21st Century Competencies
A Guide to Planning Instruction for 21st Century Learners

- Students are designers of a technology product
- The activity’s primary purpose is problem solving
- The activity requires innovation - the creation of a product, method, or idea new to the student
- Students are required to apply their knowledge in a new context
- Students are working on a substantial real-world problem
- Technology supports students’ knowledge construction
- Students use technology during the activity
- The activity is long term; students have learning goals and success criteria in advance
- Students have the opportunity to revise their work based on feedback
- Students must provide supporting evidence AND communicate to a particular audience
- Students must provide supporting evidence OR communicate to a particular audience
- The activity requires extended or multi-modal communication
- Students are required to work in pairs or groups
- Students have shared responsibility
- The activity requires some knowledge construction
- The activity’s primary purpose is problem solving
- Students use technology for learning
- Use of technology for learning
- Students are using technology for learning when they directly complete all or part of an activity using technology, and control the technology themselves
- Students are using problem solving when they define and develop solutions to problems that are new to them, or complete a task they have not been instructed how to do, or design a complex product that meets a set of requirements
- Students use problem solving
- Collaboration
- Knowledge Construction
- Real-World Problem Solving and Innovation
- Self-Regulation
- Skilled Communication

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Increasing opportunity for students to develop 21st Century competencies

STUDENTS are collaborating when they work in pairs or groups to discuss an issue, solve a problem, and/or create a product

STUDENTS are constructing knowledge when they apply critical thinking to go beyond knowledge reproduction by generating ideas and understandings that are new to them

STUDENTS use problem solving when they define and develop solutions to problems that are new to them, or complete a task they have not been instructed how to do, or design a complex product that meets a set of requirements

STUDENTS are using technology for learning when they directly complete all or part of an activity using technology, and control the technology themselves

STUDENTS are using self-regulation when they engage in long-term activities in which they are required to plan the process of their work and improve it over multiple iterations

STUDENTS use extended communication when they engage in long-term activities in which they represent a set of connected ideas, not a single, simple thought; students use multi-modal communication when they use multiple modes or tools to communicate a coherent message