

21st Century Skills vs. 21st Century Tools

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| <p>Skills – tend to transcend time and situation</p> <p><i>Learning is the outcome</i></p> | <p>Tools – 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> |
| INVENTION | 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 |
| CRITICAL THINKING AND REASONING | 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 |
| COLLABORATION | 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 |
| SELF DIRECTION | 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 | |

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| 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 |
| INFORMATION LITERACY |
| 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 |
| Core Subjects |
| Mastery of core subjects, including: |
| English, reading, language arts |
| World languages |
| Arts |
| Mathematics |
| Economics |
| Science |
| Geography |
| History |
| Government and Civics |
| 21st Century Themes |
| Global Awareness |
| Financial, Economic, Business and Entrepreneurial Literacy |
| Civic Literacy |
| Health Literacy |