to provide instruction, self-study, assessment.

And for homework ... Free practice (outside class)

MyEnglishLab





Our aim is to
empower teachers
not replace them

PEARSON

Easy navigation

The screenshot displays the MyEnglishLab interface. At the top, there is a blue header with the logo and user options. Below this is a navigation bar with icons for Homepage, Course, Gradebook, Messages, and Settings. The main content area is split into two columns. The left column, titled 'Assignments', has tabs for 'Practice (0)' and 'Tests (0)', with a message stating 'You have not assigned any activities yet.' The right column, titled 'Get started', features three large icons for 'Gradebook', 'Messages', and 'Settings'. Below this is a 'Courses' section with a grid of course cards, including 'LEVEL 1' and 'LEVEL 2'.

MyEnglishLab English | Help | Sign out
Signed in as Russell Lewis

Homepage Course Gradebook Messages Settings

Assignments

Practice (0) Tests (0)

You have not assigned any activities yet.

Get started

Gradebook Messages Settings

Courses

LEVEL 1 LEVEL 2

Units

Change course

LLG Elementary

Contents

- Show content in course
- Hide content in course

MyGrammarLab en.coursera.org

- Grammar for KET
- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6
- Module 7
- Module 8
- Module 9
- Module 10
- Module 11

[← Back](#)

Please select a unit from the left to view its contents. You can customize the course content for your students by showing and hiding individual activities, sections or entire units.


Instant marking

MyEnglishLab Homepage | Help | Test Teacher, italianml@ioki | Sign out

Level 1

4 Unit 4

Exercise 17: Adverbs of frequency

Scrivi delle frasi utilizzando le parole date tra parentesi. 

1 (always / eat / at home / they / do) ② <input type="text"/> ?	2 (visit / my brother / sometimes / I) <input type="text"/> .
3 (you / do / often / drink coffee) ② <input type="text"/> ?	4 (study in the library / ever / you / do) ② <input type="text"/> ?
5 (don't / I / travel by train / usually) <input type="text"/> .	6 (on time / she / seldom / for / is / meals) ② <input type="text"/> .
7 (remember / can / I / never / names) <input type="text"/> .	8 (seldom / watch / we / that programme) <input type="text"/> .

[Back to listing](#) [Save](#) [Submit](#)

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ALWAYS LEARNING PEARSON

Self-access help

8.2

Now

Exercise 2 Grammar - present simple/continuous

Select the correct alternatives to complete the text.

8.2 Present simple and present continuous

Mario often	wears	a jacket and tie.
Now he	's wearing	jeans and a T-shirt.

What	do	you	do?	I'm a police officer.
	are		doing?	I'm writing down your number!

Use the present simple to talk about habits or routines: *We often watch DVDs on Friday evenings.*

Also use it to talk about things which are always true or true for a long time: *Elinor works in the city centre.*

Use the present continuous to speak about something happening at this moment: *Sorry, I can't chat now. I'm watching a new DVD.*



Gerald: That sounds hard. Is she looking for a new job?

Bruno: Yes, I think so. She looks in the newspaper and on the internet every day.

Gerald: Really? Because I'm phoning about a job opening here. Office work, not very interesting but the money isn't bad. Perfect for Carla.

Bruno: Hey, Carla - good news, it's Gerald ...

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Gradebook

Track progress

Gradebook Messages Settings

Exercise 2C Grammar – present continuous

[See common error report](#)

Name	Score	Grade	Status
Munden, Garry	---	---	Not submitted
Stobb, Nana	---	---	Not submitted
Faurrieta, Burma	---	---	Not submitted
Thiesse, Narcisa	---	---	Not submitted
Marn, Laurinda	---	---	Not submitted
Gitzlaff, Lupita	0%	F	See report
Baskas, Cassy	13%	F	See report
Gartland, Mana	38%	E	See report
Waiden, Noah	38%	E	See report
Deviva, Fredric	38%	E	See report
Sinn, Ferne	50%	D	See report
Fagin, Demetrius	50%	D	See report
Rodwell, Angelia	50%	D	See report
Shatz, Allen	50%	D	See report
Horkley, Marilee	63%	C	See report
Average	62%	C	

Export gradebook for

Informed Teaching

A photograph of a female teacher with long dark hair, wearing a light green checkered blazer over a black top, sitting in a classroom. She is smiling broadly and looking towards two students. The students, a young woman with long dark curly hair and a young man with short brown hair wearing a red t-shirt, are seen from behind, sitting at their desks. The teacher is holding an open book. In the background, there is a black chalkboard and a white wall with a power outlet.

ALWAYS LEARNING

PEARSON

Common error report

Plan remedial work

Correct answer	Error	Number of students	Student
Where are Zoe and Paolo sitting Preview activity	Where is Zoe and Paolo sitting	3	Bethel Grimes, Merilyn Devincensis, Luolla Lava
	Where Zooo and Paolo are sitting	1	Lupita Gitzlaff
	Where are Zoe and Paolo siting	2	Marilee Hordey, Courtney Mccrae
	where are Zoe and Palo sitting	1	Glenn Steinhauer
	Whers Zoe and Paoplo sitn	1	Cassy Baskas
	Where are Paolo and Zoe sitting	1	Paulette Nadolski
	Whers does Zoe and Paolo sit	1	Allen Shatz
How many bags are Jo and Sam carrying Preview activity	Howa many bags are Jo and Sam carrying	1	Mana Gartland
	How many bags is Jo and Sam carry	1	Lupita Gitzlaff
	How many bags Jo and Sam are carrying	1	Merilyn Devincensis
	How many bags Jo and Samre caring	1	Cassy Baskas
	How many bags are Jo and Sam caring	1	Luolla Lava
	How many bag are Jo and Sam carrying	1	Paulette Nadolski
What's Zoe drinking Preview activity	What does Zoe drink	1	Demetrius Fagin
	What Zoe drining	1	Lupita Gitzlaff
	What is Zoe drinkking	1	Marilee Hordey
	What Zoe drinking	1	Cassy Baskas
	What Zoe is drinking	1	Allen Shatz



Flexible Solutions

PEARSON

Maximum customization

Set homework online

1 Select students

Select all students [Hide all students](#)

<input type="checkbox"/> Baskas, Cassy	<input type="checkbox"/> Gartland, Mana	<input type="checkbox"/> Munden, Garry	<input type="checkbox"/> Stobb, Nana
<input type="checkbox"/> Bowers, Tamela	<input type="checkbox"/> Gitzlaff, Lupita	<input type="checkbox"/> Nadolski, Paulette	<input type="checkbox"/> Tarcy, Renna
<input type="checkbox"/> Caporali, Elenore	<input type="checkbox"/> Grimes, Bethel	<input type="checkbox"/> Rodwell, Angelia	<input type="checkbox"/> Thiesse, Narcisa
<input type="checkbox"/> Devincintis, Merilyn	<input type="checkbox"/> Horkley, Marilee	<input type="checkbox"/> Sakovitch, Sol	<input type="checkbox"/> Waiden, Noah
<input type="checkbox"/> Deviva, Fredric	<input type="checkbox"/> Lava, Lucilla	<input type="checkbox"/> Shatz, Allen	
<input type="checkbox"/> Fagin, Demetrius	<input type="checkbox"/> Marn, Laurinda	<input type="checkbox"/> Sinn, Ferne	
<input type="checkbox"/> Faurrieta, Burma	<input type="checkbox"/> Mccrae, Courtney	<input type="checkbox"/> Steinhauer, Glenn	

2 Set due date

One week from now (21 Jan 2012, 12:49) Two weeks from now (28 Jan 2012, 12:49)

Next monday (16 Jan 2012, 12:49) Custom due date

Enable timer

<< Back

Assign

Messages



New

Inbox

Sent

First name:

Country:

Last name:

Native Language:

Search

Show all

Priority	Sender type	Sender	Subject	Date	Delete
Normal	Student	William Hall	Welcome to your new English course!	01-11-11	<input type="checkbox"/>
Normal	Teacher	Mr Chowder	Dear colleagues...	01-11-11	<input type="checkbox"/>
Normal	Student	Katy Summers	Welcome to your new English course!	29-10-11	<input type="checkbox"/>

From: Sender name
To: Recipient(s) list
Subject: Message subject

Dear All

Next weeks class will be held in Room 4 and not Room 3.
Don't forget your homework is due by Friday at 6pm

Best wishes
Your Teacher

Communicate with your class

Implications for teaching

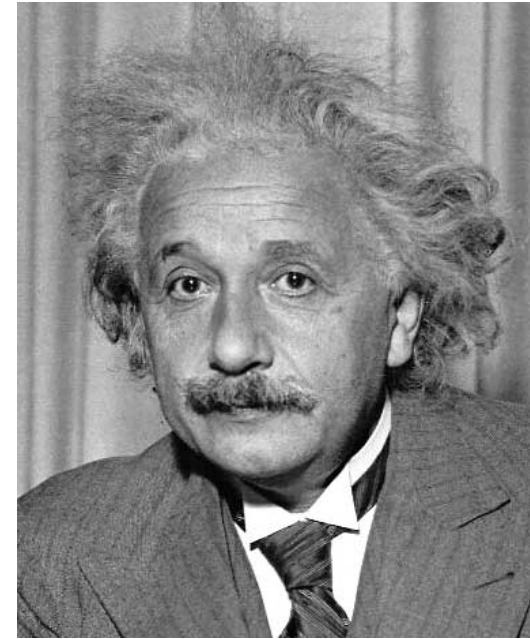
- **take practice out of the classroom**
- **less time spent marking**
- **more student self-study**
- **computer instant feedback**
- **the teacher remains the 'font of knowledge' but also a manager of learning**

Why do we need 21st century skills?

4

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



Einstein's definition of insanity:

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

A 21st century classroom involves:

- Up-to-the-minute content that is relevant to students' lives
- Bringing the world into the classroom and promoting global connections
- Taking the students out into the world beyond the classroom
- Creating opportunities for students to interact with each other and work collaboratively
- Creating authentic learning experiences for students, including the use of technology

ALWAYS LEARNING

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