



# Learning WITH LEONG

Thank you for using our teacher materials for teaching 21<sup>st</sup> century skills. For this project, we have used [ACARA](#)'s general capabilities continuum for "[Critical and Creative Thinking](#)" and "[Personal and Social](#)" as a guide and inspiration.

Our focus for the materials that follow is on the specific skill of "**Choosing Independent vs Collaborative Work.**"

Here, we try to provide straightforward material that can be used by educators to help make it easier to incorporate 21<sup>st</sup> century skills into units of study. The materials can be used as-is or altered to fit what works best for the intended audience. This document contains four parts...

1. **Lesson Planning: Questions for Consideration** - These questions are intended to prompt educators to think about the different ways they can incorporate this particular 21C skill into their lessons. The questions are not meant to be prescriptive in any way, nor is it intended that all of them would be applicable to every unit of study. They serve to simply offer ideas for consideration. These questions could be used by individual teachers interested in developing their lessons further, in department meetings to collectively brainstorm ways their specific subject matter could work to incorporate the 4Cs, or during professional development to support teams of teachers during their planning of units of study.
2. **Student Reflection Guide** – This section is intended for use directly with students as a way to help them become more aware of the ways in which they use various 21C skills and to contemplate the ways in which they can strengthen these skills. The guides are designed with the understanding that many of these skills can only be built through application and that metacognitive reflection helps to accelerate the acquisition of these skills. There are three pages for this section. First, a handout for students to complete at the beginning of a unit/project. Second, a check-in giving the students a chance to reflect and for the student or teacher to make some adjustments, perhaps, before the end of a unit of study. Third, a final reflection on the experience as it pertains to this particular 21C topic of focus. As with all of the materials, the expertise of the teacher would determine whether the guides are best used as-is or just in parts and can also be altered to fit the needs of the individual classroom.
3. **Character Analysis** – This section provides a list of questions to be used to examine and reflect on a person's or character's life as it relates to this particular 21C topic. The questions provide a lens through which to view that person's actions. Some examples of how to use them might be to ask students to apply them to the actions of a particular person in history, the professional trajectory of a scientist, the life of a famous artist/athlete/writer, or a character in a novel. They could be used for group discussion or

to produce presentations or essays. The questions can also be applied directly to the student's life, if desired. The hope is that through reflecting on the life of another person and how they demonstrated a particular 21C skill that the students will gain insight into the ways in which these skills impact people and can, perhaps, apply that to their own life as well.

4. **Standards** – In this section, we listed the standards that apply to this particular 21C skill. Specifically, elements from ACARA's continuums that apply to this particular topic are listed with a focus predominantly on Level 6 in the continuum. In addition, standards from several other organizations around the world are also included in order to offer educators more insight as to how 21C skills are discussed and to serve as a resource as they work to incorporate these skills into the curriculum. For more insight to these organizations, please refer to "[21<sup>st</sup> Century Skills – Resources for Educators.](#)"

We hope that the resources are useful to you!

## **Lesson Planning**

### **21 Century Capability: Choosing Independent vs Collaborative Work**

#### **Questions for Consideration:**

1. Are there opportunities for the students to consider the pros and cons of independent vs. collaborative work?
2. Are students asked to think about whether the work would be best done individually or collaboratively?
3. Are students given the chance to choose whether to learn the material independently or with a collaborative approach?
4. Are students given the chance to choose whether they complete projects/assignments independently or collaboratively?
5. Is technology offered/used in ways that support/assist in independent work?
6. Is technology offered/used in ways that support/assist in collaborative work?
7. Is there time given to students at the end of the lesson/unit/project to reflect on how working independently or collaboratively impacted their ability to learn and/or complete the work?

## Student Reflection Guide - Anticipatory

### 21 Century Capability Choosing Independent vs Collaborative Work

In this unit/lesson/project, we are going to be learning to/about \_\_\_\_\_.  
(circle one) (circle one)

Before we begin, please write about what you know about this topic already.

Typically, do you prefer to work independently or collaboratively? Please explain why.

What parts of this unit/lesson/project do you think would best be done independently? Why?

What parts of this unit/lesson/project do you think would best be done collaboratively? Why?

What factors do you consider when deciding whether to work independently or to collaborate?

## Student Reflection Guide – Check In

### 21 Century Capability: Choosing Independent vs Collaborative Work

In this unit/lesson/project, we are learning to/about \_\_\_\_\_.  
(circle one) (circle one)

Please write about what you know about this topic so far.

Write about your experience working independently so far. How has it been beneficial? Have there been any times when you wished you were collaborating? If so, when/why?

Write about your experience working collaboratively so far. How has it been beneficial? Have there been any times when you wished you were working independently? If so, when/why?

In your collaborative work, how has your group decided who is responsible for which tasks? Is it working? What adjustments need to be made?

## Student Reflection Guide - Final

### 21 Century Capability: Choosing Independent vs Collaborative Work

In this unit/lesson/project, we learned to/about \_\_\_\_\_.  
(circle one) (circle one)

Please write about what you know about this topic now.

What were you able to accomplish while working independently over the course of this unit/lesson/project?

Were there any drawbacks to working independently?

What were you able to accomplish while working collaboratively over the course of this unit/lesson/project?

Were there any drawbacks to working collaboratively?

What have you learned about working independently and collaboratively that might be useful in the future?

## Character Analysis

### 21 Century Capability: Choosing Independent vs Collaborative Work

#### Questions for Analysis:

1. How often did this person work independently? Why?
2. How often did this person work collaboratively? Why?
3. How did this person decide when to work independently and when to collaborate?
4. How did working independently help this person to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
5. How did working collaboratively help this person to...
  - a. accomplish their goal?
  - b. realize their dream?
  - c. overcome an obstacle?
6. Were there times when it would have been better for this person to work independently? Why?
7. Were there times when it would have been better for this person to work collaboratively? Why?
8. What did this person learn about working independently?
9. What did this person learn about working collaboratively?
10. How might things have turned out differently had this person not worked independently?
11. How might things have turned out differently had this person not worked collaboratively?

## **Standards**

### **21 Century Capability: Choosing Independent vs Collaborative Work**

#### **ACARA v.8.4**

##### **PERSONAL AND SOCIAL CAPABILITY**

Work independently and show initiative:

4 - assess the value of working independently, and taking initiative to do so where appropriate

Work collaboratively

5 - assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

#### **ACARA v.9**

##### **PERSONAL AND SOCIAL CAPABILITY**

Goal Setting

1b - co-create goals to assist learning when working independently or collaboratively

4 - select and use strategies to monitor own learning and refine goals to plan for further improvement

6 - adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Collaboration

6 - devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

#### **C21 Canada**

##### **COMPUTER AND DIGITAL TECHNOLOGIES**

3 - Learners develop autonomy by using technologies to create and apply new knowledge while connecting with peers and experts around the world.