



Strategies To Promote 21st Century Skills- An Analysis

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Abstract: Educators are continuously facing with new challenges to keep up with latest research findings as well as initiatives that hold promise to improve learning and help students prepare for their futures. Some ideas are not necessarily new but have been repackaged under different headings. For example, critical thinking and problem solving have seen a new resurgence in recent years, but in actuality the ideas have been around for decades. What is new, however, is the heightened attention that selected concepts have experienced in recent years. We begin with a definition of 21st century skills provided by the Glossary of Educational Reform. “The term...refers to a broad set of knowledge, skills, work habits, and character traits that are believed– by educators, school reformers, college professors, employees, and others– to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces.” An exploration of what constitutes a 21st century skills that seems broad and endless as well as other itemizations that are more concise and to the point. If we are truly going to make a difference, we cannot overwhelm ourselves by taking on another daunting task with a limitless number of options. We have to deal with the challenge in a reasonable and sensible manner. To promote 21st century skills, critical thinking, problem solving, creativity and innovation, adaptability, collaboration, communication, self-direction and self-assessment and application of technology to work flow are very helpful in it.

Keywords: 21st Century Skills, Challenges, Strategies, Education

Introduction

Strategies to Promote 21st Century, educators are continually faced with new challenges to keep up with rearmost exploration findings as well as enterprise that hold pledge to ameliorate literacy and help students prepare for their futures. Some ideas aren't inescapably new but have been repackaged under different headlines. For illustration, critical thinking and problem working have seen a new rejuvenescence in recent times, but in actuality the ideas have been around for decades. What's new, still, is the jacked attention that named generalities have endured in recent times. According to Educational Leadership, “A growing number of business leaders, politicians, and educators are united around the idea that students need ‘21st century Skills’ to be successful moment”. The demand being placed on teachers is to find ways to incorporate these linked skills in their assignments so that students have an acceptable quantum of time to exercise and master these skills in the course of their diurnal routines. Therefore, as interpreters we need a deeper understanding of

exactly how to do? We begin with a description of 21st century skills handed by the Glossary of Educational Reform. “The term refers to a broad set of knowledge, skills, work habits, and character traits that are believed— by educators, academy liberals, council professors, workers, and others— to be critically important to success in moment’s world, particularly in collegiate programs and contemporary careers and workplaces”. A disquisition of what constitutes a 21st century skill elicits lists that feel broad and endless as well as other itemizations that are terser and to the point. However, we can’t overwhelm ourselves by taking on another daunting task with a measureless number of options, if we're truly going to make a difference. We've to deal with the challenge in a reasonable and sensible manner. We are trying here to focus on the following skills which will be helpful to promote the development in 21st century skills:

- ✓ Critical Thinking
- ✓ Problem Working
- ✓ Creativity and Invention
- ✓ Rigidity
- ✓ Collaboration
- ✓ Communication (both written and oral)
- ✓ Tone- direction and tone- assessment
- ✓ Operation of technology to work inflow

Sarah Brown Wessling’s **Teaching Channel** has clarified the charge that has been placed on educators in the following way “Twenty-first century learning embodies an approach to tutoring that marries content to skill. Without skills, students are left to study data, recall details for worksheets, and relegate their educational experience to passivity. Without content, students may engage in problem- working or platoon- working gestures that fall into negligibility, into applicability without rigor. Rather, the 21st century literacy paradigm offers an occasion to synthesize the perimeters of the content. Skills debate and bring it into a frame that dispels these incongruities”. Therefore, skills aren't tutored in erratic manner but rather are incorporated into content in meaningful ways that allow students to make upon their skill development.

Incorporate 21st Century Skills into our Content- Grounded Educational Programs

When students are studying, skills should be incorporate in their content. The following are the major points that should be keep in mind when prepare content:

- It's important that we explain each skill, and may be let students bandy with their peers what it'll look like and sound like when the skill is being rehearsed or learned.
- Because skill development happens over time, it's an on- going process. Whenever students are working on skill development, we need to be unequivocal about which skill or skills are being addressed.
- Knowing how and whether students are perfecting their skills requires non-stop monitoring, furnishing groups and individualities feedback, and allowing students to reflect on their progress in jotting or through exchanges.

We've to constantly be on the lookout for ways to modernize strategies formerly in our inventories and for fresh strategies to use that allow students to exercise and demonstrate 21st century skills. Below you'll see an array of approaches educators can use as they work with their classes. The sources are varied; some I've seen being enforced, some I've discovered on the Internet, and others have been participated with me at shops.

Three Ws– At the end of a assignment or class period, students are asked to write the content under study by responding to three questions-

- **What** did we learn moment?
- **So What?** (What's its applicability, significance or utility?)
- **Now What?** (How does this fit into what we're learning? Does it affect our thinking? Can we prognosticate where we're going?)

Rise and Shine – In a twitter- such like environment, students are asked to capture the substance of the significant points of the day's assignment in 140 words or lower. Students may unite or work singly. When named pupils are ready, they collectively stand up and take their summary with their classmates.

He/ She Said – This is a way for groups of students to partake creative ideas with their fellow students. In groups of four, students are given a task, problem to break, response to a situation, vaticination of a coming step, etc. Each pupil jots down his or her answer or opinion and also each group member shares his or her idea with the entire group. When the time comes for groups to partake their stylish thinking, individual group members can point to a fellow pupil to partake his or her thinking because that person's idea was the stylish response. In short, he said or she said it stylish.

TED Talk – TED stands for Technology, Entertainment, Design. An innovative way to use this strategy in the classroom is to have students to present TED addresses to their fellow students. The time for the talk may be limited during which students can bestow to partake their thinking with their classmates. The strategy may be used as a type of assessment giving students the option of jotting and delivering (or re-photographing themselves for a YouTube videotape) a TED talk in lieu of a more traditional assessment.

Cs the Moment – Simply stated, there are a lot of Cs impacting the lives and thinking of our students. Some of the Cs that are in current educational literature include critical thinking (and doing), creativity, collaboration, cross-cultural understanding, communication, computing, career and literacy tone- reliance, and collaborative knowledge. With a extravagancy of so numerous ideas, it can be productive for students to break periodically and reflect on a "C" which numerous pens and seers feel are lifelong skills. Educators may choose to have the students tone- assess periodically (may be daily), or ask students to reflect on a specific skill that the class has been working on (similar as communication or collaboration). Educators can allow students time to reflect by responding to named questions.

- Which Cs represents my strengths?
- Which Cs are areas I need to work on in the future?
- Which Cs do I feel are the most important in my unborn life?

- What substantiation do I've to show that I'm perfecting on a specific skill?

The students can also do a piece of writing in which they reflect on where they see themselves in relation to the skill(s), or share in a group discussion to clarify how the skill(s) will impact their futures.

Drop the Mic– The title has come vulgarized in vids or on TV when individualities complete a spectacular performance or deliver a definitive or remarkable statement. In a classroom, students may be challenged by their school teacher to capture the substance of an idea, put together a terse understanding of a subject, develop a creative approach to capture an idea under study, or epitomize a complicated subject in a terse way. After students have had a chance to concoct their oral reflections, the school teacher hands the pupil a plastic microphone. Each party makes a donation at the conclusion of which he or she “drops the mic”. Classmates are invited to show their blessing through applause or cheers.

Trial Balloon– A trial balloon is a statement made to see how a new policy or idea will be entered. In classrooms, students study a wide variety of generalities, literal events, scientific possibilities, fine processes, technological advances, and a variety of erudite approaches. Important discoveries are made when individualities are allowed to break and determine what may be the coming step in a trial, an event, or a story. Using the strategy students are asked to make suppositions, estimates, approximations, etc., as they study new content by floating a “trial balloon”, which is also followed by a class discussion to determine the validity or possibility of the ideas being presented. The questions that students may consider are truly measureless. The significance of the strategy is to allow students to problem break, be as creative as they wish, and to suppose more deeply about technological impacts on a broad scale.

The Write Stuff– Writing is a form of thinking, and one of tutoring’s most important pre-tensions to beget students to suppose more deeply. To negotiate this thing, students need openings to write in a variety of academic settings including classes where they might not generally be needed to write. When students write, they gather their studies, tone- assess what they've learned, and determine what skills they still have to work on in the future. Jottings may do sometimes in an informal manner or as an on- going practice in a journal. Educators don't need to assess numerous jottings when the purpose is for particular reflection and to allow students to determine when and how they're perfecting in their skill development.

Assessorize– occasionally students are frustrated because they've learned effects during a unit’s study but they're no way asked about this information on a formal assessment. It's important for any and all assessments educators concoct to be norms- grounded. But assessments can’t address everything that was tutored during a particular unit. When educators give their students a chance to partake information/ details ideas real life operations that the students flash back from a unit but weren't “on the test”, they feel valued. Important like we accessorize our outfits with particular choices, students can assessorize their assessments by participating their particular literacy.

Pulling It Together– Educator James Lang provides educators with strategies to apply during the last five twinkles of class. Ending the Loop has the students return to the original essential question(s) for the day’s assignment and asks them whether their studies on the content were “verified, enhanced, or contradicted what they knew before”. An alternate strategy is ending Connections during which students are asked to identify five ways the day’s material appears in environment outside the classroom similar as in current events, particular gestures or popular culture. Similar summarizers enable students to suppose more astronomically about the assignment’s content in both critical and creative ways.

In the Voice of– students need only to look at the success of a show like “Hamilton” to see how creativity can strike universal whim-whams. Pupil thinking and imagination can be expanded when students consider how a person they've studied might reply to different or new situations from their perspective or point of view. For illustration, students might be asked to explain-

- How a character from a novel or short story might reply to a specific current event?
- How a literal figure might respond to a ultramodern day miracle?;
- How a television/ movie/ music personality might reply if they lived in a different time and place?

The possibilities are endless. What's important is that as the pupil writes or presents, he or she remains true to the personality, beliefs and character of the person whose ” voice ” they're representing in their creative work.

The Most– previous to an assessment, the school teacher informs the students that the assessment will be non-traditional. Students are informed that they will be anticipated to respond to a series of open- concluded statements about the content they've studied. The students are given judgment starters so that they can be prepared to write when they arrive in class. Exemplifications of judgment starters are -

- ✓ The most intriguing thing I flash back....
- ✓ The most important ideas I learned....
- ✓ The most useful information was....
- ✓ The most unusual thing that inspired my creativity was....
- ✓ The most surprising piece of information was....
- ✓ The most indelible class was....
- ✓ The most important idea that caused me to really suppose more deeply was....
- ✓ The most essential idea that caused me change my thinking was....

The students should also be prepared to defend their choices for the completion of each statement.

Subscribe on the Dotted Line– We Know, this strategy provides choice for students in demonstrating their literacy through the use of linked contract or a “contractual obligation”. Contracts should be matched to the age of the pupil so youngish students are given age-applicable choices and aren't given over-complicated contracts and aged students aren't given contracts which are simplistic and unchallenging.

Conclusion

In short, we can conclude that above mentioned strategies are very useful to promote the skills in 21st century. If educators use these strategies in their teaching-learning process; definitely students will be benefitted and make an effective position in his/her predicted field.

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