SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Developing 21st-Century Skills in a Digital World (6-12)

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Developing 21st-Century Skills in a Digital World (6-12)

Course Description

Digital literacy is just one dimension of the kinds of skills students need to succeed in the 21st century. Critical thinking, collaboration, creativity, communication—these are all important skills for students to develop. But how does the prevalence of technology impact students’ ability to learn these skills? Is technology merely competition for students’ attention, or can teachers use it for pedagogy? And how can teachers keep up with the ever-changing technology landscape?

In this course for middle and high school teachers, you will learn how to use technology to develop and refine 21st-century skills in older students, who may or may not already be quite tech savvy themselves. You’ll take a close look at 21st-century learning and literacy skills, their relevance to students’ development, and their connection to the use of technology. In addition, you’ll explore resources and strategies for how to make your lessons fun, hands-on, and relevant and how to grab students’ attention through the use of some of their favorite technology.

With the knowledge and techniques from this course, you will be equipped to support your students in developing the 21st-century skills they need to succeed in our tech-focused world and workforce.

Note: If you have taken the Advancement Courses online course Developing 21st-Century Skills in a Digital World (K–5), we advise you not to take this course because its contents are similar. You may, instead, take one of our other courses in technology.

Connections to Practice

This course provides the following classroom connections:

- Exercises to connect 21st-century skill development to technology
- Best practices for teaching 21st-century learning and literacy skills
- Activities and resources to use students’ interest in technology to foster engagement
- Strategies and tools for creating a 21st-century–focused classroom environment
- Tools to anticipate and overcome challenges when incorporating a technology focus

Course Outcomes

In this course, participants will:

- Evaluate 21st-century skills and their relevance to middle and high school student development.
- Create a classroom environment that fosters students' interest in technology to support learning.
• Design and plan for the implementation of hands-on, inquiry-based learning using technology.
• Examine connections between 21st-century learning skills, literacy skills, and technology.
• Examine classroom lessons and activities for teaching 21st-century skills that make use of technology.

Charlotte Danielson Framework for Teaching Alignment

Domain 2: The Classroom Environment
2b Establishing a Culture for Learning

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4e Growing and Developing Professionally

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

• Provide the learner with multiple means of representation.
• Provide the learner with multiple means of action and expression.
• Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment Category</td>
<td>Total Point Value</td>
<td>Percentage of total possible points</td>
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</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

**Assessments**

**Self-Reflection and Goal Setting**

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

**Concept Practice**

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

**Discussions**

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

**Final Project**

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.
Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
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<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project's alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
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**Course Outline**

**Module 1**

The use of technology seems to increase daily, and this trend is likely to continue in the coming years. Technology is more necessary than ever as we teach students and prepare them for future success in the 21st century. Most teachers are quite familiar with the concept of helping students develop important skills for the 21st century. Some teachers have also heard a bit about a specific set of 21st-century skills needed by students today, often called the “four Cs.” These skills are critical thinking, creative thinking, collaborating, and communicating. Though the four Cs still drive much of today’s conversation about 21st-century skills, educational experts are beginning to think more deeply about additional 21st-century skills needed to ensure student success. In addition, standards from the International Society for Technology in Education (ISTE) provide a framework to support students in a constantly evolving technological landscape; these standards are an important consideration for teachers looking to prepare students with 21st-century skills.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:
• Integrate 21st-century learning–specific skills into the classroom environment.
• Create activities that facilitate students’ development of critical thinking through technology.
• Create activities that facilitate students’ development of creative thinking through technology.
• Create activities that facilitate students’ development of collaboration through technology.
• Create activities that facilitate students’ development of communication through technology.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

• **Self-Reflection and Goal Setting Activity**: in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.

• **Introductory Forum**: in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.

• **Module 1 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

• **Module 1 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

Module 2

Thinking about literacy skills today looks a little bit different than it did a decade or two ago. In simpler times, literacy meant the ability to read and write. Today literacy requires those same basics, but it is much more focused on the ability to understand, analyze, and work with information. Of course, this new focus has a different scope because most information comes at people today from online sources and videos rather than standard paper-based books. Stakeholders concerned about education today are increasingly broadening their interest in 21st-century skill development beyond the learning-specific skills encompassed by the four Cs—critical thinking, creative thinking, collaborating, and communicating—into literacy-specific skill development as information bombards people at lightning speed. In a technology-focused world, the Partnership for 21st Century Learning (P21) categorizes literacy-specific skills as information literacy, media literacy, and technology-specific literacy.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

• Create activities that facilitate students’ development of information literacy through technology.
• Create activities that facilitate students’ development of media literacy through technology.
• Create activities that facilitate students’ development of technology-specific literacy.
Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project**: For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**

Technology Requirements

Please review the [System Requirements for Moodle](#).

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.

- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.

- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.

- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcources.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.
Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References

Barrow County School System. (n.d.). Information literacy.

Center for Media Literacy. (n.d.). What is media literacy? A definition . . . And more.


Global Read Aloud. (n.d.). Frequently asked questions.

Haber, J. (2020). It’s time to get serious about teaching critical thinking. Inside Higher Ed.


Ho, L. (2020). What is creative thinking and why is it important? Lifehack.


NYU Dispatch. (2018). Technology has the ability to foster better communication skills, not hinder them.


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes over 280 graduate-level, self-paced courses in 20 different subject areas covering both foundational topics and emerging trends in K-12 education.

Get help with...

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<td>STEM &amp; Technology</td>
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<td>Teacher Training &amp; Retention</td>
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Train your staff in as little as eight hours or delve deeper into complex topics in our longer courses.

Get PD tailored to your school's unique needs with our customizable content and flexible solutions.

Replace in-person PD days with 100% online, self-paced training teachers can complete virtually.

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