



Learning WITH LEONG

Thank you for using our teacher materials for teaching 21st 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 "**Effective Collaboration.**"

Here, we try to provide straightforward material that can be used by educators to help make it easier to incorporate 21st 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 "[21st Century Skills – Resources for Educators.](#)"

We hope that the resources are useful to you!

Lesson Planning

21 Century Capability: Effective Collaboration

Questions for Consideration:

1. Are there opportunities for the students to collaborate with their peers and/or with others outside of their school?
2. Are students asked to set clear objectives for the collaboration?
3. Are ground rules and guidelines for constructive collaboration established by the teacher or by the teams themselves?
4. Are students encouraged to approach collaboration with an open mind so as to foster creativity and inclusivity?
5. Are students asked to consider various strengths and skills in the division of labor?
6. Is a system set up so students can rotate roles/responsibilities in order to allow them to build different skill sets and in order to cultivate a sense of shared responsibility?
7. Are purposes set for different parts of the collaborative discussions so the team can stay focused and be productive?
8. Is technology used in ways that facilitate collaboration?
9. Are opportunities to offer each other constructive feedback provided?
10. Are strategies/activities for team-building offered?
11. Is there time given to students to reflect on what is working in the collaboration and how they might improve it?

Student Reflection Guide - Anticipatory

21 Century Capability: Effective Collaboration

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.

How do you feel about collaborating with others?

What do you find challenging about collaborating?

What do you find rewarding about collaborating?

What ground rules do you think it would be important to establish with a group before beginning a collaboration?

Student Reflection Guide – Check In

21 Century Capability: Effective Collaboration

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.

Who are you collaborating with?

What has been useful about this collaboration so far?

What has been the most challenging about this collaboration so far?

Are there any voices you could help amplify or invite to participate more?

Student Reflection Guide - Final

21 Century Capability: Effective Collaboration

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

Please write about what you know about this topic now.

Overall, how do you feel about the collaborative experience you had as part of this unit/lesson/project?

Give an example of a moment when the collaboration was not going well. What did your group do?

Give an example of an idea that is a result of your group building upon each other's ideas.

What did you learn from this collaboration that might help you in the future?

Character Analysis

21 Century Capability: Effective Collaboration

Questions for Analysis:

1. Do you think this person was good at collaborating? Why or why not?
2. Who did this person collaborate with?
3. Why did this person collaborate with others?
4. How did this person make sure their collaborations were productive/successful?
5. Were any of this person's collaborations unsuccessful? Why?
6. Why was it important for this person to collaborate effectively?
7. How did collaborating help this person to...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?
8. How did this person's lack of ability/willingness to collaborate impact their ability to...
 - a. accomplish their goal?
 - b. realize their dream?
 - c. overcome an obstacle?
9. What words of wisdom or advice about collaborating do you think this person would offer our class if they came to speak with us?

Standards

21 Century Capability: Effective Collaboration

ACARA v.8.4

PERSONAL AND SOCIAL CAPABILITY

Work Collaboratively

6 - critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

ACARA v.9

PERSONAL AND SOCIAL CAPABILITY

Collaboration

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

P21

COMMUNICATION AND COLLABORATION

Communicate Clearly - Collaborate with others; Demonstrate ability to work effectively and respectfully with diverse teams; Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

CREATIVITY AND INNOVATION

Work Creatively with Others - Be open and responsive to new and diverse perspectives; Incorporate group input and feedback into the work

PRODUCTIVITY AND ACCOUNTABILITY

Demonstrate additional attributes associated with producing high quality products including the abilities to: Work positively and ethically; Participate actively, as well as be reliable and punctual; Present oneself professionally and with proper etiquette; Collaborate and cooperate effectively with teams

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others - Use interpersonal and problem-solving skills to influence and guide others toward a goal; Leverage strengths of others to accomplish a common goal

C21 Canada

COLLABORATION

1 - Learners work together in pairs or groups and share responsibility for their collective work.

3- Learners demonstrate interdependence by negotiating individual and group roles and tasks and seeking consensus on the process and design of how individual tasks come together.

1 - Learners collaborate with each other, teachers and mentors using various information and communication technologies to obtain external support.

3 - Learners engage in global collaborations to gather economic, financial, social and environmental perspectives using a variety of ICT means.

ISTE

1.7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Students:

1.7.a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

1.7.b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

1.7.c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

1.7.d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

AAC&U

CIVIC ENGAGEMENT

Civic Contexts/Structures: Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

TEAMWORK

Contributes to Team Meetings: Helps the team move forward by articulating the merits of alternative ideas or proposals.

Facilitates the Contributions of Team Members: Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.

Fosters Constructive Team Climate: Supports a constructive team climate by doing all of the following:

- Treats team members respectfully by being polite and constructive in communication.
- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
- Motivates teammates by expressing confidence about the team's ability to accomplish it.
- Provides assistance and/or encouragement to team members.