

ES

DIMENSIONS

21st Century Competencies A Guide for 21st Century Learners



Attribution: Microsoft Partners in Learning

Students' work is interdependent **C4** Students make substantive decisions together Students have shared

> Students are required to work in pairs or groups

responsibility

C2

STUDENTS

are collaborating when they work in pairs or groups to discuss an issue, solve a problem, and/or create a product

Collaboration

The learning activity is interdisciplinary

KC4

KC3

KC2

KC1

Students are required to apply their knowledge in a new context

The activity's primary purpose is that students construct knowledge

The activity requires some knowledge construction

STUDENTS

are constructing knowledge when they apply critical thinking to go beyond knowledge reproduction by generating ideas and understandings that are new to them

Knowledge Construction

The activity requires innovation—the creation of a product, method, or idea new to the student RW3

Students are working on a substantial real-world problem

RW2

RW1

The activity's primary purpose is problem solving

STUDENTS

use problem solving when they define and develop solutions to problems that are new to them, or complete a task they have not been instructed how to do, or design a complex product that meets a set of requirements

Real-World Problem Solving and Innovation

Students are designers of a technology product T4

Technology is required for constructing this knowledge

T3

T2

T1

Technology supports students' knowledge construction

Students use technology during the activity

STUDENTS

are using technology for learning when they directly complete all or part of an activity using technology, and control the technology themselves

Use of Technology for Learning

Students have the opportunity to revise their work based on feedback

SR3

SR2

SR1

Students plan and monitor their own work

The activity is long term; students have learning goals and success criteria in advance

STUDENTS

are using self-regulation when they engage in long-term activities in which they are required to plan the process of their work and improve it over multiple iterations

Self-Regulation

Students must provide supporting evidence AND communicate to a particular audience

Students must provide supporting evidence OR communicate to a particular audience

The activity requires extended or multimodal communication

STUDENTS

use extended communication when they represent a set of connected ideas, not a single, simple thought; students use multi-modal communication when they use multiple modes or tools to communicate a coherent message

Skilled Communication