

# Engaging 21<sup>st</sup> Century Learners

Ana Bratkovic

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# International Diploma in Language Teaching Management (IDLTM)

Transforming the careers of language teaching professionals

IDLTM enables language teaching professionals to apply insights and skills derived from management theory and practice to their work as language teaching managers.

IDLTM is a six-month, 325 hour blended course comprising an initial five days of face to face workshops providing the opportunity to meet fellow program peers followed by six months of online delivery.



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# Outcomes

- Exploring the changes in teaching and learning goals
- Focusing on 21st Century learning in ELT
- Using teaching tools which focus on 21st Century Learning whilst teaching English





# SUSTAINABLE DEVELOPMENT GOALS



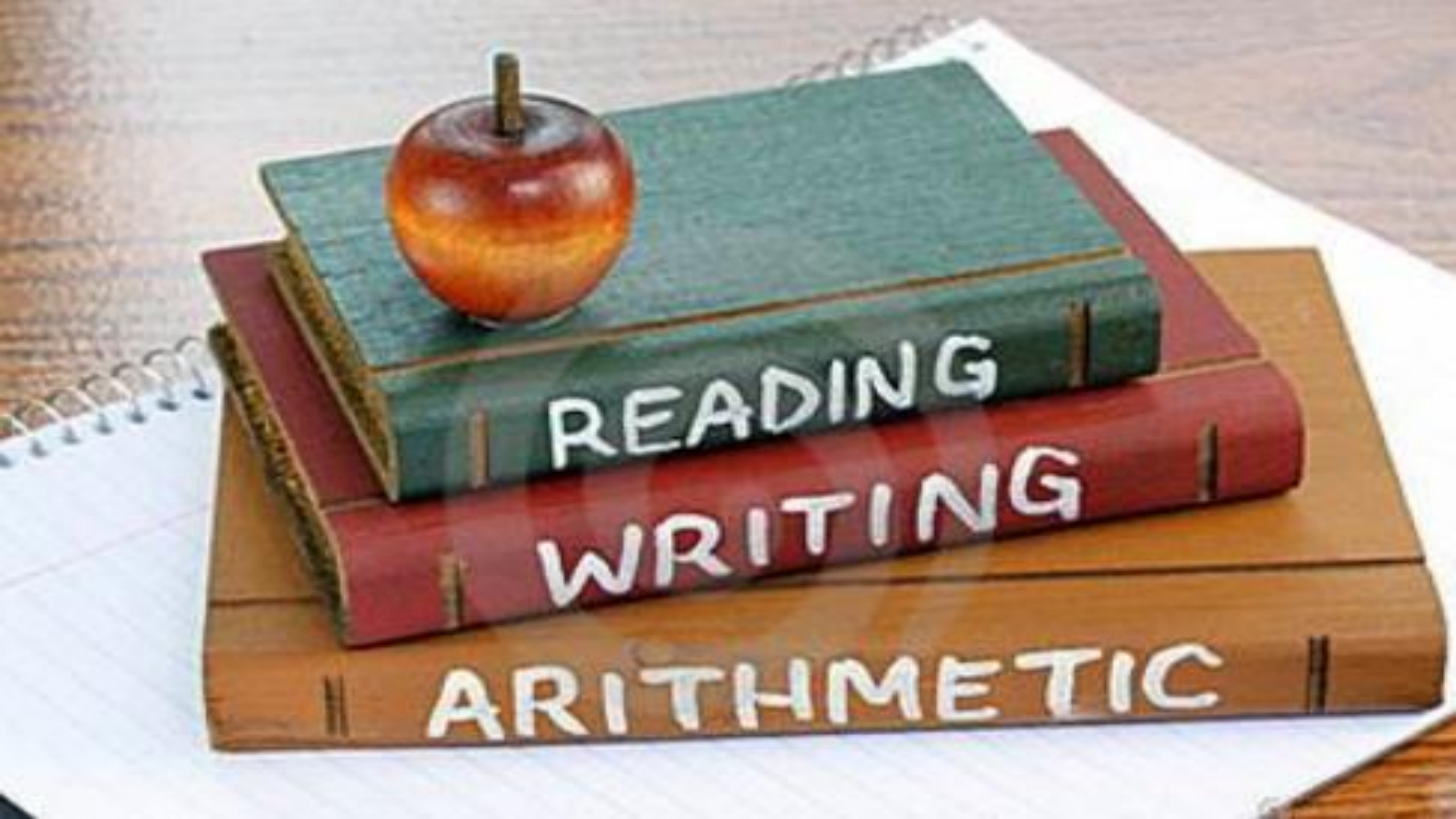
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**







READING

WRITING

ARITHMETIC









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# 21<sup>st</sup> Century Skills

- 21st century skills/competencies have become explicit aspirations in formal education systems worldwide
- Almost all OECD countries have included some consideration on the skills needed in the 21st century in their national frameworks and curriculum standards





# 21<sup>st</sup> Century Skills

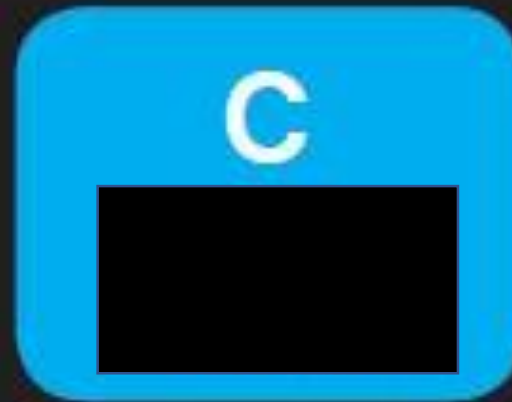
## WHAT ARE 21<sup>ST</sup> CENTURY SKILLS? THESE 4 C'S:



Sharing thoughts,  
questions, ideas &  
solutions



Working together to  
reach a goal. Putting  
talent, expertise,  
and smarts to work



Looking at problems in  
a new way and linking  
learning across  
subjects & disciplines



Trying new approaches  
to get things done equals  
innovation & invention



# 21<sup>st</sup> Century Skills

## WHAT ARE 21<sup>ST</sup> CENTURY SKILLS? THESE 4 C'S:

C

COMMUNICATION

Sharing thoughts,  
questions, ideas &  
solutions

C

COLLABORATION

Working together to  
reach a goal. Putting  
talent, expertise,  
and smarts to work

C

CRITICAL  
THINKING

Looking at problems in  
a new way and linking  
learning across  
subjects & disciplines

C

CREATIVITY

Trying new approaches  
to get things done equals  
innovation & invention

# Why are these skills so popular?

- The “four C’s” are considered to be critical for the 21st Century
- They can be learned and developed
- These skills are context-based and may be transferred to a range of subjects
- There is overlap between them



# Communication

The ability to listen effectively and articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts.



# Collaboration

The construction of shared meaning by a pool of individuals. The ability to work effectively and respectfully with diverse teams.

Demonstrating shared responsibility for collaborative work as well as valuing individual contributions made by each team member.





# Critical thinking

The ability to assess the value of a claim or information and come to a conclusion about what to believe or what to do about it.



# Creativity

The development of something that is new or useful in a given social context.



# Activity 1: Animals

Steps:

1. Hand out pictures (one picture per student)
2. Students find two other students with a different picture
3. Students label the animals without dictionaries (ask each other)
4. **Students categorise the animals into a group, eg. legs vs other, fur vs other, herbivores vs carnivores, farm vs zoo, land vs water (sea, river)**
5. **Teacher asks students to agree to which animals are pets**
6. **Students decide which animal makes the best pet and why**
7. Students deliver presentations
8. Homework: write a summary of their presentation



# Activity 1: Animals

Steps:

1. Hand out pictures (one picture per student)
2. Students find two other students with a different picture **C?**
3. Students label the animals without dictionaries (ask each other) **C?**
4. Students categorise the animals into groups, eg. legs vs other, fur vs other, herbivores vs carnivores, farm vs zoo, land vs water (sea, river) **C?**
5. Teacher asks students to agree to which animals are pets **C?**
6. Students decide which make the best pets and why **C?**
7. Students deliver presentations **C?**
8. Homework: write a summary of their presentation **C?**





# Activity 2: COVID-19 Information Campaign

In your group, discuss the following:

1. How the activities activate the four Cs?
2. How would you deliver this activity in the online learning mode?
3. What improvements or adjustments do you suggest for your class?





**How are you  
activating  
21<sup>st</sup> Century  
learning in  
your class?**





**How are you  
managing  
online  
learning at  
the  
moment?**



**Thank you!**

**We'd like your feedback!**

