

# 21<sup>st</sup> Century Skills vs. 21<sup>st</sup> Century Tools

<p><b>Skills</b> – tend to transcend time and situation</p> <p><i>Learning is the outcome</i></p>	<p><b>Tools</b> – Typically change over time, whether within a few years or centuries</p> <p>(Technology) tools should be ubiquitous, necessary, and invisible – Chris Lehman</p> <p>Can be “additive” or “transformative”</p> <p><i>Tool is not the outcome</i></p>
<b>INVENTION</b>	Computers (desktop or laptop)
Use a variety of creation techniques	Internet devices (Netbook, PDA, smart phone)
Elaborate, refine, analyze and evaluate	Interactive white boards and peripherals (projectors, capture pens, etc.)
Create a new idea	Thin client devices
Demonstrate originality and inventiveness	Web 2.0 tools (blogs, wikis, online multimedia tools, social networking tools, podcasting, vodcasting, etc.)
Act on creative ideas to make a use contribution to a field	Classroom response systems
<b>CRITICAL THINKING AND REASONING</b>	iPods or other MP3 players
Reason effectively	Cell phones
Use systems thinking	Online service learning sites
Make judgments and decisions	Online collaboration sites
Analyze and evaluate	Document Cameras
Synthesize and make connections	Digital measurement tools (temperature, moisture, etc.)
Interpret information/reflect critically	Calculators
Solve problems	Textbooks on CD or the Web
<b>COLLABORATION</b>	E-book readers (Kindle, etc.)
Communicate clearly	Digital microscopes
Articulate thoughts and ideas effectively (oral, written, nonverbal) in a variety of contexts	Online courses
Communicate for a range of purposes	Online assessments / data management
Utilize multiple media and technologies	Digital cameras (still and video)
Work effectively and respectfully with diverse teams	Video editing software
Assume shared responsibility	Productivity software (word processing, spreadsheet, database, presentation)
	Visualization/mapping software
<b>SELF DIRECTION</b>	Other content-specific software (geometry, science, reading, art, music, etc.)
Adapt to varied roles and job responsibilities	Other web resources
Incorporate feedback	Online databases
Balance diverse views to reach solutions	Video / online games
Set tangible goals	
Balance short and long-term goals	
Utilize time effectively	
Work independently	

Demonstrate initiative
Go beyond basic skills to expand one's own knowledge
Know when to listen and when to speak
Respect cultural differences
Leverage social and cultural differences to create new ideas
Set and meet goals in face of obstacles
Prioritize and plan
Manage time and projects
Participate actively
Be reliable and punctual
Present oneself professionally
Be accountable for results
Use interpersonal skills to guide others toward a goal
Leverage strengths of others
Inspire others
Demonstrate integrity and ethics
Act responsibly
<b>INFORMATION LITERACY</b>
Access and evaluate information efficiently and critically
Use and manage information accurately and creatively
Apply understanding of ethical and legal issues around access and use of information
Apply a fundamental understand around ethical and legal use of information technologies
<b>Core Subjects</b>
Mastery of core subjects, including:
English, reading, language arts
World languages
Arts
Mathematics
Economics
Science
Geography
History
Government and Civics
<b>21st Century Themes</b>
Global Awareness
Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy
Health Literacy