



**21st Century Learners:
Reaching and Teaching the iGeneration
Site-based Syllabus**

Course Description

This course is designed to explore the essential elements needed for the acquisition of knowledge and competencies to promote 21st century learning skills. Participants in this course will learn about the need for collaboration, communication, and critical and creative thinking. The effective use of technology and media literacy will be investigated. This course prepares K-16 educators by engaging them in thoughtful dialogue and activities that promote 21st century ideas and understanding of students' diverse, digital, and global learning needs.

Course Prerequisites

This course is intended for experienced K-16 teachers who are interested in adjusting instruction to meet the 21st century learning needs of an increasingly diverse student population within the classroom. Participants must hold a baccalaureate degree.

Text Books/Supplemental Reading

Refer to course agenda for weekly readings

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To understand the 21st century learning tenets (NBPTS 1,2,5 & InTASC 1,2,9)
2. To analyze elements associated with collaboration, communication, and critical and creative thinking (NBPTS 2,3,4 & InTASC 5,7,8,10)
3. To enhance knowledge of effective instructional strategies including productive group work, participation, and digital learning (NBPTS 2,3,4 & InTASC 3,4,5,7,8)
4. To learn about information literacy, media literacy, and ICT (information, communication, technology) literacy (NBPTS 2,3 & InTASC 8)
5. To develop lessons that engage learners and promote higher level thinking skills (NBPTS 1,3 & InTASC 7,8)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Develop an understanding of 21st century skills that promote high-level thinking and learning
 - 1.1 Define 21st century learning including communication, collaboration, critical thinking, creative thinking, and digital literacy
 - 1.2 Explore reasoning skills (inductive and deductive)
 - 1.3 Construct lessons which analyze different points of view and interpret and synthesize new information
 - 1.4 Customize a learning environment that challenges learners to think
2. Investigate ways to teach 21st century critical and creative thinking skills
 - 2.1 Examine ways to incorporate play and creative thinking into lessons
 - 2.2 Investigate ways to teach 21st century skills in the context of rigorous academic content
 - 2.3 Define how creative thinking promotes problem solving
3. Explore ways to communicate in order to increase learning and decrease the cultural divide for our 21st century learners
 - 3.1 Address ways to effectively communicate across social and cultural boundaries
 - 3.2 Review ways to incorporate total participation techniques in the classroom
 - 3.3 Describe ways to utilize social media to communicate learning
4. Construct authentic learning opportunities through collaboration and global awareness
 - 4.1 Explore ways to merge content knowledge with students' experiences in an effort to teach skills in a meaningful context
 - 4.2 Construct lessons that effectively engage students in collaborative group work
 - 4.3 Customize the learning environment of global learners to support diversity and tolerance
5. Access 21st century tools, such as digital media and technology, to seek, manage, and evaluate information
 - 5.1 Address the effective use of technology in the classroom
 - 5.2 Review technology information, literacy media, and ICT (information, communication, technology) literacy
 - 5.3 Describe ways to differentiated instruction with technology

Teaching Methodology and Delivery Model

Content and instructor focus are on improvement of course participant expertise through the development of knowledge and skills related to transition planning and associated concepts.

1. Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
2. The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assignments are organized into segments totaling 45 seat hours. Final projects are due within the two-week period immediately following class meetings.
3. Research-based content, presentations, and assignments are supported by textbooks and additional readings/handouts designed specifically for education professionals, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, and references.
4. Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for teachers and other transition-related personnel across the entire spectrum to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the week via discussion, critiques, peer- and self-evaluations, journal entries, verbal and written instructor feedback, small-group sharing, and activities requiring the participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Topics Agenda

Topic One: Course Overview/Introduction to 21st Century Skills

An introduction to the course and expectations will be outlined. Participants will compare and contrast the school environments of the 20th century with the 21st century in relation to learning needs, skill acquisition, and classroom design. Participants will review the framework of the following 21st century learning tenets: communication, collaboration, and critical and creative thinking.

Topic Two: Learners of the 21st Century and Digital Natives

Participants will explore the characteristics of 21st century learners in our classrooms. The learning needs based on culture, SES, and societal factors will be discussed. Elements of poverty and English language learners will be discussed. Participants will learn about *digital natives* and how this classification impacts students in the classroom. The increase in technology and the impact on the educational setting will also be examined.

Topic Three: Critical Thinking and Creative Thinking

Participants will address ways to effectively incorporate higher level thinking skills including inductive and deductive reasoning. Bloom's taxonomy, project-based learning, and elements of STEM (science, technology, engineering, and math) will be discussed. Participants will develop a wide array of idea-creation techniques to solve problems. Participants will explore ways to incorporate play and brainstorming to

develop innovative ideas. The creation of a safe environment for exploration and exchange of ideas will be reviewed.

Topic Four: Communication and Collaboration and Digital Learning

Participants will review strategies to promote communicating with diverse audiences. The total-participation technique, RAFT, and digital communication will be addressed. Participants will examine how collaboration can maximize students' learning potential. Productive group work, internships, and online learning environments are a few strategies that will be investigated. Digital media and technological tools to promote learning will be investigated.

Topic Five: Digital Literacy and Assessment of 21st Century Skills

Participants will review the various types of digital literacy including technology information, literacy media, and ICT (information, communication, technology) literacy. The need for students of the millennium to be able to navigate mass amounts of information will be discussed. Ways to collect evidence to illustrate students' growth and progress in essential knowledge will be reviewed. Formal assessments and informal assessments will be explored. Ways to collect evidence of competencies in the areas of communication, collaboration, and critical and creative thinking will be shared.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all in-class readings and assignments as directed by the instructor. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing state required course reflection via the student portal and all hours are met.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Letter grades are based on 100 points possible and assigned based on the university grading scale.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Emergency Statement

In the event of an emergency declared by the college or by The Connecting Link, we reserve the right to alter course plans and the attendance policy. In the event of an emergency, TCL will contact the instructor/participants with alternative educational plans for the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with in-class assignments and evening at-home assignments. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due not later than two weeks after the class ends. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.