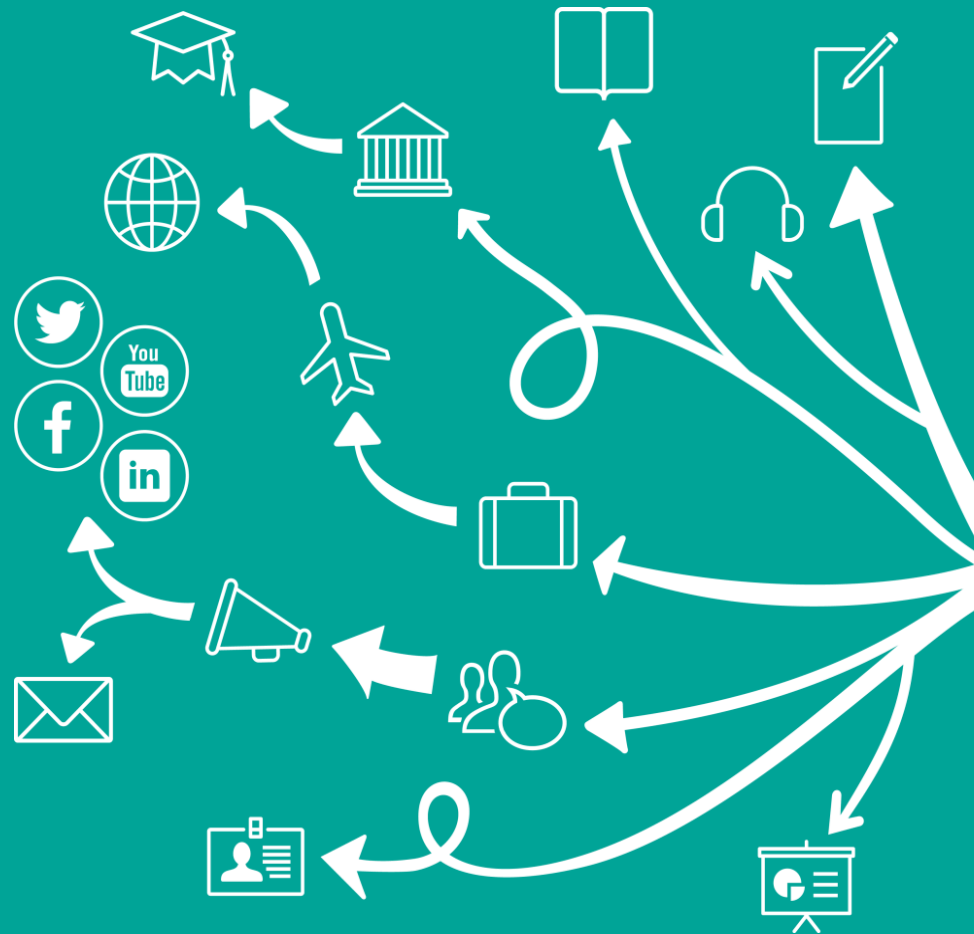

Preparing learners for the 21st century



Aims of today's webinar

➔ Outline the skills and attributes for working and studying in the modern world

➔ Explore some specific areas and their importance in global work and education

➔ Consider how teachers can integrate these skills into classroom practice

➔ Provide teaching ideas and activities to take away

Do today's learners need to learn special skills?

Do today's learners need to learn special skills?

‘Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise.’

Andreas Schleicher, OECD Director of Directorate of Education and Skills

(Schleicher, A (2015) The case for 21st-century learning

<http://www.oecd.org/general/thecasefor21st-centurylearning.htm>)

What skills do you think young people need?

What skills do you think young people need?



Categorising the skills



Ways of thinking

- Creativity and innovation
- Critical thinking, problem-solving, decision-making
- Learning to learn/metacognition (knowledge about cognitive processes)



Ways of working

- Communication
- Collaboration



Tools for working

- Information literacy
- Information and communications technology (ICT) literacy



Ways of living in the world

- Citizenship – local and global
- Life and career
- Personal and social responsibility – including cultural awareness and competence

Categorising the skills

Ways of thinking

1. Critical thinking
2. Problem-solving

Ways of working

1. Communication
2. Collaboration

Tools for working

1. Information literacy
2. ICT literacy

Ways of thinking

Ways of thinking

Critical thinking

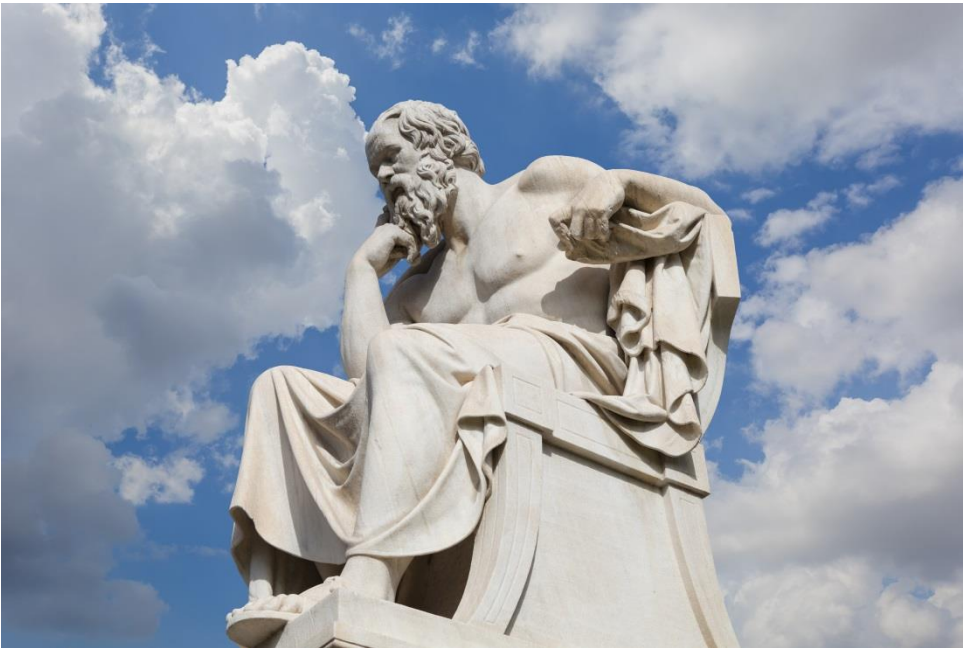
What is critical thinking?



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What is critical thinking?

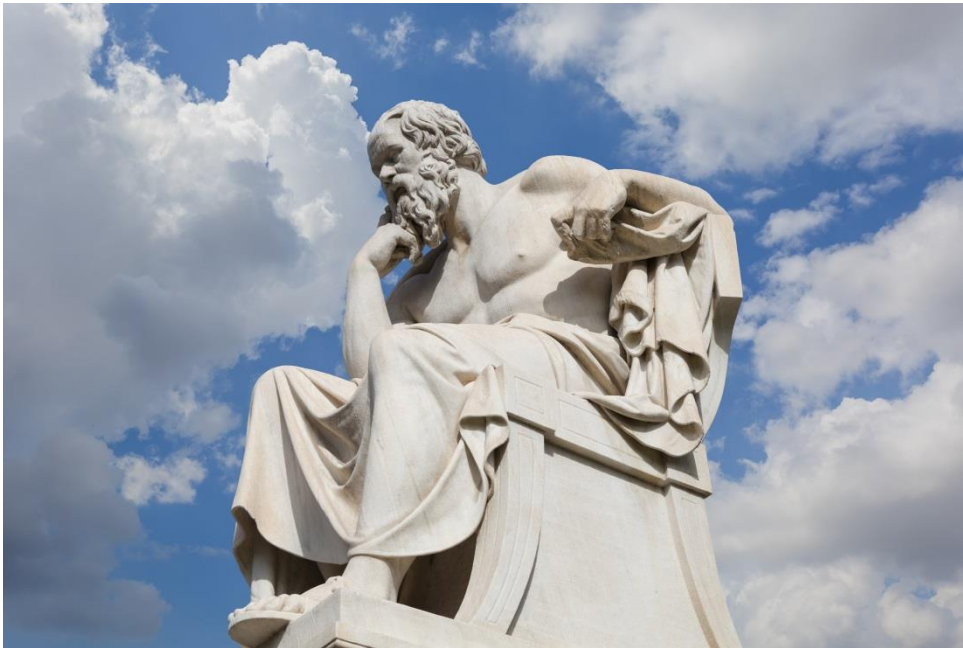
- Reflect on our assumptions



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What is critical thinking?

- Reflect on our assumptions
- Question our reasoning



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What is critical thinking?

- Reflect on our assumptions
- Question our reasoning

Critical thinking is what we do when we ask whether reasons for our beliefs and decisions are any good.

An example

- In 2014, Donuts and Co. had an annual turnover of \$300K.
- Andrea King became the Director of Donuts and Co. in 2014.
- In 2015, Donuts and Co. had an annual turnover of \$600K.
- So: Andrea King doubled the turnover of Donuts and Co.

What reasoning is going on?

The claim we're asked to believe:

- Andrea King doubled the turnover of the company.

What reason were we given for believing it?

What reasoning is going on?

The claim we're asked to believe:

- Andrea King doubled the turnover of the company.

What reason were we given for believing it?

- a) \$600K is double \$300K
- b) King appointed in 2014 and a year later turnover doubled
- c) King introduced changes in her first year in the post that increased sales

Is the reasoning any good?

- **Claim:** Andrea King doubled the turnover of Donut and Co.
- **Reason:** King was appointed in 2014 and a year later turnover doubled.
- **Flaw:** Assuming that just because event B happens after event A, that A caused B.
- **Example:** 'There was a knock at the door after the phone rang.'

Was the phone ringing responsible for the person knocking on the door?

Critical thinking in Cambridge English exams

Kombat Kate

James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage.

There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

- 31** In the first paragraph, the writer is aware of
- A** a critical attitude from Kate.
 - B** the concern of the other actors.
 - C** the need to reassure his readers.
 - D** having been in a similar situation before.

What kinds of questions can you ask?



1. What are the similarities and differences between these two pictures?
2. Can you suggest a solution to the traffic problems in your city?
3. How effective is advertising on the internet?

What kinds of questions can you ask?

Thinking skill	Question
Create	<p>Can you suggest a solution to the traffic problems in your city?</p> <p>How many ways can you use a paper clip?</p> <p>Can you design a poster to help other learners with English prepositions?</p>
Evaluate	<p>How effective is advertising on the internet?</p> <p>Do you think gaming is a good or a bad thing?</p>
Analyse	<p>What are the similarities and differences between these two pictures?</p> <p>Can you organise these activities according to age?</p> <p>Can you put these words into categories?</p>

More teaching ideas

- Justifying their answers: ask learners to explain why they chose an answer. What is their evidence?
- Explaining reasons: in speaking and writing activities, encourage learners to give clear reasons for their statements.
- Debates and discussions: set up structured debates and less structured discussions. Learners can take on different roles. Allow preparation time so that they can plan their arguments and also the questions they will ask each other.

Ways of thinking

Problem-solving

Problem-solving

A

What's the area of the triangle?

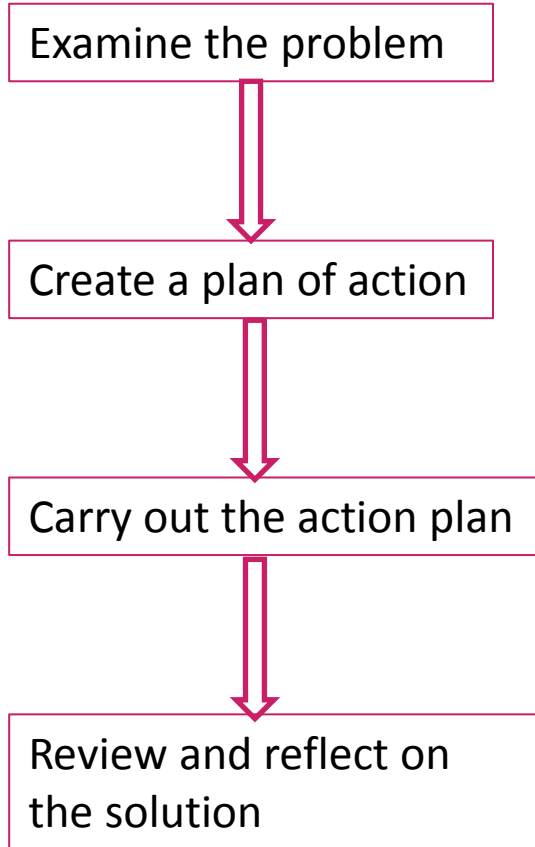
B

Sam has a problem with his teacher. What advice can you give him?

C

Students at your college have complained about the lunch facilities. Identify the problems and recommend some changes to the principal.

Problem-solving



A problem-solving task

Students at your college have complained about the lunch facilities. Identify the problems and suggest possible solutions to the principal.

Examine the problem



Create a plan of action



Carry out the action plan



Review and reflect on
the solution

A problem-solving task

Students at your college have complained about the lunch facilities. Identify the problems and suggest possible solutions to the principal.

Examine the problem



Create a plan of action



Carry out the action plan



Review and reflect on the solution

Devise a survey; read and interpret survey results; listen to vox pops, etc.

A problem-solving task

Students at your college have complained about the lunch facilities. Identify the problems and suggest possible solutions to the principal.

Examine the problem

Devise a survey; read and interpret survey results; listen to vox pops, etc.

Create a plan of action

Carry out research; discuss options; work within financial and/or time limits

Carry out the action plan

Review and reflect on the solution

A problem-solving task

Students at your college have complained about the lunch facilities. Identify the problems and suggest possible solutions to the principal.

Examine the problem

Devise a survey; read and interpret survey results; listen to vox pops, etc.

Create a plan of action

Carry out research; discuss options; work within financial and/or time limits

Carry out the action plan

Present suggestions to a panel; collect feedback from other students

Review and reflect on the solution

A problem-solving task

Students at your college have complained about the lunch facilities. Identify the problems and suggest possible solutions to the principal.

Examine the problem

Devise a survey; read and interpret survey results; listen to vox pops, etc.

Create a plan of action

Carry out research; discuss options; work within financial and/or time limits

Carry out the action plan

Present suggestions to a panel; collect feedback from other students

Review and reflect on the solution

Evaluate the reaction to the solution; evaluate their strategy

Problem-solving in the classroom

- Task-based activities
- Jigsaw texts
- Information gap activities, e.g. draw my picture
- Dictogloss activities
- Assessing texts by applying success criteria

Ways of working

Categorising the skills

Ways of thinking

1. Critical thinking
2. Problem-solving

Ways of working

1. Communication
2. Collaboration

Tools for working

1. Information literacy
2. ICT literacy

Ways of working

Communication

What are communication skills?

What are communication skills?

Communication is successful when the target information is made common to both speaker and listener, or writer and reader.

1B Love it or hate it

QUICK REVIEW ●●●

Choose a partner, but don't talk to him/her yet. Write five questions to ask your partner. Work in pairs. Take turns to ask and answer your questions. Tell the class something interesting you found out about your partner.

Vocabulary Likes and dislikes

1 Match these phrases to a)–c). Check in V1.2 p114.

I really love ... a) I really hate ...
 I don't like ... at all. I can't stand ...
 I'm really/very/quite interested in ...
 I think ... is/are all right.
 ... really get(s) on my nerves.
 I can't bear ... I enjoy ...
 I don't mind ... I'm not very keen on ...
 I'm really/very/quite keen on ...
 ... drive(s) me crazy.
 I think ... is/are really boring/annoying.
 I think ... is/are great/brilliant/wonderful.

- a) phrases to say you like something
 - b) phrases to say something is OK
 - c) phrases to say you don't like something
- TIP!** ● In these vocabulary boxes we only show the main stress in phrases.

2 a) Think about how you feel about these things. Choose a different phrase from 1 for each thing.

- waiting in queues
- doing the washing-up
- buying new shoes
- going on long journeys
- getting up early
- watching reality TV

b) Work in pairs. Compare ideas. Explain why you feel like this.

Reading and Grammar

3 Work in groups. Discuss these questions.

- 1 Have you got a mobile phone? If so, how important is it to you? If not, why haven't you got one?
- 2 What are the good things and bad things about mobile phones? Make two lists.

Vocabulary likes and dislikes
 Grammar positive and negative verb forms, words and phrases
 Help with Listening sentence stress (1)
 Review question forms



Love-hate relationships

Mobile phones

"I love my mobile. ¹I didn't get one for ages, but now I don't think I could live without one. I **hardly ever** call people during the day because it's quite expensive, but I text my friends all the time. My phone's also got a camera, but ²I haven't taken many photos with it. Also I feel much safer with my mobile and **never** leave home without it, especially at night. The only problem is when the battery runs out or there's no signal – ³that's happened to me once or twice, usually when ⁴I'm trying to get home late at night and there are no taxis around. But ⁵I don't have my mobile on all the time – when ⁶I'm not feeling very sociable or talkative I just switch it off."



Amy

Amy Hansen, London

"I really **hate** mobile phones. **None** of my friends can understand why I haven't got one, but **no one** thinks about how annoying mobiles are to other people. Everyone always talks very loudly when they're on their mobiles and I can't bear listening to other people's conversations when I'm on the train. Also the ring tones really get on my nerves! Both of my brothers have got mobiles, but when ⁷we meet up, **neither** of them ever switches their phone off, which drives me crazy. Last time ⁸we went out for a drink together, their phones rang five times! I know I can't stop other people having them, but I don't think I'll get one."



Jeremy

Jeremy Fuller, Birmingham

Ways of thinking

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Mobile phones – love them or hate them?

- 1 Pairs discuss issues they have with mobile phones, then feed back ideas to the whole class.
- 2 Focus on pictures of Amy and Jeremy. Ask:
Which one do you think has a mobile phone?
Which one hasn't? Why? Encourage learners to justify their reasoning.
- 3 In two groups, learners read one of the texts and answer a general comprehension question, justifying their answers.

Mobile phones – love them or hate them? (cont.)

- 4 Each group answers questions about their text and discusses solutions to the problem.
- 5 Regroup learners into groups of four, with two from Group A and two from Group B. Learners discuss their texts and possible solutions to Amy's and Jeremy's problems.
- 6 Groups produce a set of recommendations for mobile phone use, and decide how to present them.

Ways of working

Collaboration

What is collaboration?

Collaboration: a co-operative activity for a shared goal in which participants make different contributions

What is collaboration?

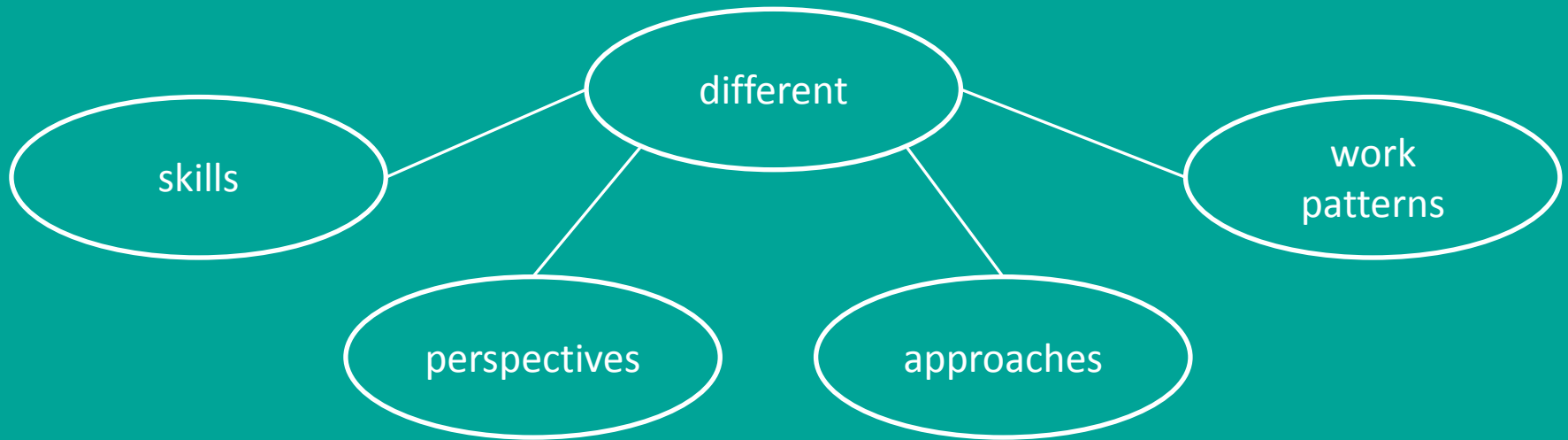
Three people are preparing a meal: all three agree the menu; one buys the food; another prepares the food and sets the table; another cooks and serves the food.

What is collaboration?

6. Groups produce a set of recommendations for mobile phone use, and decide how to present them.

What is collaboration?

Collaboration: a co-operative activity for a shared goal in which participants make different contributions



Preparing for Cambridge English exams collaboratively

- Set up collaborative writing tasks so learners create model texts for Cambridge English exams
- Prepare for interactive or discussion tasks in Cambridge English Speaking

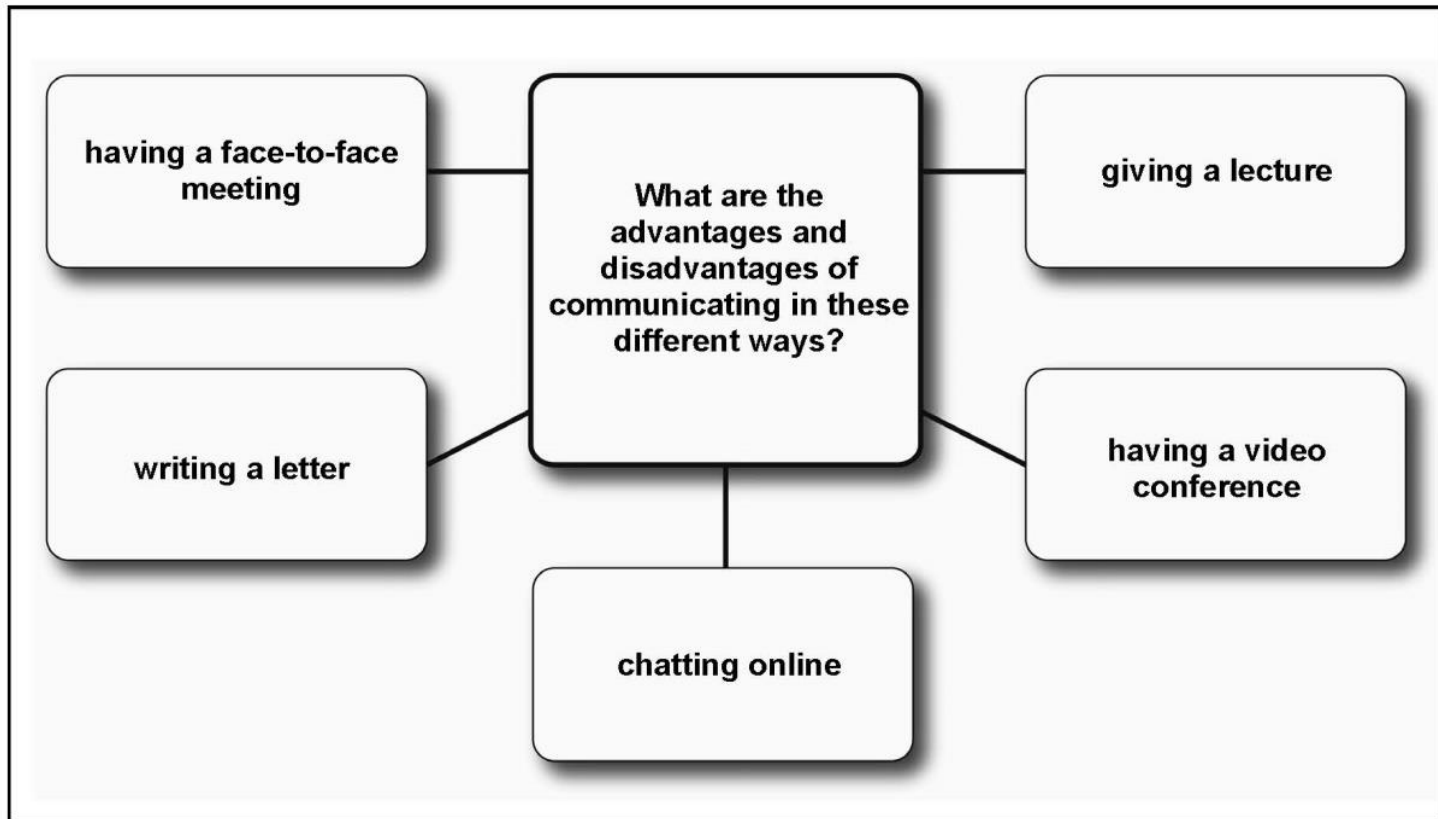
Cambridge English: Business Preliminary, Speaking Part 3

A large company is choosing some gifts to help promote their company. Talk together for about 2 minutes about the different gifts and decide which three would be the most suitable.

Gifts

- calendar
- diary
- t-shirt
- calculator
- golf umbrella
- wall clock
- pens
- baseball caps

Cambridge English: Advanced, Speaking Part 3



Preparing for Cambridge English exams collaboratively

- Set up collaborative writing tasks so learners create model texts for Cambridge English exams.
- Prepare for interactive or discussion tasks in Cambridge English Speaking exams – learners practise responding and developing each other's ideas.

Preparing for Cambridge English exams collaboratively

- Produce online materials, e.g. a Quizlet activity for vocabulary revision or functional phrases; Padlet for collecting ideas for an essay; Google Docs for collaborative writing

Preparing for Cambridge English exams collaboratively

- Connect with other teachers/classes in other countries: Edmodo, record podcasts, Cambridge English penfriends

<http://penfriends.cambridgeenglish.org/>

Tools for working

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**Tools for
working**

Information literacy

What is information literacy?



Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.

CILIP, 2004

Information literacy and ELT

In Cambridge English exams:

- Reading and listening skills for handling longer texts, e.g. skimming, scanning
- From B2 level – understand viewpoints, infer meaning

Information literacy and ELT


In the classroom:


- Train learners to use reference resources effectively, e.g. dictionaries, grammar references
- Topic-based tasks – find information, evaluate sources, share information
- Record information about resources used


**Tools for
working**


ICT literacy

What is ICT literacy?

 Can you use digital resources to get the information you need?

 Can you contribute to shared digital resources by creating, organising and uploading information or knowledge?

 Can you contribute to social networks online to build and integrate communities, call for action or spread the word about opportunities?

 Do you understand how tools, media and social networks operate so you can use these resources to build up collective and personal understanding?

Making a school logo

A2/B1

Information literacy

Select appropriately from texts, identify key information, listen to and evaluate responses

ICT literacy

Search efficiently; access and use digital tools

Evaluate, prioritise and integrate information from different sources

Reading skills

Scan and read for detail

Language

Modal verbs for possibility

Speaking skills

Express and justify opinions, language for making, accepting or rejecting suggestions

Design a school logo

Aims of today's webinar

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➤ Provide teaching ideas and activities to take away

Further information

Teaching Learners with Special Educational Needs 18 and 20 July 2016

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Cambridge English