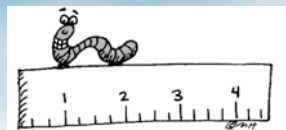


Future Proofing Students with Authentic Learning

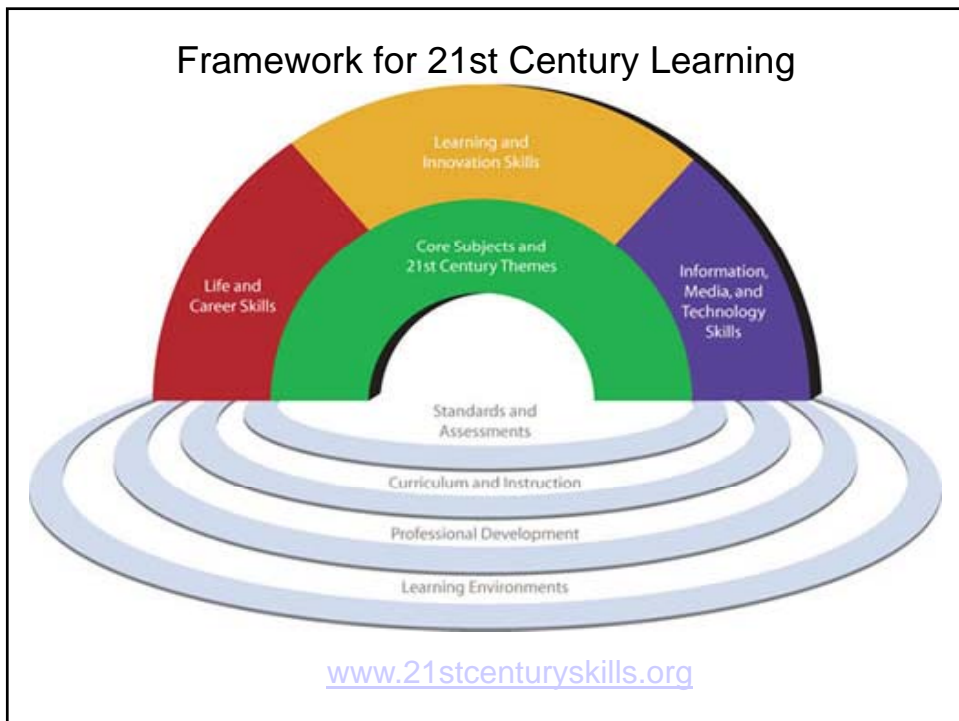
*Gerry Solomon
NCDPI*

Objectives

- Be able to articulate the relevance of essential learning skills
- Be able to describe the steps of a student research process
- Be able to implement a school-wide research process



Clip art licensed from the Clip Art Gallery on DiscoverySchool.com



Learning and Innovation Skills
Creativity and Innovation Skills
Critical Thinking and Problem Solving Skills
Communication and Collaboration Skills


Information, Media and Technology Skills
Information Literacy
Media Literacy
ICT Literacy



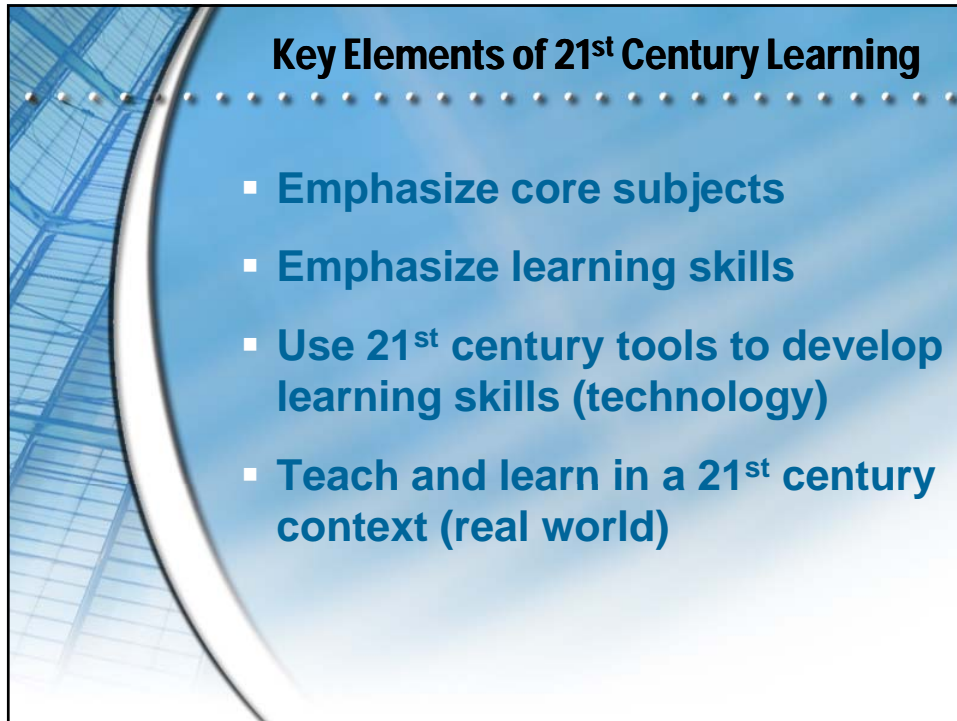
The diagram consists of a semi-circular arch divided into four colored segments: red on the left, yellow on top, green on the bottom, and purple on the right. Below the arch are three concentric circles, with the innermost being the largest and the outermost being the smallest.

Life and Career Skills

Flexibility & Adaptability
Initiative & Self-Direction
Social & Cross-Cultural Skills
Productivity & Accountability
Leadership & Responsibility

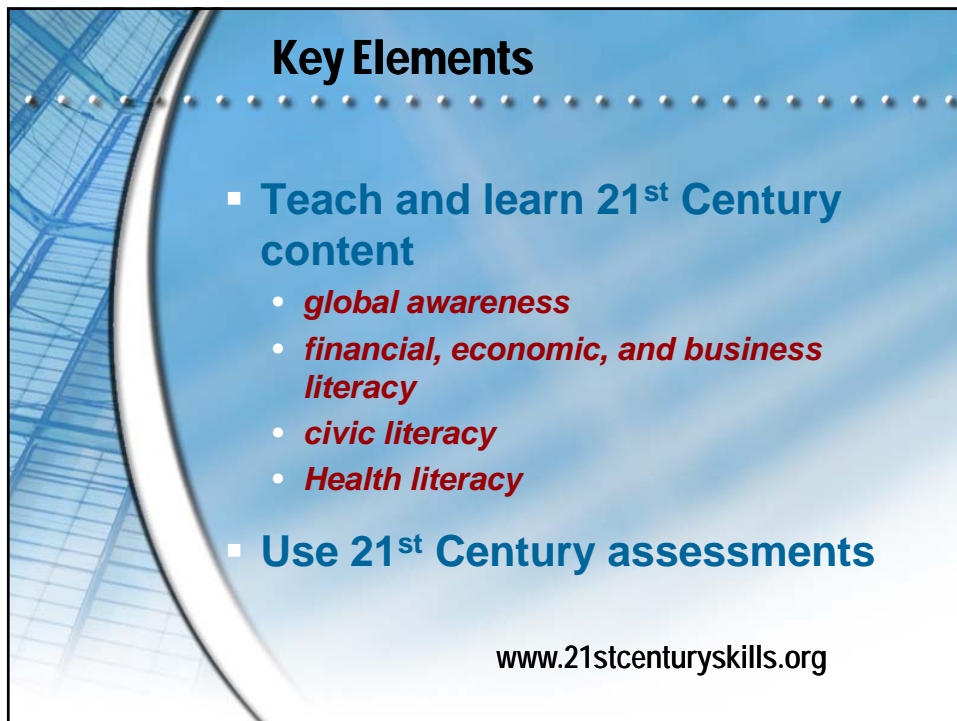


The diagram consists of a semi-circular arch divided into four colored segments: red on the left, yellow on top, green on the bottom, and purple on the right. Below the arch are three concentric circles, with the innermost being the largest and the outermost being the smallest.



Key Elements of 21st Century Learning

- Emphasize core subjects
- Emphasize learning skills
- Use 21st century tools to develop learning skills (technology)
- Teach and learn in a 21st century context (real world)



Key Elements

- Teach and learn 21st Century content
 - *global awareness*
 - *financial, economic, and business literacy*
 - *civic literacy*
 - *Health literacy*
- Use 21st Century assessments

www.21stcenturyskills.org

State Board of Education

*“The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, **globally competitive for work** and postsecondary education and **prepared for life in the 21st century.**”*

http://www.ncpublicschools.org/sbe_meetings/revisions/2006/pdfs/0609/sbefgrs2.pdf

Information Literacy

“As society changes, the skills that students need to be successful in life also change. Basic literacy skills of reading, writing, and mathematics are no longer sufficient...A successful 21st century student must also be adept at managing information-finding, evaluating, and applying new content understanding with great flexibility.”

Intel Teach to the Future, 2005

Student Information Literacy - ETS Data

- 52% of test takers could correctly judge the objectivity of a Web site.
- Only 40% of students entered multiple terms to narrow Web search results.
- Only 35% of students selected the correct revision of an overly broad search .

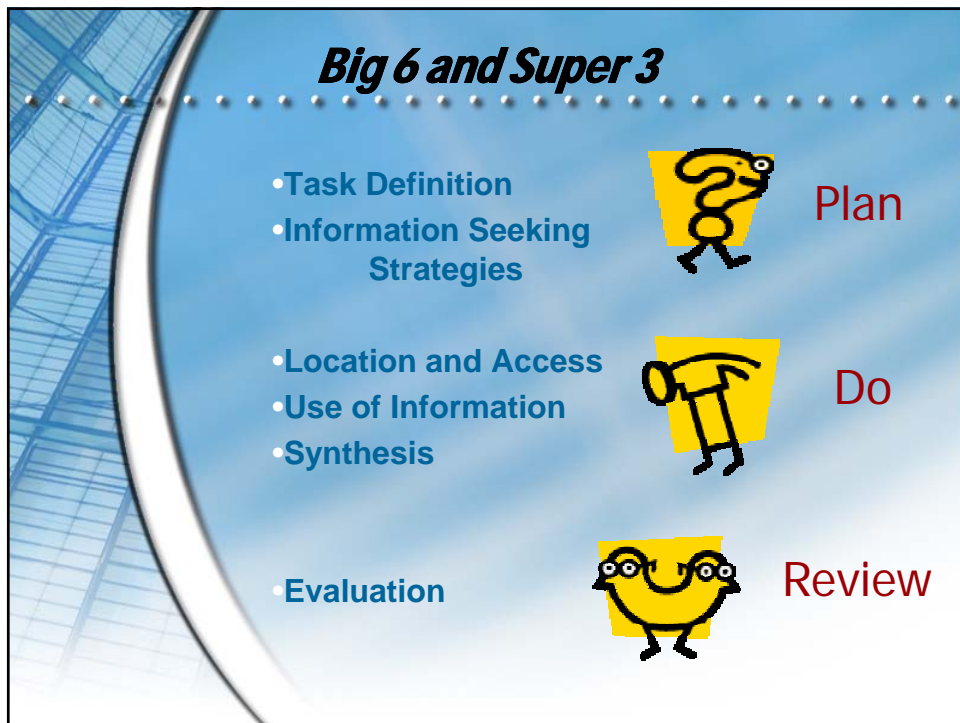
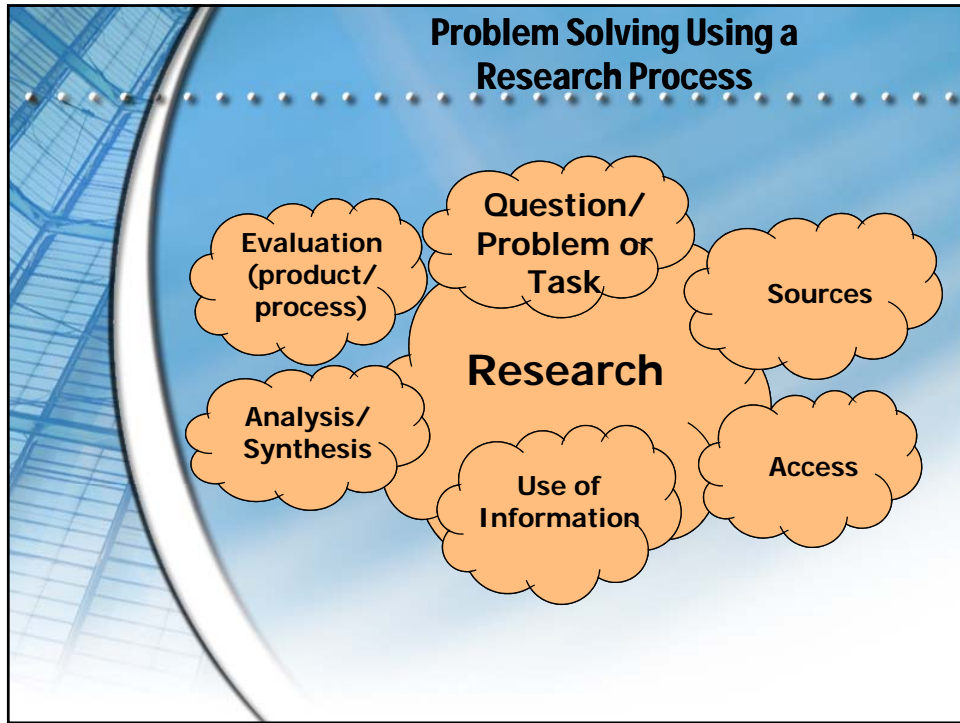
eSchool News This Week 12-4-06
eSchool.News@eschoolnews.com

Ending Topical Research!

“If we keep assigning topics, students will drive their earth moving equipment through the information landfill, pleased by the height and depth of the piles.”

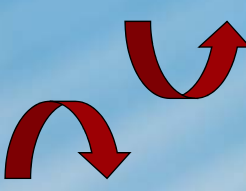


McKenzie, Jamie. "Putting an End to Topical Research."
From Now On. Vol 16 No 3. February 2007. Date Accessed
2 20 2007 <<http://www.fno.org/feb07/topic.html>>.



FLIP it!
Alice Yucht


- **Focus** – specifying
- **Links** – strategizing
- **Input** – sorting, sifting, storing
- **Payoff** – solving, showing



<http://www.aliceinfo.org/flipit/>

The Research Cycle
Jamie McKenzie

- Questioning
- Planning
- Gathering
- Sorting and Sifting



- Synthesizing
- Evaluating
- Reporting
- (Leads to Insight)

<http://www.questioning.org/rcycle.html>

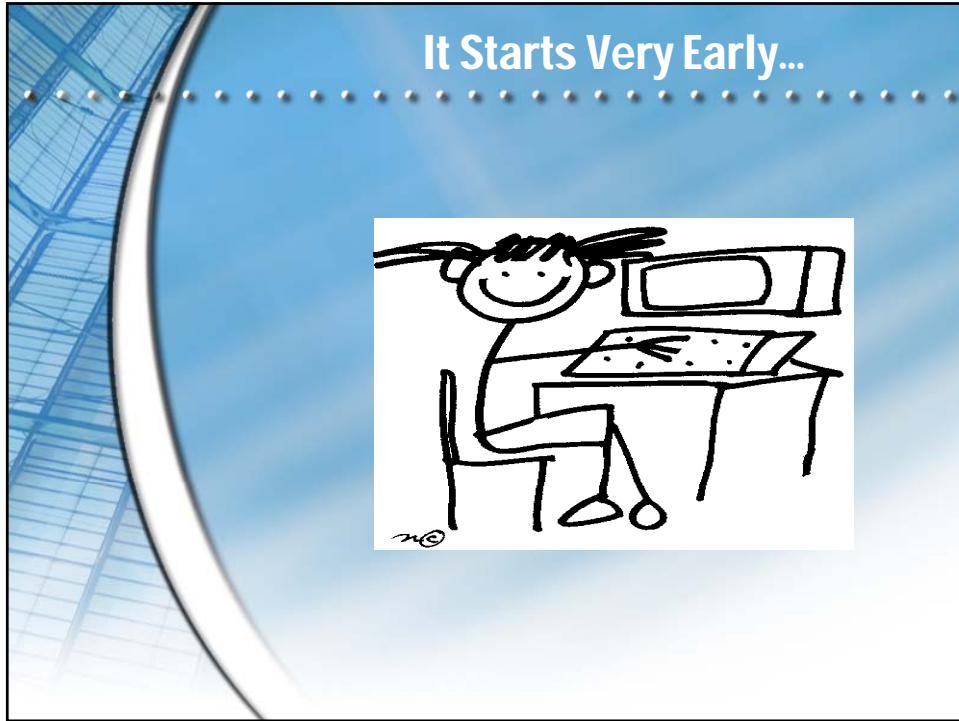
Stripling and Pitts Model

- Choose broad topic
- Get an overview
- Narrow topic
- Develop thesis statement
- Formulate questions
- Plan research
- Find, analyze, evaluate
- Evaluate evidence
- Establish conclusions
- Create/present product

Barbara Stripling and Judy Pitts
<http://eduscapes.com/info/pitts.html>

Approaches to Information Inquiry

<http://eduscapes.com/info/models.htm>








First Grade: *How do jobs relate to our wants and needs?*

- What do you do in your job?
- What did you have to learn?
- What is your work setting?
- What are good things/hard things of your job?
- How do you use your pay?

First Grade Unit - Planning

- Gather resources/read-alouds on careers
- Identify people to interview
- Schedule interviewees = 5
- Bookmark Web sites

Careers Information

Career	What do you do in your job?	What did you have to learn?	What is your work setting?	What are the good/hard things?	How do you use your pay?
					
					
					
					
					

Description

- Put out fires with a very heavy hose.
- Climb very high ladders to rescue.
- Talk to people about fire safety.
- Slide down pole.
- Drive big truck.



Qualifications

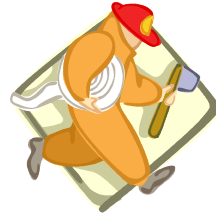
- Brave
- Strong
- In shape.
- Able to get along with others
- Think wisely, yet quickly.

Interests: Must love to help people, get wet, and teach about fire prevention.

Assignment: Create a PowerPoint slide to show the big ideas of your career.

CAREER:

GROUP MEMBERS:



<p>___ We wrote correct ideas.</p> <p>___ We put in the most important things.</p> <p>___ We did first grade work.</p> <p>___ Our picture shows the job.</p>	<p>4- WOW! Your work tells more.</p> <p>3-Great job. That's just it.</p> <p>2-Oops! You forgot something.</p> <p>1-Uh-oh! You did not do it.</p>
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Reflection

Comment	My Group			Me		
1. I / my group asked good questions.	☺	☹	☹	☺	☹	☹
2. I / my group did good work.	☺	☹	☹	☺	☹	☹
I / my group can answer questions about our career.	☺	☹	☹	☺	☹	☹
4. I / my group worked well with others/ each other.	☺	☹	☹	☺	☹	☹
5. I / my group enjoyed learning about this career.	☺	☹	☹	☺	☹	☹
6. What would I / my group do differently next time?						



Questions

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In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, N C Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.