



21st Century Skills: Learning for Life in Our Times

Bernie Trilling , Charles Fadel

Download now

Read Online ➔

21st Century Skills: Learning for Life in Our Times

Bernie Trilling , Charles Fadel

21st Century Skills: Learning for Life in Our Times Bernie Trilling , Charles Fadel

The new building blocks for learning in a complex world

This important resource introduces a framework for 21st Century learning that maps out the skills needed to survive and thrive in a complex and connected world. 21st Century content includes the basic core subjects of reading, writing, and arithmetic-but also emphasizes global awareness, financial/economic literacy, and health issues. The skills fall into three categories: learning and innovations skills; digital literacy skills; and life and career skills. This book is filled with vignettes, international examples, and classroom samples that help illustrate the framework and provide an exciting view of twenty-first century teaching and learning.

Explores the three main categories of 21st Century Skills: learning and innovations skills; digital literacy skills; and life and career skills Addresses timely issues such as the rapid advance of technology and increased economic competition Based on a framework developed by the Partnership for 21st Century Skills (P21)

The book contains a DVD with video clips of classroom teaching. For more information on the book visit www.21stcenturyskillsbook.com.

21st Century Skills: Learning for Life in Our Times Details

Date : Published October 5th 2009 by Jossey-Bass

ISBN : 9780470475386

Author : Bernie Trilling , Charles Fadel

Format : Hardcover 240 pages

Genre : Nonfiction, Teaching, Education

 [Download 21st Century Skills: Learning for Life in Our Times ...pdf](#)

 [Read Online 21st Century Skills: Learning for Life in Our Times ...pdf](#)

Download and Read Free Online 21st Century Skills: Learning for Life in Our Times Bernie Trilling , Charles Fadel

From Reader Review 21st Century Skills: Learning for Life in Our Times for online ebook

Emily says

If you are looking for an introduction to P21, then this book will suffice. If you are already acquainted with P21 and you want to go the next level, then this book will be a handy guide. I ended up skimming most of the end of the book because most of this was common sense to me. I am very familiar with the standards and I have been in education for almost twenty years. But I do plan on using this book to help me set up the PD plan for the staff of the school where I teach. It has great lists and charts and offers so good facts. I do wish it had more anecdotes and scenarios, but I guess the DVD that came with it has those. I like to READ these and not view them, though.

Elizabeth says

I read along with a group of teachers in an Internet blogging book club. It was a dry commentary on the technological skills that students need in the 21st century. Why I don't disagree with the basic outline the author diagrammed out, I think it also discounted intrinsic motivation, home expectations, and discipline.

Kate says

Too much information on how we *should* be teaching 21st century skills, but not enough information on how we can *actually* teach them.

Jeff says

21st Century Skills: Learning for Life in Our Times is a great very accessible articulation of a vision for modern schools. Authors, Trilling and Fadel, co-chairs of the Partnership for 21st Century Skills' Standards, Assessment, and Professional Development committee, articulate a rationale for an expanded curriculum that encompasses what Frank Levy and Richard Murnane named expert thinking and complex communication in The New Division of Labor as well as the habits of mind that are explored by Arthur Costas and information and communication technology skills. These ideas encompass a ground swell shift on what our schools should focus. Following their rationale for why make the shift, Trilling and Fadel explore what the shift should look like and then give some practical advice about how it can be implemented.

My one criticism of the book is that the framework from the Partnership for 21st Century Skills places information, media, and technology skills on the same level as learning and innovation skills (their name for expert thinking and complex communication) and life and career skills (what I equate with the habits of mind). To my own thinking, technology skills should be folded into the traditional basic skills and knowledge because they are functional procedural knowledge that impact how we practice reading, writing, and general mathematics. Sure we need to intentionally name that students should be able to critically read

information on the internet and produce content for web pages, but these are extensions of how we read and write. Thus I would reduce the focus on technology, but I also realize that Trilling, global director of the Oracle Foundation, and Fadel, at Cisco Systems, are not likely to diminish the role of technology when their livelihood depends on it.

With that one caveat aside, this book is essential reading for anyone interested in schools today and everyone should be. Written with a broad audience in mind, it doesn't get into some of the nitty-gritty of project based learning, but makes a strong case for all schools moving in that direction.

Claudia Goodyear Fett says

When answering four questions: 1) What will the world be like twenty years from now? 2) What skills will your child need in the future you painted? 3) What were the conditions that made your high-performance learning experiences so powerful? 4) What would school be like if it were designed around your answers to questions 1-3?, it is clear that education must look different than it does currently in many of our main stream schools. Building 21st century environments for each child involves changes in the educational use of space and time, increased technology available, community-wide support and teacher leaders to help bring about this change. Each child in the 21st century needs to be: a communicator, a self-direct learner, a collaborator, a creative/innovative thinker, a complex thinker, and a global citizen.

Diz says

You know that feeling you get when a consultant is invited to speak at your office and he tells you about the problems that you are already aware of and are already working towards fixing? This book feels a lot like that. It flashes catchphrases like "thinking" and "digital" without giving any substantive coverage to the application and implications of the issues being discussed. If you have any involvement with education or human resources, there will be absolutely no new information here for you. Additionally, it feels weakly supported. In discussing 21st century skills, the authors return repeatedly to a single student project to illustrate their claims. Just a simple Google search should have helped the authors find more than one project. I would recommend to give it a pass.

Eric Kalenze says

I usually don't record any thoughts here, but can't resist.

Though this book is dressed up as a work to help American Education, it's basically a heap of junk thought justifying why American schools must design themselves to become more tech-driven. Worse, it's brought to you by--you guessed it--very ed-concerned and -expert employees of Cisco and Oracle, a couple of the world's largest technology companies.

As long as American Education allows vendors to dictate the conversation according to their long-term sales strategies (look for yourself: '21st Century Skills' language and guiding principles are being built into many districts' goals across America), its objectives will continue to swing from one ineffective fad to the next--and we all will be out billions. (Well, not all of us. The vendors, of course, will be doing GREAT.)

Simply, this book-length advertisement unintentionally contains pretty well everything that's broken in American education. Please read critically, if at all.

Andi says

This book was ok. It provided some great insight into what needs to be changed in education today to better prepare our students for today and tomorrow. I liked it, but the other book I read on 21st century education for this course was much better.

Audrey says

I heard co-author Charles Fadel speak (with Sandy Kelly) at MSLA a couple of years ago. He and Bernie Trilling do a good job of identifying some of the flaws in our current educational initiatives and providing insight into what needs to change. I like the way they precisely define "21st century skills" and also describe a model for inquiry, the Project Learning Bicycle, to replace curriculum instruction.
<http://books.google.com/books?id=6nJy...>

Kevin Hall says

There is an important message at the root of this book, but the redundancy and dryness buries it. This book would make a better 2 page article.

Pam says

This book details (with some redundancy) skills schools should be helping children develop in order to become successful adults. Schools need to move beyond traditional school skills (reading, writing, math) and focus on helping students develop critical thinking and problem solving skills. Students will need to work collaboratively, and be innovative, flexible, and self directed. They will also need well developed technology and digital literacy skills. The authors painstakingly outline how schools can prepare students for the future by building curriculum around these skills. Project based instruction that encourages inquiry and discovery, problems, design and invention, collaboration and presentation is essential if students today are going to be prepared for tomorrow. That's the message this books shares...repeatedly. I liked the message; I didn't always appreciate the delivery.

Chris says

Going by the star system: it was ok.

I didn't think this book really added much to the conversation about what students need to know. The basic skills we want our students to develop haven't changed much at all, it's just the tools that have changed.

Weak writing, lots of fluff, unnecessary figures all hamper the book's argument. Their point was made much more effectively through several articles published on education websites. Read them and save yourself the time.

Ken says

Really dig the premise. The book developed a series of skills and attitudes young people need to succeed that differ from those of previous generations. The authors then suggest implementing new ways of teaching to develop those skills along side content mastery.

I liked it a whole bunch because the use of technology was always highlighted as an effective way to develop these new skills. Unlike the other texts I had to read for this grad school, the focus was on recognizing that our students need to develop different skills, not simply needing new ways to teach the same old content. The goal of the technology was to blend seamlessly into the class, not to use it as a novelty.

Safe to say this book caused the biggest, "we're doing this all wrong" moments. I tend to have those during the summer. They are stressful, but create some fun changes for the next school year.

Maddie says

The focus on this book is how schools need to change the way 20th century skills and curricula which primarily focused on critical thinking and problem solving, are taught. These skills are still very important and highly sought after by employers but with the overwhelming amount of information and technology, the authors argue that the method of teaching and learning these skills needs to change.

The authors discuss how different learning models - such as "authentic learning" and "internal motivation" can be used to learn the skills of critical thinking more effectively. Students must learn how to identify quality information out of the large quantity that will result in an online search. Technology can be beneficial because it can help spread information and connect people but it can also be overwhelming. Teaching students how to sift through and deal with the rubbish and rubies is essential in the 21st century. The key is to give students the tools to continue learning throughout their lives in this technology-driven world.

The book also discusses how globalizing learning can assist with 21st century education and motivation in learning, and how it is important that the educational system be updated or altered (staff trained, assessments changed) to support creative learning rather than rote learning.

Stephanie says

I completely believe in the need to teach 21st Century Skills; however, this book didn't really speak to me. It was OK and there was some good information but it didn't really pertain to me and where I am as an educator. I am well on my way to understanding 21st Century Skills and the basics were a little too basic for me. As an early childhood teacher none of the examples applied or were anywhere near anything in the primary grades. I do think a middle school or high school teacher would get more out of it. I also think its an easy intro into 21st Century Skills for someone who is new to the idea.

The quality information in this book would be better shared through some more focused articles that would alleviate the redundancy of the book.
