21st Century Skills in ELT

Hanna Kryszewska
BETA Burgas 22nd June 2018
You can copy this entire edition to your computer and read it when you want. Just click here for instructions. You are also able to download every issue from 1999-2009 each in their own zip file.

Editorial

Introducing this issue of HLT Magazine

Pilgrims News

Various Articles

Young Learners
Gardner and Perkins Co-Directed Project Zero from 1972-2000

Multiple Intelligences 1983
Teaching for Understanding
Teaching through Fine Arts
Project Zero - educational research group at Harvard since 1967

First researched the development of learning processes in children, adults, and organizations.
Today Project Zero

• includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning

• the mission is to understand and enhance high-level thinking and learning across disciplines and cultures and in a range of contexts, including schools, businesses, museums, and digital environments.
http://fora.tv/2006/07/06/Five_Minds_for_the_Future

Aspen Institute

5 Minds for the Future

Howard Gardner
Author of Changing Minds
“I believe that current formal education still remains basically a preparation for the world of the past, rather than a preparation for possible worlds of the future.”

Howard Gardner 2006
The new educational theory
Project Zero Now- Perkins et al.

1998  The Teaching For Understanding Guide

2001 Making Learning Visible

2011 Cultures of Thinking
Thinking routines

MAKING THINKING VISIBLE

How to Promote Engagement, Understanding, and Independence for All Learners

Ron Ritchhart • Mark Church • Karin Morrison

Foreword by David Perkins
"If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible — from the day they start preschool to the day they start their career."

President Barack Obama
“I am calling on our nation’s governors and state education chiefs to develop standards and assessments that don’t simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem solving and critical thinking and entrepreneurship and creativity.”

Barack Obama 2009
21st century skills

Bernie Trilling
Charles Fadel
Daniel Goleman
Howard Gardner (MI)
Ken Robinson
US government officials
Where is Project Zero, Harvard???

Howard Gardner (Five minds for the Future),
Ron Richhart,
Karin Morrison,
Mark Church,
David Perkins
Education over the centuries

Agrarian Age – seasonal /agrarian calendar
Middle Ages – division into subjects
Industrial Age – clocking in and out, lesson periods
Knowledge Age: transfer of information

1. Oral and written communication
2. Critical thinking and problem solving
3. Creativity and innovation
4. Collaboration and working in teams
5. Media literacy and applying technology
6. Professionalism and work ethics
7. Leadership and project management
1. Oral and Written Communication
Language class

- backchannel
- hold
- relinquish
- interrupt
- repair
- share
- comment
- small talk

- language
- content
- manners
Phone calls: HMRC / HSBC
Voices with an accent on trust

Local differences, in public services, in retailing, in culture, become harder to spot. Regional dialect is dying. Yet bucking the trend, regional accents are enjoying a vogue, which is being fostered by the business community.
• Welsh – legal and insurance companies
• Scottish - classless, educated and warm; trustworthy and competent (HMRC)
• Yorkshire – mean, tight fisted, will look after your money (banks)
• Irish - warm and trustworthy (helplines)
Writing genres
Cover mail II MA

There you go!
Dear Professor Kryszewska,
Here is our vocaroo assignment: http://vocaroo.com/i/s06fxk02qB8H - the first person speaking in the dialogue is Pxxxx Mxxx, the second, Jxxxx Cxxxxx. We are very sorry for extra 52 seconds, but we wanted to talk about all the mentioned subjects explicitly.
Kind regards,
Jxxx Cxxxxx
I BA Translation Studies
Group I
Dear Ms: Kryszewska

I am writing to you to apologise about delayed homework. I was really sick: I had a running nose, a cough and a stomach ache. Also I had high fever. And I could not write it and I have a sick leave which I gave it to the admission office. you will find the homework in the attachment and I hope that my apologise will be kindly accepted.

Yours faithfully,
Pre-med tasks

You are interested in studying medicine in the UK. You are aware you have to apply via UCAS and you have read the brochure. However you have a few questions:

1. What is UCAS clearing process?
2. What are the possible offer combinations?
3. What is an *Insurance course*?

Write a letter to the officer in charge of admissions briefly introducing yourself, your reason for writing and asking the three questions. Use embedded questions.
Marking scheme: max 30 points

Task: salutation 1, intro and reason for writing 3, introducing yourself 3, asking three questions /embedded/ 3 x 2 (6), closing 1– max 14 points
Grammar max 3
Vocabulary max 3
Tone max 6
Layout/ word processing max 4
Pre-med tasks

Negotiate the grade
2. (Critical) Thinking
(V)AKOG
Comparisons
Categorising
Sequencing
Focusing attention
Memorising
Exploring space
Exploring time
Exploring numbers
Creating associations
Cause and effect
Solving problems
Creative thinking
Comprehension

versus

Understanding
London is the capital of England. It is in the south-east of the country, on the River Thames. There are more than twenty bridges over the Thames in London! It is an exciting city and it has lots of famous old buildings, museums, theatres, cinemas and beautiful parks.

1. ________________
About 7 million people live in London and they are usually friendly and helpful to visitors. London has more than 25 million tourists every year!

2. ________________
In London, you can eat food from all over the world. There are lots of Italian, French, Greek, Chinese and Indian restaurants. Fast food is very popular – hamburgers, pizzas, and (very English!) fish and chips.

3. ________________
The weather in London is never very hot or very cold. Summer is from June to August and the maximum temperature is 25°C. In the winter (December to February), it is wetter and colder (maximum 10°C), and it sometimes snows.

4. ________________
There are lots of places to visit in London. Young people like Madame Tussaud's (models of famous people), the Museum of the Moving Image (films and TV), Rock Circus (the greatest rock show in the world) and Segaworld (an exciting video theme park).

5. ________________
London has got lots of really nice shops. Good things to buy are chocolates, biscuits, tea, sports clothes, warm jumpers – and raincoats!
London is the capital of England. It is in the south-east of the country, on the River Thames. There are more than twenty bridges over the Thames in London! It is an exciting city and it has lots of famous old buildings, museums, theatres, cinemas and beautiful parks.

1. _____________
   About 7 million people live in London and they are usually friendly and helpful to visitors. London has more than 25 million tourists every year!

2. _____________
   In London, you can eat food from all over the world. There are lots of Italian, French, Greek, Chinese and Indian restaurants. Fast food is very popular — hamburgers, pizzas, and (very English!) fish and chips.

3. _____________
   The weather in London is never very hot or very cold. Summer is from June to August and the maximum temperature is 25°C. In the winter (December to February), it is wetter and colder (maximum 10°C), and it sometimes snows.

4. _____________
   There are lots of places to visit in London. Young people like Madame Tussaud’s (models of famous people), the Museum of the Moving Image (films and TV), Rock Circus (the greatest rock show in the world) and Segaworld (an exciting video theme park).

5. _____________
   London has got lots of really nice shops. Good things to buy are chocolates, biscuits, tea, sports clothes, warm jumpers — and raincoats!
Understanding
‘People who are suits’, in the past would be described as ‘blue collars’.

Joining them are other middle- and upper-middle-class people who are suits by day but fashion themselves bohemian by eating expensive brunches in neighbourhoods and surroundings that give them either working-class or artistic street credibility.
Mentioning Nero in this context makes a biblical reference.

Brunch: if Nero were around today, he’d be “eating” it while Rome burned to the ground.
Open questions

Which phrase echoes the phrase ‘used to’?

The Baftas’ lack of ethnic minorities and working-class people used at least to play on the organisers’ conscience. Now they’ve taken a step back from that

Describe in your own words ‘a strapless column’.

.... and a circus surrounding every female star who poses on a red carpet in a strapless column and no coat in February.
What word or phrase in the paragraph exemplifies ‘born with immense advantages’?

But this year’s Bafta ceremony wins no awards if you happen to think that the film industry should strive to reach out to the world we live in, rather than reflect the closing down of the opportunity for those not born with immense advantages. The entire event was not solely white and posh, but a lot of it was. And why did we need a blooming prince to drone on at the event?
1. Explain in your own words the meaning of the word "thronged".
2. What does the comparison to a sheep indicate?
3. Paraphrase: "yak, yak, yak of my voice".
4. What is meant by an "Irish conversation"? Describe in your own words.
5. What is a "commotion"? What other English word could you use?
6. Why is the narrator saying that she "groaned with the train"? What caused it?
7. What are faqs?
8. What was the connection between the narrator's the subject of the book the narrator was publicizing and the situation on the train? Why is it humorous?
9. What does the phrase "colourful overindulgence" suggest?
10. What is a "dummy"? Offer a synonym.
11. Explain why the situation on the train was so shocking.
12. Why did the narrator described the girl as "haunticapped"?
3. Creativity and innovation
WELCOME TO THE C GROUP

The C Group is an independent and informal grouping of EFL professionals. It aims collaboratively to share information, promote reflection and inquiry, and encourage action through more creative and open teaching practices.

ABOUT US

The C Group is not so much an organization with a dogma but a collection of individuals and a cluster of ideas — many of which the members hold in common. The initial point of contact is our shared

OUR AIMS

Information function: to act as a clearing house for the diffusion of information between and among its members.

Activity function: to take positive action to promote creative teaching and learning through publications, interactive events, projects and professional networking.

Support/Educational function: through a) and b) above to reach
“It is better to have enough ideas for some of them to be wrong, than to be always right by having no ideas at all.”
— Edward de Bono
Stop a Cat and a Dog Fighting

Push up to set off pull down
BRAIN WASHER

CAT

DOG

SUSAN YOUNG

CHILDREN SOLVE PROBLEMS

EDWARD DE BONO
Old things .... new uses
http://www.dailymail.co.uk/femail/article-3511371/Designer-course-millionaire-creating-showstopping-dress-SKITTLES.html
http://www.containerhomeplans.org/2015/04/what-i-wish-id-known-before-building-my-shipping-container-home/
• Maciej Mańka
• Mateusz Mach
• Jack Andraka
• Eesha Khare

• Improved ’lung on a chip’
• App for deaf people
• Test for pancreatic cancer
• Electrochemical supercapacitor
4. Collaboration and working in teams
Project evaluation
5. Media literacy and applying technology
Computer and IT competences in junior high school

• How to use a computer
• Accessing information and evaluating it
• Managing information
• Transforming information
• Creating information
• Sharing information
• Using information in a safe way
• Preparing presentations
• Writing assignments
• Group work with learners from the same school
• Organising / managing own time and work
• Filling in worksheets or doing exercises
• Writing tests
• Writing about own learning
• Group work with learners from other schools
iRights

1. The right to remove – every child or young person should have the right to easily edit or delete content they have created.

2. The right to know – children should know who is holding or profiting from their information and whether it is being traded.

3. The right to support and safety – young people should be confident that they will be protected from illegal practices and supported if confronted by troubling scenarios online.

4. The right to digital literacy – young people should be given the right to access both knowledge of the internet and critiques of it so as to be able to deal with changing social norms.

5. The right to conscious and informed choices – kids need to learn how to find the creative parts of the internet, but also learn how and when to disengage.
6. Professionalism and work ethics

Values

and

ethical issues
7. Leadership and project management

- Focus
- Simplify
- Take Responsibility End to End
- When Behind, Leapfrog
- Push for Perfection
- Tolerate Only “A” Players
- Engage Face-to-Face
- Put Products Before Profits
- Don’t Be a Slave to Focus Groups
- Bend Reality
- Impute
- Combine the Humanities with The Sciences
- Stay Hungry, Stay Foolish
- Know Both the Big Picture and The Details
Summing up...

1. Oral and written communication
2. Critical thinking and problem solving
3. Creativity and innovation
4. Collaboration and working in teams
5. Media literacy and applying technology
6. Professionalism and work ethics
7. Leadership and project management
“We have not figured out how to prepare youngsters so that they can survive and thrive in a world different than one ever known before.”

Howard Gardner
Thank you

😊

hania.kryszewska@pilgrims.co.uk

www.hlmtmag.co.uk