



# 21st Century Skills: Rethinking How Students Learn

*James Bellanca , Ron Brandt*

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This anthology introduces the Framework for 21st Century Learning from the Partnership for 21st Century Skills as a way to re-envision learning and prepare students for a rapidly evolving global and technological world. Highly respected education leaders and innovators focus on why these skills are necessary, which are most important, and how to best help schools include them in curriculum and instruction.

## 21st Century Skills: Rethinking How Students Learn Details

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## **From Reader Review 21st Century Skills: Rethinking How Students Learn for online ebook**

### **Megan says**

This anthology of 21st century education leaders asks why 21st century skills are needed for the future, which skills are most important, and how can schools add these skills in order to get 21st century results. There are different opinions throughout the book, but all with a common thread: we must teach 21st century skills in order to prepare students for the world outside of the classroom. From Gardner to November to Richardson, each chapter brings a new perspective on the challenges and successes of teaching 21 C skills today. It is a great resource that outlines the 21 C movement along with an introduction to the framework. I recommend it to teachers and administrators who are serious about being a change agent.

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### **Laurie says**

Wonderful compilation of the current trends in teacher education research. Love this book!

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### **Christine says**

A good look into the direction of schools post No Child Left Behind. I liked that each chapter was written by a different author each with their own unique role in the advancement of education and finding better ways to learn.

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### **Jeff says**

This collection of essays on 21st century skills by leading thinkers in the field of education are a welcome addition to the growing body of literature calling for an expanded vision of the outcomes of public education. While I agree with much of what is here, I appreciate the diversity of voices and perspectives included which inevitably led to places of dissonance, but in general reaffirmed my commitment to teaching toward a more robust vision of the whole child.

That said I appreciate continuing to grapple with the points of view with which I don't fully agree. Specifically, the emphasis around technology as a means not just a motivator for change sits uneasily with me, but many writers on 21st century skills like Alan November see technology as a panacea for education change and innovation. I prefer Douglas Fisher and Nancy Frey's call around examining the function of technology rather than the specific tool or means of delivery. I am compelled to think about how I craft experiences for students that help them learn to think critically about the means of their work production as well as the substance of their work.

In addition, I really appreciate the authors who balance educational outcomes that address cognitive skills with outcomes of social skills addressing Howard Gardner's ethical and respectful minds as well as the synthesizing, disciplined, and creative minds.



A few basic notes -

Themes for 21st century learning - global awareness, financial economic business and entrepreneurial literacy, civic literacy, health literacy and environmental literacy; change, conflict, design, structure, justice

Skills include (but not limited to) - creativity and innovation, critical thinking and problem solving, communication and collaboration; learning to learn, control over one's learning, problem based learning, decision making, technology

Technology, technology, technology - and not specific tools like Facebook - but

What I kept thinking about as I read was how skilled a student has to be to achieve these skills. Does that make sense? They have to be proficient readers and writers, listeners, and speakers. I don't think this has to happen before or separately as far as instruction - it has to be embedded. What I would find interesting is a text on what the 21st century teaching looks like in a primary grades classroom...specifically in the context of teaching reading and writing. As I read, I thought, "How does this fit into learning the alphabet? Or developing phonemic awareness?" I have a few ideas I'm going to explore. Anybody game for some inquiry and writing?

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