21st Century Teaching and Learning

Pamela Walker, CEO & President
ArtsNow: Teaching and Learning Across the Curriculum
➢ Understand the need for teaching and learning that supports and strengthens 21st century skills

➢ Understand that importance of engaging students in rigorous, innovative teaching strategies

➢ Experience and engage in activities that model collaboration, communication, critical thinking and creativity

➢ Experience the energy and inspiration that comes from innovative and creative teaching strategies, while supporting depth of learning

➢ Share best practices in creating and supporting school cultures that embrace and promote 21st century teaching and learning

➢ Share best practices in supporting teacher development to create learning environments and instructional strategies that advance 21st century skills

➢ Reflect on current status of participant’s local school and envision the future

➢ Leave the session with specific next steps to advance 21st century teaching and learning in your local school
The Marshmallow Challenge
prepare. execute. reflect.
Results

<table>
<thead>
<tr>
<th>Height (Inches)</th>
<th>Average</th>
<th>Business School Students</th>
<th>Lawyers</th>
<th>Kindergarten</th>
<th>Architects &amp; Engineers</th>
<th>CEOs</th>
<th>CEOs &amp; Executive Admins</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>
“We don’t grow into creativity, we grow out of it. Or rather, we get educated out if it.”

Sir Ken Robinson
Can you think of a student who is falling . . .

Through the Cracks?
“We have a dilemma facing young people in many of today’s educational institutions. If young people are not challenged to utilize all of their talents in the learning process and to participate in creative ways, they will surely “shrink” as well the hopes for the future of our country.”

James D. Wolfensohn, Chairman
The John F. Kennedy Center for the Performing Arts
Washington, D.C.
P21 Framework for 21st Century Learning
21st Century Student Outcomes and Support Systems

- Key Subjects – 3Rs and 21st Century Themes
- Information, Media, and Technology Skills
- Learning and Innovation Skills – 4Cs
  - Critical thinking
  - Communication
  - Collaboration
  - Creativity
- Life and Career Skills

Standards and Assessments
Curriculum and Instruction
Professional Development
Learning Environments

© 2007 Partnership for 21st Century Learning (P21)
What are the 4 Cs?
The “Four Cs” of 21st Century Education

1. Creativity and Innovation

2. Critical Thinking and Problem Solving

3. Communication

4. Collaboration
Critical Thinking
Looking at problems in a new way. Reflecting, analyzing and evaluating evidence, arguments, claims and beliefs to draw conclusions.

The 4 C's

Communication
Engaging in constructive and critical conversations. Listening for and sharing thoughts, questions, and ideas in diverse environments.

Collaboration
Working together to accomplish a goal. A willingness to be a contributor and listener. Sharing responsibility.

Creativity
Developing ideas that demonstrate curiosity, imagination, risk-taking and flexibility. Viewing failure as an opportunity to learn.
SEE - THINK - WONDER

What do you see?
What do you think?
What do you wonder?
Eights, George W. Hart
This six-inch diameter paper sculpture is made of sixty identically shaped parts. Parts of any one color form a type of tetrahedron, and there are five such, deeply interlocked. No glue was needed; the parts just hook into each other. Hart called this type of design "modular kirigami". It took him about four hours to assemble after several hours of false starts and figuring out how to do it. (Addendum: He later added tiny drops of glue at the joints, as he was worried it would vibrate apart in shipping to a gallery.)
American Gothic, Grant Wood
Alma Sewing, Francis Criss
<table>
<thead>
<tr>
<th><strong>SEE</strong></th>
<th><strong>THINK</strong></th>
<th><strong>WONDER</strong></th>
</tr>
</thead>
</table>
| ● What do you see in this picture?  
● Observations only | ● Connect observations to prior knowledge  
● Make inferences | ● What questions do you have? |
I see ...
- a lady wearing a brooch
- a red building
- a pitchfork
- glasses on a man
- a spotted dress

I think ...
- the woman is married
- the white house is a church because of the arched window
- they live on a farm because he's holding a pitchfork
- they are rich because they own the house and have nice clothes

I wonder ...
- if these people are real
- why they are so unhappy
- what she is thinking
I THINK...
- Olympic rings
- Fire in the torch
- A design on the torch – it looks like a butterfly
-更快、更高、更强
-奥林匹克格言
-3 Olympic Symbols
-谁会赢。
-他们的名字是什么时候开始的?
-为什么这个标志会被称作这样?
-它看起来很酷，他们如何从太阳点燃火炬。
-新西兰会赢得金牌。
-所有奥运选手都应该得到花。参加。
-奥林匹克旗帜代表不同类型的奥林匹克体育。
-火炬看起来像是用金牌做的。
-这是一个相当酷的标志。
-火炬看起来很酷。
-我希望成为一名在奥运会的自行车手。

I SEE...
- Olympic torch
- medal
- ‘Citius, Altius, Fortius’
- 5 colourful rings
- I wonder...
- who will win.
- what their names are when the Olympics started.
- how long the judges will take to get all the medals ready.
- why the motto is called that?

I WONDER...
- What do the symbols stand for?
  - Why they have a motto
  - How long it takes to organise it.
  - Why is the motto in Latin?
  - How long do the games take?
  - Where it will take place in London
  - Why do people take part in the Olympics?
  - Why do they light the torch from the sun?
  - Why are there 5 rings? Why are they those 5 colours?
  - How many boys and girls go?
  - Why can't kids compete?
  - Who designed the symbols?
What do you see?

What do you think about what you see?

What does it make you wonder?
<table>
<thead>
<tr>
<th>See</th>
<th>Think</th>
<th>Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Persistence of Memory, Salvador Dali
I see ... 
• a blue sky 
• mountains 
• four flat, dented, clocks 
• a plant 
• a red clock 

I think ... 
• the things in the picture are melting because they are old 
• this is a place where no one lives 

I wonder ... 
• why all the clocks are dented 
• why the artist used so many dark colors
SEE - THINK - WONDER

What do you see?
What do you think?
What do you wonder?
What is a Narrative Necklace?

An adornment that describes the person wearing it:

* Necklace
* Pendant
* Charm
* Dog Tag

It’s about IDENTITY - a personal “Art Wear”.
A TEACHING TOOL

When students have the opportunity to create a list of “who they are” via personal traits, likes, hobbies, symbols, colors, etc...

The possibilities are endless with what they can create!

...(AND they remain fully ENGAGED!)

Math, Science, Language Arts, Social Studies, Art, Music, PE...how can you use this to springboard a unique lesson for your class?
“Narrative Necklaces”

Step #1: Introduce students to the art of COLLAGE by looking through magazines and finding images, colors, symbols, text, etc... that they have an “Aesthetic A-HA” to.

Step #2: Have students tear out the magazine images they like and begin arranging them to fit the tile - overlapping as needed.
“Narrative Necklaces”

Step #3: Once all of the images are glued onto the tiles, students will add a touch of oil pastel around the border to pull the story in (optional).

Step #4: Students will then add a piece of yarn or raffia to the hole of their tile and if time permits, beads may be added to incorporate pattern design and work on fine motor skills.

Step #5: Students will share their narrative necklaces proudly, showing the images, colors, textures, text and symbols they have selected that tells their unique visual story.
“Narrative Necklaces”
“Narrative Necklaces”
“Narrative Necklaces”

Students’ Thoughts
(as written on their project evaluation sheets)

Mori: I’m proud of my collage, but putting it all together was difficult for me. I learned I had to let go a bit.

Ana: I learned that to make my collage more 3D like, I could add acrylic paint and to have even more volume, I could add sawdust. I love my work!

Tim: This was a great lesson for me to reflect on who I really am.
How Can YOU Use This Lesson?

Every Discipline - Every Age - Every Learner can create and make a personal Narrative Necklace...

Let’s discuss the many ways this hands-on lesson can be integrated into YOUR CURRICULUM!
Narrative Necklaces
Self-Portraits with symbols, text and imagery!

Some Questions to Consider

What is your favorite color? __________________________
What is your favorite sport? __________________________
What is your favorite class? __________________________
What is your favorite hobby? _________________________
What is your favorite food? __________________________
What is your favorite thing to do on the weekends?
______________________________
What is your talent? __________________________
How would others describe you? ______________________

...think of some other interesting and unique traits that you possess!
Why the 4 Cs?

- Communication: Engaging in constructive and critical conversations. Listening for and sharing thoughts, questions, and ideas in diverse environments.
- Critical Thinking: Looking at problems in a new way. Reflecting, analyzing, and evaluating evidence, arguments, claims, and beliefs to draw conclusions.
- Collaboration: Working together to accomplish a goal. A willingness to be a contributor and listener. Sharing responsibility.
- Creativity: Developing ideas that demonstrate curiosity, imagination, risk-taking, and flexibility. Viewing failure as an opportunity to learn.
The “Four Cs” of 21st Century Education

1. Creativity and Innovation

2. Critical Thinking and Problem Solving

3. Communication

4. Collaboration
21st Century Teaching and Learning

The workshop you have just completed should help you promote an understanding of the importance of innovation and creativity and should also equip you to facilitate hands-on professional learning experiences that model 21st century skills.
During the 2017-18 school year you will continue this work with the following activities:

1) Actively engage faculty in a hands-on activity reflective of the 4Cs (collaboration, communication, critical thinking, and creativity) during an initial 2017-18 faculty meeting. Facilitate dialogue regarding the importance of these skills as we prepare students for the future.

2) Next Step: Challenge teachers to be intentional about designing and documenting lessons they facilitate during the fall semester that encourage and develop 21st century skills. Encourage self-reflection and peer observation.
During the 2017-18 school year you will continue this work with the following activities:

3) At mid-year, in December-January, during a regular faculty meeting have teachers share about successes and challenges of implementation of innovative, creative teaching strategies.

4) Next Step: Building on successful implementation and strengthening areas for growth by having teachers keep a portfolio in the spring semester that contain lesson plans, student and teacher reflections, student products, video clips and photos as appropriate.
During the 2017-18 school year you will continue this work with the following activities:

5) At year-end, reflect on growth as it relates to increased observation of intentional focus on 21st century teaching and learning school-wide. Have teachers share about classroom experiences, and administrators share regarding school-wide observations in both teacher practice and student engagement.
21st Century Teaching and Learning

Pamela Walker, CEO and President
ArtsNow: Teaching and Learning Across the Curriculum
Pam@artsnowlearning.org
www.artsnowlearning.org
Office: 404-688-2480, ext. 1
Cell: 678-654-0677