

LINC 59: INTEGRATING 21ST CENTURY SKILLS INTO INSTRUCTION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using web browsers, email, bookmarking, searching, and downloading.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Evaluate the criteria for creating 21st Century schools and classrooms
- Determine the characteristics and learning needs of 21st Century learners
- Analyze the skills that business and industry tell us are necessary for 21st Century workers

Description

Intended for educators at all levels (K-12, college) and trainers of any discipline to develop the knowledge, skills, and attitude necessary to create instructional experiences integrated with 21st century skills, such as critical thinking, creativity and problem solving, collaboration, and communication. Participants examine the skills that business and industry determine to be important for new employees to know in order to succeed in a 21st century global economy. Participants determine the importance of integrating 21st century skills into their courses, and analyze their curriculum content and instructional strategies to determine which 21st century skills they currently teach and which additional skills can be integrated. The final course project is a lesson, unit, or project that requires the participants' students or trainees to use 21st century skills.

Course Objectives

The student will be able to:

1. Analyze the skills that business and industry tell us are necessary for 21st century workers
2. Determine the characteristics and learning needs of 21st century learners
3. Evaluate the criteria for creating 21st century schools and classrooms

4. Analyze their curriculum and instructional practices in terms of 21st century skills and practices
5. Develop a lesson, inquiry-based unit, or project-based learning project for their students
6. Examine the changing role of the teacher and the school that integrates 21st century skills

Course Content

1. 21st century job skills
 - a. Skills students need to live and work in the 21st century global economy
 - b. Transferring 21st century "Foundation Skills" into "Functional Skills"
 - c. 21st century job skills needed in schools
2. Characteristics of 21st century learners
 - a. Necessary skills for an increasingly complex global society
 - b. Redesigning classrooms and instructional methods to match students' learning needs
 - c. Overcoming barriers to restructuring for 21st century teaching and learning
3. Criteria for creating 21st century schools/classrooms
 - a. Changing the school paradigm: transforming a school into a 21st century environment
 - b. Changing the classroom paradigm: transforming a classroom into a 21st century learning space
 - c. Communicating paradigm shifts to school leadership
4. Criteria for creating 21st century curriculum
 - a. Changing the curriculum paradigm: integrate 21st century skills into content
 - b. Changing the instructional paradigm: adopting new teaching methods and strategies
 - c. Mapping standards (e.g., state, Common Core) to 21st century skills
5. Design 21st century lesson/unit/module
 - a. Changing a lesson, unit, or project to 21st century model
 - b. Problem-based, inquiry-based, and project-based approaches to instruction
 - c. Designing instruction with either problem-based, inquiry-based, or project-based methods
6. Role of teacher and learner in 21st century environment
 - a. Plan for the future: becoming a 21st century teacher
 - b. Plan for the future: leading traditional schools to become 21st century schools

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Developing an integrated student-centered, technology-enhanced, 21st century lesson, unit, or module of instruction

Participating in or responding to discussions, peer critique, and instructor feedback

Completing written assignments in each module to demonstrate mastery in content knowledge, and communication and collaboration skills

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations

Student presentations in small group and whole class situations

Representative Text(s) and Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology