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 **"Generating and Incorporating Feedback."**

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: Generating and Incorporating Feedback

Questions for Consideration:

1. Are students asked to consider from who and in what range of ways they can seek and receive feedback (peers, teachers, written, non-verbal, etc.)?

2. Are there opportunities for students to receive feedback from others?

3. Are students asked to design opportunities for them to receive feedback?

4. Are students asked to consider how their previous experience is a type of feedback and informs their current choices/actions/skills?

5. Is technology used in ways that help students receive constructive feedback?

6. Is there an opportunity for students to discuss how to discern when to listen to criticisms/feedback (how to determine what is reasonable criticism that should be taken into account)?

7. Are students given strategies or asked to discuss ideas on how to respond to/emotionally process/reflect on the feedback they receive?

8. Are students asked to reflect on how feedback led to adjustments in their thinking and/or actions?

9. Is there time given to students to reflect on feedback and consider how best to incorporate it in order to improve their own skills and/or the end product?

Student Reflection Guide - Anticipatory

21 Century Capability: Generating and Incorporating Feedback

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.

What previous experience have you had that might inform how you choose to approach this work or the skills you have that are needed for this unit/lesson/project? Explain.

As you work on this unit/lesson/project, who might be able to give you feedback? How might you go about getting this feedback?

What type of feedback (written/verbal, qualitative/quantitative, etc.) do you think would be most useful in helping you build your skills and successfully complete this unit/lesson/project?

Student Reflection Guide – Check In

21 Century Capability: Generating and Incorporating Feedback

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.

What feedback have you received so far?

How did you respond to and/or process this feedback?

Was any of the feedback useful? How so?

What changes (if any) have you made or are thinking of making in response to the feedback you have received so far?

What more would you like to know about your skills/work? How might you go about getting that feedback?

Student Reflection Guide - Final

21 Century Capability: Generating and Incorporating Feedback

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

Please write about what you know about this topic now.

Over the course of this unit/lesson/project, what feedback did you receive?

What was the most useful feedback? Why?

How do you feel about how you responded/processed the feedback? Was it challenging? Why or why not?

Did you learn anything about yourself through the feedback you received that might be useful later? Explain.

Character Analysis

21 Century Capability: Generating and Incorporating Feedback

Questions for Analysis:

1. Do you think this person is good at generating and incorporating feedback? Why or why not?

2. How often did this person receive feedback?

3. How did this person go about getting feedback?

4. Was this person good at responding to and/or processing criticism? How do you know?

5. How did this person respond to unconstructive or hurtful criticism?

6. In what ways was receiving feedback challenging for this person?

7. Why was it important for this person to receive feedback and make changes accordingly?

8. How did this person and/or their skills change over time as a result of receiving feedback?

9. How did getting feedback help this person to…
    a. accomplish their goal?
    b. realize their dream?
    c. overcome an obstacle?

Standards

21 Century Capability: Generating and Incorporating Feedback

ACARA v.8.4
CRITICAL AND CREATIVE THINKING
Think about thinking (metacognition)
4 - reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary

PERSONAL AND SOCIAL CAPABILITY
Develop reflective practice
6 - reflect on feedback from peers, teachers, and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

ACARA v.9
CRITICAL AND CREATIVE THINKING
Think about thinking (metacognition)
5 - invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches

PERSONAL AND SOCIAL CAPABILITY
Reflective practice
5 - plan a personal response to a range of contexts using feedback from previous experiences
6 - evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

P21
INITIATIVE AND SELF-DIRECTION
Work Independently - Reflect critically on past experiences in order to inform future progress

FLEXIBILITY AND ADAPTABILITY
Be Flexible - Incorporate feedback effectively; Deal positively with praise, setbacks, and criticism

C21 Canada
COLLABORATION
2 - Learners engage reflective feedback from self, peers, mentors and teachers to refine collaborative competencies and build positive learning relationships.

ISTE
1.1 Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:
1.4.c. develop, test and refine prototypes as part of a cyclical design process.