



ASSESSING 21ST CENTURY SKILLS

Summary of a Workshop



NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Assessing 21st Century Skills Summary Of A Workshop

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Assessing 21st Century Skills Summary Of A Workshop:

Assessing 21st Century Skills Committee on the Assessment of 21st Century Skills, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education, National Research Council, 2011-09-16 The routine jobs of yesterday are being replaced by technology and or shipped off shore In their place job categories that require knowledge management abstract reasoning and personal services seem to be growing The modern workplace requires workers to have broad cognitive and affective skills Often referred to as 21st century skills these skills include being able to solve complex problems to think critically about tasks to effectively communicate with people from a variety of different cultures and using a variety of different techniques to work in collaboration with others to adapt to rapidly changing environments and conditions for performing tasks to effectively manage one s work and to acquire new skills and information on one s own The National Research Council NRC has convened two prior workshops on the topic of 21st century skills The first held in 2007 was designed to examine research on the skills required for the 21st century workplace and the extent to which they are meaningfully different from earlier eras and require corresponding changes in educational experiences The second workshop held in 2009 was designed to explore demand for these types of skills consider intersections between science education reform goals and 21st century skills examine models of high quality science instruction that may develop the skills and consider science teacher readiness for 21st century skills The third workshop was intended to delve more deeply into the topic of assessment The goal for this workshop was to capitalize on the prior efforts and explore strategies for assessing the five skills identified earlier The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed the assessments and related research for each of the five skills identified at the previous workshops with special attention to recent developments in technology enabled assessment of critical thinking and problem solving skills In designing the workshop the committee collapsed the five skills into three broad clusters as shown below Cognitive skills nonroutine problem solving critical thinking systems thinking Interpersonal skills complex communication social skills team work cultural sensitivity dealing with diversity Intrapersonal skills self management time management self development self regulation adaptability executive functioning Assessing 21st Century Skills provides an integrated summary of the presentations and discussions from both parts of the third workshop

Assessing 21st Century Skills , Assessing 21st Century Skills National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on the Assessment of 21st Century Skills, 2011-09-16 The routine jobs of yesterday are being replaced by technology and or shipped off shore In their place job categories that require knowledge management abstract reasoning and personal services seem to be growing The modern workplace requires workers to have broad cognitive and affective skills Often referred to as 21st century skills these skills include being able to solve complex problems to think critically about tasks to effectively communicate with people from a variety of different cultures and using a variety of

different techniques to work in collaboration with others to adapt to rapidly changing environments and conditions for performing tasks to effectively manage one's work and to acquire new skills and information on one's own. The National Research Council (NRC) has convened two prior workshops on the topic of 21st century skills. The first held in 2007 was designed to examine research on the skills required for the 21st century workplace and the extent to which they are meaningfully different from earlier eras and require corresponding changes in educational experiences. The second workshop held in 2009 was designed to explore demand for these types of skills, consider intersections between science education reform goals and 21st century skills, examine models of high quality science instruction that may develop the skills and consider science teacher readiness for 21st century skills. The third workshop was intended to delve more deeply into the topic of assessment. The goal for this workshop was to capitalize on the prior efforts and explore strategies for assessing the five skills identified earlier. The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed the assessments and related research for each of the five skills identified at the previous workshops with special attention to recent developments in technology-enabled assessment of critical thinking and problem solving skills. In designing the workshop, the committee collapsed the five skills into three broad clusters as shown below: Cognitive skills, nonroutine problem solving, critical thinking, systems thinking, interpersonal skills, complex communication, social skills, team work, cultural sensitivity, dealing with diversity, intrapersonal skills, self-management, time management, self-development, self-regulation, adaptability, executive functioning. **Assessing 21st Century Skills** provides an integrated summary of the presentations and discussions from both parts of the third workshop.

21st Century Skills Development Through Inquiry-Based Learning Samuel Kai Wah Chu, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari, Celina Wing Yi Lee, 2016-09-21. This book presents innovative instructional interventions designed to support inquiry project-based learning as an approach to equip students with 21st century skills. Instructional techniques include collaborative team-based teaching, social constructivist game design and game play, and productive uses of social media such as wikis and other online communication affordances. The book will be of interest to researchers seeking a summary of recent empirical studies in the inquiry project-based learning domain that employ new technologies as constructive media for student synthesis and creation. The book also bridges the gap between empirical works and a range of national and international level educational standards frameworks such as the P21, the OECD framework, AASL Standards for the 21st Century Learner, and the Common Core State Standards in the US. Of particular interest to education practitioners, the book offers detailed descriptions of inquiry project-based learning interventions that can be directly reproduced in today's schools. Further, the book provides research-driven guidelines for the evaluation of student inquiry project-based learning. Lastly, it offers education policymakers insight into establishing anchors and spaces for applying inquiry project-based learning opportunities for youth today in the context of existing and current education reform efforts. The aim of this book is to support education leaders, practitioners, and

researchers efforts in advancing inspiring and motivating student learning through transformative social constructivist inquiry based knowledge building with information technologies We propose that preparing students with inquiry mindsets and dispositions can promote greater agency critical thinking and resourcefulness qualities needed for addressing the complex societal challenges they may face Assessment and Teaching of 21st Century Skills Patrick Griffin, Esther Care, 2014-10-21 This second volume of papers from the ATC21STM project deals with the development of an assessment and teaching system of 21st century skills Readers are guided through a detailed description of the methods used in this process The first volume was published by Springer in 2012 Griffin P McGaw B Care E Eds Assessment and Teaching of 21st Century Skills Dordrecht Springer The major elements of this new volume are the identification and description of two 21st century skills that are amenable to teaching and learning collaborative problem solving and learning in digital networks Features of the skills that need to be mirrored in their assessment are identified so that they can be reflected in assessment tasks The tasks are formulated so that reporting of student performance can guide implementation in the classroom for use in teaching and learning How simple tasks can act as platforms for development of 21st century skills is demonstrated with the concurrent technical infrastructure required for its support How countries with different languages and cultures participated and contributed to the development process is described The psychometric qualities of the online tasks developed are reported in the context of the robustness of the automated scoring processes Finally technical and educational issues to be resolved in global projects of this nature are outlined Improving Quality in American Higher Education Richard Arum, Josipa Roksa, Amanda Cook, 2016-05-31 An ambitious comprehensive reimagining of 21st century higher education Improving Quality in American Higher Education outlines the fundamental concepts and competencies society demands from today s college graduates and provides a vision of the future for students faculty and administrators Based on a national multidisciplinary effort to define and measure learning outcomes the Measuring College Learning project this book identifies essential concepts and competencies for six disciplines These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology business communication economics history and sociology disciplines that account for nearly 40 percent of undergraduate majors in the United States Contributions from thought leaders in higher education including Ira Katznelson George Kuh and Carol Geary Schneider offer expert perspectives and persuasive arguments for the need for greater clarity intentionality and quality in U S higher education College faculty are our best resource for improving the quality of undergraduate education This book offers a path forward based on faculty perspectives nationwide Clarify program structure and aims Articulate high quality learning goals Rigorously measure student progress Prioritize higher order competencies and disciplinarily grounded conceptual understandings A culmination of over two years of efforts by faculty and association leaders from six disciplines this book distills the national conversation into a delineated set of fundamental ideas and practices and advocates for the development and use of rigorous assessment tools that are

valued by faculty students and society Improving Quality in American Higher Education brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education and a realistic strategy for better serving our students

Essential Assessment Cassandra Erkens,Tom Schimmer,Nicole Dimich,2016-12-19 While much research has revealed which assessment practices have the most positive impact on student achievement and instruction out of date unproductive practices which students find disengaging and disheartening still persist Discover how to use the power of assessment to instill hope efficacy and achievement in your students With this research based resource you ll explore six essential tenets of assessment assessment purpose communication of assessment results accurate interpretation assessment architecture instructional agility and student investment that will help deepen your understanding of assessment to not only meet standards but also enhance students academic success and self fulfillment Benefits Interpret the research based tenets of assessment that are necessary to maximize all students learning Gain advice and strategies for immediately acting on the six essential assessment tenets including how to communicate assessment results to give feedback that produces constructive responses Discover why it is vital that assessment practices build students and teachers hope efficacy and achievement Consider scenarios that illustrate traditional outmoded assessment practices and revised scenarios that feature practices that better reflect modern assessment needs Reflect on questions related to the content of each chapter and study next steps that teaching teams can take Contents Introduction Chapter 1 Hope Efficacy and Achievement Chapter 2 Assessment Purpose Chapter 3 Communication of Assessment Results Chapter 4 Accurate Interpretation Chapter 5 Assessment Architecture Chapter 6 Instructional Agility Chapter 7 Student Investment References Index

Fostering Science Teaching and Learning for the Fourth Industrial Revolution and Beyond Bansal, Garima,Ramnarain, Umesh,2023-07-10 The fourth industrial revolution or Industry 4 0 is characterized by the exponential pace of technology developments covering wide ranging fields such as artificial intelligence robotics autonomous vehicles 3D printing nanotechnology biotechnology materials science energy storage and quantum computing It is anticipated that it will result in a future that is volatile uncertain complex and ambiguous this has led to a widespread call for the development of 21st century skills and competencies among the young particularly in the science field Fostering Science Teaching and Learning for the Fourth Industrial Revolution and Beyond considers how we prepare prospective science teachers for the fourth industrial revolution how we create teacher education curricula that will help pre service science teachers to be sufficiently versatile in the rapidly changing world and which key perspectives processes methods and tools have especially promising payoffs in the lives of pre service science teachers Covering key topics such as virtual reality teacher preparation and science classrooms this premier reference source is ideal for policymakers administrators scholars researchers academicians instructors and students

Thinking and Acting Systemically Alan Daly,Kara Finnigan,2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill

development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change

Belonging Dustin Bindreiff, 2022-12-22 Over the past decade research has detailed the fundamental role a sense of belonging has for the physical mental and social well being of all humans especially children and adolescents This book presents a comprehensive picture of the importance of community building and research based strategies to change teaching practices Educators passionate about SEL can use this material to ensure that school climate is a consistent and constant part of school day planning Adopting popular tiered systems of supports and utilizing a wide range of research this books helps educators to learn strategies and reflect on their practices so that they can instill a sense of belonging in their students whether they need universal targeted or intensive supports

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