Professional Development Institute

Flex Course Syllabus

21st Century Thinking Skills that Promote College and Career Readiness (K-12)

PDI Course Number: 104T02

UCSD Course Number: EDUC40293

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do the phrases *college and career ready* and *21st century skills* keep popping up on your radar? Are you wondering exactly what they mean and what you can do as a teacher to help your students become better thinkers and learners? This online course is designed for K-12 teachers who are looking to explore strategies and initiatives for incorporating students' higher-order thinking skills into their classroom practices. In doing so, students become critical and creative thinkers and communicators who are able to work collaboratively while embracing others' diverse cultural perspectives in a global community of 21st century learners. This course begins by discussing how the age of acceleration has shifted how students are taught so that their very important social-emotional skills are embraced, skills which are essential to college and career readiness in the 21st century. Teachers will learn how to create a culturally relevant and globally accessible classroom environment that embraces the "6Cs of education." Teachers will take a deep dive into these six components of 21st century learning (critical thinking, creativity, collaboration, communication, culture, and civic and global readiness). By the end of this course, teachers will feel more confident in their quest to implement these essential 21st century thinking skills successfully into their own teaching practices.

Educational Outcomes

1. Teachers will understand how seven critical competencies (self-regulation, critical thinking, collaboration, creative thinking, communication, digital citizenship, and social competence) are related to students' social-emotional skills.
2. Teachers will learn about the essential qualities of 21st century thinkers and will learn strategies for supporting those qualities within their own teaching practices.
3. Teachers will explore the foundations of Visible Thinking, an approach to learning which focuses on developing students' thinking dispositions.
4. Teachers will take a deep dive into how they can support the thinking routines embedded in Project Zero's Visible Thinking framework into their own classrooms. They will learn a variety of strategies to support this new way of thinking which is required of all college and career ready 21st century thinkers and learners.
5. Teachers are introduced to the critical thinking process, and they will learn specific strategies for fostering critical-thinking skills within their classrooms.
6. Teachers will learn how guided inquiry helps students practice and master their questioning techniques.
7. Teachers will learn about the different types of questions and how they relate to Bloom's taxonomy.
8. Teachers will learn specific strategies to help guide students to produce and answer questions more deeply, thoroughly, and thoughtfully.
9. Teachers will take a deep dive into learning about the best practices for igniting critical thinking in the classroom.
10. Teachers will learn how higher-order thinking skills are related to Bloom's taxonomy and why they are considered necessary skills to possess in order to be college and career ready in the 21st century.
11. Teachers will learn different strategies to stimulate their 21st century higher-order thinking skills.
12. Teachers will understand how higher-order thinking skills provide the bridge between critical thinking and creativity.
13. Teachers will understand what creativity is (and is not), and the role which growth mindset plays in its existence.
14. Teachers will learn how to stimulate students' creativity through a variety of right- and left-brain activities that embrace their multiple intelligences.
15. Teachers will take a deep dive into learning about the best practices for igniting creativity in the classroom.
16. Teachers will learn specific strategies to engage their students in the process of metacognition.
17. Teachers will learn specific strategies for supporting collaboration within the classroom, including such things as active listening techniques, paraphrasing, and engaging with movement.
18. Teachers will take a deep dive into learning about the best practices for igniting collaboration in the classroom.
19. Teachers will learn how to define communication and they will understand the various social aspects that relate to literacy.

20. Teachers will learn strategies to enhance their communication skills in the 21st century so that they become more critical communicators (verbally, non-verbally, written, and visually).
21. Teachers will take a deep dive into learning about the best practices for igniting communication in the classroom.
22. Teachers are introduced to the concept of culture and they will learn specific culturally responsive best practices so that they can teach students to become culturally competent thinkers in the 21st century.
23. Teachers will learn how the teaching of character traits helps to prepare students for future civic and global responsibilities.
24. Teachers will learn what it means to be a global citizen and they will learn specific strategies for embracing it within their classrooms.
25. Teachers will learn about the backwards design process and how it relates to 21st century assessment best practices.
26. Teachers will learn specific strategies for assessing students' thinking in the 21st century through observation and rubrics.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design Two Lessons and Two Assessments (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Age of Acceleration
- The 21st Century Thinker/Learner
- Making Thinking Visible
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about incorporating the 21st century skills of critical thinking, creativity, collaboration, communication, culture, and civic and global readiness into your teaching practices. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Critical Thinking in the 21st Century
- The Art of Questioning
- Best Practices to Ignite Critical Thinking
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Higher-Order Thinking Skills
- Defining Creativity
- Best Practices to Ignite Creativity
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively incorporating the teaching of 21st century skills into the classroom so that students will be college and career ready. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom
- **Test #3**

Unit Four

- The Importance of Student Engagement and Motivation to Collaboration
- The Foundations of Collaboration
- Best Practices to Ignite Collaboration
- **Test #4**

Unit Five

- The Many Faces of Literacy
- Communication in the 21st Century
- Best Practices to Ignite Communication
- **Test #5**

Unit Six

- The Importance of Culture in the 21st Century
- Civic and Global Readiness
- Assessing 21st Century Skills
- **Assignment #4**
  Choose two areas from the "6Cs" of 21st century education (critical thinking, creativity, collaboration, communication, culture, or civic and global readiness) and create a lesson plan for each of them. Each lesson plan must specifically address its requisite chosen 21st century skill. The lessons should be written with enough detail so that another teacher can easily teach them. The teacher must also create two rubrics or observational checklists, each of which is designed to address its specific "partner" lesson from above. The grade level, content area, and content objective(s) should be included in both the lessons and assessments, as should the requisite 21st century skills and state-specific standards. While the teacher can use any of the strategies that were introduced throughout the course, s/he must not copy them directly from the course material.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Althoff, S., K. Linde, J. Mason, N. Nagel, & K O'Reilly (2007). "Learning Objectives: Posting and Communicating Daily Learning Objectives to Increase Student Achievement and Motivation." Retrieved 16 March 2020 from http://files.eric.ed.gov/fulltext/ED496125.pdf

Ambrose, S.A., M.W. Bridges, M. DiPietro, M.C. Lovett, & M.K. Norman (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching.* San Francisco, CA: Jossey Bass.

American Library Association, Presidential Committee on Information Literacy: Final Report, released January 10, 1989). "Evaluating Information: Information Literacy." Retrieved 06 March 2020 from https://libguides.ala.org/InformationEvaluation/Infolit

Anderson, M., editor. (2011). *A Closer Look at Plant Reproduction, Growth, and Ecology.* New York, NY: Rosen Publishing.

Anderson, L.W. & D.R. Krathwohl (Eds., 2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York, NY: Longman.

Applied Educational Systems (n.d.). "What is Digital Citizenship (& How Do You Teach It)?" Retrieved 24 Jan. 2020 from https://www.aeseducation.com/career-readiness/what-is-digital-citizenship

Argyris, C. (1990). *Overcoming Organizational Defenses: Facilitating Organizational Learning.* New York, NY: Pearson.

Assessment and Teaching of 21st Century Skills (ATC21S, 2010). "Status Report as of January 2010). Retrieved 28 Feb. 2020 from https://www.cisco.com/c/dam/en_us/about/citizenship/socio-economic/docs/ATC21S_Exec_Summary.pdf

Association for Intelligent Information Management (AIIM, n.d.). "What is Collaboration?" Retrieved 24 Jan. 2020 from https://www.aiim.org/What-is-Collaboration#

Auerbach, E. (1995). "Deconstructing the Discourse of Strengths in Family Literacy." In *Journal of Reading Behavior, 27*(4), pgs. 643-661.

Bair, S. (2017). *Rock, Brock, and the Savings Shock.* Morton Grove, IL: Albert Whitman & Company.

Bellanca, J.A., R.J. Fogarty, & B.M. Pete (2012). *How to Teach Thinking Skills: 7 Key Student Proficiencies to College and Career Readiness.* Bloomington, IN: Solution Tree Press.

Betancourt, J.R. (2002). "Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches." Retrieved 12 March 2020 from

https://www.commonwealthfund.org/sites/default/files/documents/___media_files_publications_fund_report_2002_oct_cultural_competence_in_health_care__emerging_frameworks_and_practical_approaches_betancourt_culturalcompetence_576_pdf.pdf

Beyer, B.K. (1987). *Developing a Thinking Skills Program.* Boston, MA: Allyn & Bacon.

Blair, O. (2017). "What comes after millennials? Meet the generation known as the 'Linksters.'" Retrieved 23 Jan. 2020 from http://www.independent.co.uk/life-style/millennials-generation-z-linksters-what-next-generation-x-baby-boomers-internet-social-media-a7677001.html

Bludov, S. (2018). "From struggle to embrace: TV's technological conundrum." Retrieved 23 Jan. 2020 from https://www.itproportal.com/features/from-struggle-to-embrace-tvs-technological-conundrum/

Brooks, A. (2019). "7 Skills Employers Look For Regardless of the Job." Retrieved 04 Feb. 2020 from https://www.rasmussen.edu/student-experience/college-life/skills-employers-look-for/

Brown, H.D. (2014). *Principles of Language Learning and Teaching* (6th ed.). New York, NY: Pearson Education.

Center for Advanced Research on Language Acquisition, University of Minnesota (2019). "What is Culture?" Retrieved 11 March 2020 from http://carla.umn.edu/culture/definitions.html

Character.org. (2016). "What is Character Education?" Retrieved 12 March 2020 from http://character.org/key-topics/what-is-character-education/

Charron, P. (Think Company, October 26, 2011). "Divergent Thinking vs Convergent Thinking." [Blog post]. Retrieved 19 Feb. 2020 from https://www.thinkcompany.com/2011/10/divergent-thinking-vs-convergent-thinking/

Cherry, K. (2019). "The Basics of Cognition and Mental Processes." Retrieved 03 Feb. 2020 from https://www.verywellmind.com/what-is-cognition-2794982

Cobb, E. (2018). "Is Movement Beneficial for Your Mental Health?" Retrieved 26 Feb. 2020 from https://mindbody.io/blog/wellness/movement-beneficial-your-mental-health

Colby, S.L. & J.M. Ortman (2015). "Projections of the Size and Composition of the U.S. Population: 2014 to 2060. Retrieved 11 March 2020 from https://www.census.gov/library/publications/2015/demo/p25-1143.html

Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.). "What is SEL?" Retrieved 04 March 2020 from http://www.casel.org/what-is-sel/

Common Sense Media (2019). "The Common Sense Census: Media Use by Tweens and Teens 2019." Retrieved 10 March 2020 from

https://www.commonsensemedia.org/sites/default/files/uploads/research/2019-census-8-to-18-key-findings-updated.pdf

Conklin, W. (2012). *Higher-Order Thinking Skills to Develop 21st Century Learners.* Huntington Beach, CA: Shell Education.

Cox, J. (n.d.). "Teaching Strategies to Create Active Listeners." Retrieved 02 March 2020 from https://www.teachhub.com/teaching-strategies-create-active-listeners

Creative Affirmations (2008). "Which positive character traits do you want to develop?" Retrieved 12 March 2020 from http://www.creativeaffirmations.com/positive-character-traits.html

creativity. In *dictionary.com.* Retrieved 24 Feb. 2020 from https://www.dictionary.com/browse/creativity?s=t

Davis, L.C. (2018). "Creative Teaching and Teaching Creativity: How to Foster Creativity in the Classroom." Retrieved 25 Feb. 2020 from http://psychlearningcurve.org/creative-teaching-and-teaching-creativity-how-to-foster-creativity-in-the-classroom/

Deng, L. & N.J. Tavares (2013). "From Moodle to Facebook: Exploring students' motivation and experiences in online communities." In *Computers & Education, 68,* pgs. 167-176.

Depka, E. (2017). *Raising the Rigor: Effective Questioning Strategies and Techniques for the Classroom*. Bloomington, IN: Solution Tree Press.

Dewey, J. (1910). *How We Think*. Lexington, MA: D.C. Heath & Company.

Doyle, A. (2019). "Critical Thinking Definition, Skills, and Examples." Retrieved 24 Jan. 2020 from https://www.thebalancecareers.com/critical-thinking-definition-with-examples-2063745

Dweck, C.S. (2006). *Mindset: The New Psychology of Success*. New York: Ballantine, 3-43.

Earthville Network (n.d.). "Responsible Global Citizenship." Retrieved 13 March 2020 from https://earthville.org/resources/responsible-global-citizenship/

Erkens, C., T. Schimer, & N.D. Vagle (2019). *Growing Tomorrow's Citizens in Today's Classrooms.* Bloomington, IN: Solution Tree Press.

evaluate. In *dictionary.com.* Retrieved 11 Feb. 2020 from https://www.dictionary.com/browse/evaluate?s=t

Evertson, C.M., E.T. Emmer, & M.E. Worsham (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn & Bacon.

Exline, J. (n.d.). "Workshop: Inquiry-based Learning." Retrieved 12 Feb. 2020 from https://www.thirteen.org/edonline/concept2class/inquiry/index.html

Fall, R., N. Webb & N. Chudowsky (1997). "Group Discussion and Large-Scale Language Arts Assessment: Effects on Students' Comprehension." Retrieved 28 Feb. 2020 from https://cresst.org/wp-content/uploads/TECH445.pdf

Foster, R. (2015). "What is Creativity?" Retrieved 24 Feb. 2020 from https://insights.som.yale.edu/insights/what-is-creativity

Foundation for Critical Thinking (2019). "Defining Critical Thinking." Retrieved 07 Feb. 2020 from https://www.criticalthinking.org/pages/defining-critical-thinking/766

Friedman, T.L. (2016). *Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations.* New York, NY: Picador Books.

Gemma, W. (Udemy, February 2020). "The Importance of Culture in the 21st Century." [Blog post]. Retrieved 12 March 2020 from https://www.udemy.com/blog/importance-of-culture/

Gino, A. (2015). *George.* New York, NY: Scholastic Inc.

Goh, C. (2016). "How to Apply Mindfulness to the Creative Process." Retrieved 27 Feb. 2020 from https://www.mindful.org/apply-mindfulness-creative-process/

Golding, W. (1954). *The Lord of the Flies.* New York, NY: The Berkley Publishing Group.

Great Schools Partnership (2016). "21st Century Skills." Retrieved 28 Feb. 2020 from https://www.edglossary.org/21st-century-skills/

Higgins, J.J. (2002). "Multicultural Children's Literature: Creating and Applying an Evaluation Tool in Response to the Needs of Urban Educators." Retrieved 12 March 2020 from https://laulima.hawaii.edu/access/content/user/jaydene/ED294/ED294.Article.Multicultural%20Children%20Lit.pdf

Hollie, S. (2018). *Culturally and Linguistically Responsive Teaching and Learning.* (2nd ed.). Huntington Beach, CA: Shell Education.

Howe, D. & J. Howe (1979). *Bunnicula: A Rabbit-Tale of Mystery.* New York, NY: Aladdin Paperbacks.

Ideas for Global Citizenship (n.d.). "What is Global Citizenship?" Retrieved 12 March 2020 from http://www.ideas-forum.org.uk/about-us/global-citizenship

Imagine Learning (2010). "6 Tips for Teaching in a Diverse Classroom." Retrieved 12 March 2020 from https://www.imaginelearning.com/blog/2010/06/esl_struggling-readers-2

Institute for the Future for Dell Technologies (IFTF, 2017). "The Next Era of Human-Machine Partnerships." Retrieved 23 Jan. 2020 from

https://www.delltechnologies.com/content/dam/delltechnologies/assets/perspectives/2030/pdf/SR1940_IFTFforDellTechnologies_Human-Machine_070517_readerhigh-res.pdf

International Business Machines. (2010, May 18). *IBM 2010 Global CEO Study: Creativity Selected as Most Crucial Factor for Future Success.* [Press release]. Retrieved 25 Feb. 2020 from https://www-03.ibm.com/press/us/en/pressrelease/31670.wss

Johnson, R.T. & D.W. Johnson (1994). "An Overview of Cooperative Learning." Retrieved 04 March 2020 from http://clearspecs.com/joomla15/downloads/ClearSpecs69V01_Overview%20of%20Cooperative%20Learning.pdf

Jong, N. (2017). "10 Healthy Reasons to Drink Coffee." Retrieved 06 Feb. 2020 from https://www.onemedical.com/blog/newsworthy/10-healthy-reasons-to-drink-coffee-2/

Josephson Institute of Ethics (n.d.). "Making Ethical Decisions." Retrieved 12 March 2020 from http://www.sfjohnson.com/acad/ethics/making_ethical_decisions.pdf

Kallmyer, T. (2019). "20 Awesome Benefits of Quitting Caffeine or Coffee." Retrieved 06 Feb. 2020 from https://www.caffeineinformer.com/benefits-quitting-caffeine

Kaufman, S.B. (2013). *Ungifted: Intelligence redefined.* New York, NY: Basic Books.

Keels, V. (2019). "Why Emotional Intelligence is the 21st Century Skill Employees Need." Retrieved 03 Feb. 2020 from https://www.asaecenter.org/resources/articles/an_plus/2019/september/why-emotional-intelligence-is-the-21st-century-skill-employees-need

Kirschner, F. F. Paas & P.A. Kirschner (2009). "Individual and group-based learning from complex cognitive tasks: Effects on retention and transfer efficiency. In *Computers in Human Behavior, 25* (2). pgs. 306-314.

Klor De Alva, J., L.E. Wilson, & LS. Krieger (2006). *The Americans: With Atlas by Rand McNally.* Unit 6: Living with Great Turmoil: 1954-1975. Chapter 20: The New Frontier and the Great Society. "Crisis Over Cuba." (pg. 673). New York, NY: Holt McDougal.

Kuhn, D. (2015). "Thinking Together and Alone." In *Educational Researcher, 44*(1), pgs. 46-53.

Kurzweil, R. & C. Meyer (2003). "Understanding the Accelerating Rate of Change." Retrieved 23 Jan. 2020 from https://www.kurzweilai.net/understanding-the-accelerating-rate-of-change

Kyaga, S., M. Landén, M. Boman, C.M. Hultman, N. Långström & P. Lichtenstein (2012). "Mental illness, suicide, and creativity: 40-year prospective total population study." In *Journal of Psychiatric Research, 47*(1). pgs. 83-90.

Lau, J. & J. Chan (n.d.). "What is critical thinking?" Retrieved 06 Feb. 2020 from https://philosophy.hku.hk/think/critical/ct.php

Levy, F. & R.J. Murnane (2012). *The New Division of Labor: How Computers are Creating the Next Job Market.* Princeton, N.J.: Princeton University Press.

Lexiconic.net (2019). "How do I evaluate an argument?" Retrieved 11 Feb. 2020 from https://learn.lexiconic.net/argumentevaluation.htm

Linton Howard, L. (2017). *Bright Ribbons: Weaving Culturally Responsive Teaching Into the Elementary Classroom.* Thousand Oaks, CA: Corwin.

LiveTiles (July 11, 2016). "8 Engaging Ways Teachers Can Expose Students to Social Justice." [Blog post]. Retrieved 13 March 2020 from https://www.livetiles.nyc/8-engaging-ways-teachers-can-expose-students-social-justice

Lobell, K.O. (2018). "What is Creativity? Defining the Skill of the Future." Retrieved 24 Feb. 2020 from https://www.creativelive.com/blog/what-is-creativity/

Lunsford, A.A. & J.J. Ruszkiewicz (2012). *Everything's an argument* (6th ed). New York, NY: Bedford/St. Martins.

Martinelli, M. (2018). "10 Tips for Teaching Kids to Be Awesome Critical Thinkers." Retrieved 18 Feb. 2020 from https://www.weareteachers.com/10-tips-for-teaching-kids-to-be-awesome-critical-thinkers/

Marzano, R.J. (2010). "The Art and Science of Teaching: Teaching Inference." Retrieved 03 Feb. 2020 from http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx

Marzano, R., & Pickering, D. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

McGonigal, J. (2011). *Reality is Broken: Why Games Make Us Better and How They Can Change the World*. New York, NY: Penguin Books.

McTighe, J. & R.S. Thomas (2003). "Backward Design for Forward Action." Retrieved 16 March 2020 from http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/Backward-Design-for-Forward-Action.pdf

McTighe, J. & G. Wiggins (2013). *Essential Questions: Opening Doors to Student Understanding*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mindful.org (2014). "What is mindfulness?" Retrieved 27 Feb. 2020 from https://www.mindful.org/what-is-mindfulness/

Mindtools.com (2017). "Emotional Intelligence in Leadership: Learning How to be More Aware." Retrieved 03 Feb. 2020 from https://www.mindtools.com/pages/article/newLDR_45.htm

Mishkind, A. (2014). "Overview: State Definitions of College and Career Readiness." Retrieved 04 Feb. 2020 from https://ccrscenter.org/sites/default/files/CCRS%20Defintions%20Brief_REV_1.pdf

Moely, B.E., K.A. Santulli, & M.S. Obach (1995). "Strategy Instruction, Metacognition, and Motivation in the Elementary School Classroom." In F.E. Weinert & W. Schneider, Eds. *Memory Performance and Competencies: Issues in Growth and Development*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Naiman, L. (n.d.). "What is Creativity? (And why is it a crucial factor for business success?)" Retrieved 24 Feb. 2020 from https://www.creativityatwork.com/2014/02/17/what-is-creativity/

National Education Association (NEA, n.d.*a*). "Partnership for 21st Century Skills." Retrieved 30 Jan. 2020 from http://www.nea.org/home/34888.htm

National Education Association (NEA, n.d.*b*). "Preparing 21st Century Students for a Global Society: An Educator's Guide to the '4 C's." Retrieved 06 March 2020 from http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf

National Research Council (2000a). In J.D. Bransford, A.L. Brown & R.R. Cocking (Eds.), *How People Learn: Brain, Mind, Experience, and School* (p. 12). Washington, D.C.: National Academy Press.

National Research Council (2000b). In J.D. Bransford, A.L. Brown & R.R. Cocking (Eds.), *How People Learn: Brain, Mind, Experience, and School* (p. 67). Washington, D.C.: National Academy Press.

National Research Council (2011). *Assessing 21st Century Skills.* Washington, D.C.: National Academies Press.

Nebraska Department of Education (2018). "Nebraska Career Readiness Standards." Retrieved 04 Feb. 2020 from https://www.education.ne.gov/nce/careerreadinessstandards/

Oppezzo, M. & D.L. Schwartz (2014). "Give Your Ideas Some Legs: The Positive Effect of Walking on Creative Thinking." Retrieved 26 Feb. 2020 from https://www.apa.org/pubs/journals/releases/xlm-a0036577.pdf

Orpinas, P. (2010). "Social Competence." Retrieved 24 Jan. 2020 from https://www.researchgate.net/publication/319588343_Social_Competence

Oxfam Education (n.d.). "What is Global Citizenship?" Retrieved 12 March 2020 from https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship

Partnership for 21st Century Learning (P21, 2007). "Framework for 21st Century Learning." Retrieved 28 Feb. 2020 from http://static.battelleforkids.org/documents/p21/P21_framework_0816_2pgs.pdf

Partnership for 21st Century Learning (P21, 2009). "P21 Framework Definitions." Retrieved 30 Jan. 2020 from https://files.eric.ed.gov/fulltext/ED519462.pdf

Pate, D.L. (2020). "The Skills Companies Need Most in 2020 — And How To Learn Them." Retrieved 02 March 2020 from https://learning.linkedin.com/blog/top-skills/the-skills-companies-need-most-in-2020and-how-to-learn-them

Paul, E.S. & S.B. Kaufman (Eds.) (2014). *The philosophy of creativity: New essays.* Oxford, England: Oxford University Press.

Perkins, D.N. (2014). *Future wise: Educating our children for a changing world.* San Francisco, CA: Jossey-Bass.

Polacco, P. (2001). *Mr. Lincoln's Way.* New York, NY: Philomel Books.

Price-Mitchell, M. (2015). "Metacognition: Nurturing Self-Awareness in the Classroom." Retrieved 28 Feb. 2020 from https://www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell

Rachel Lynette (Minds in Bloom, n.d.). "Teaching Kids to Paraphrase, Step by Step." [Blog post]. Retrieved 02 March 2020 from https://minds-in-bloom.com/teaching-kids-to-paraphrase-step-by-step/

Reasoning Lab (n.d.). "6 steps to better critical thinking." Retrieved 07 Feb. 2020 from https://www.reasoninglab.com/steps/

Richard Nixon Foundation (2011). "Khachigian: Reagan, the Great Communicator." Retrieved 06 March 2020 from https://www.nixonfoundation.org/2011/02/khachigian-what-made-reagan-the-great-communicator/

The Right Question Institute (n.d). Retrieved 13 Feb. 2020 from https://rightquestion.org/resources/question-formulation-technique-QFT

Ritchhart, R. (2015). *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools.* San Francisco, CA: Jossey-Bass.

Rojas-Drummond, S. & N. Mercer (2003). "Scaffolding the development of effective collaboration and learning." In *International Journal of Educational Research, 39.* pgs. 99-111.

Rothman, J.M. (2014). "The Meaning of 'Culture.'" Retrieved 11 March 2020 from https://www.newyorker.com/books/joshua-rothman/meaning-culture

Rothstein, D. & Santana, L. (2011). "Teaching Students to Ask Their Own Questions." Retrieved 13 Feb. 2020 from https://www.hepg.org/hel-home/issues/27_5/helarticle/teaching-students-to-ask-their-own-questions_507

Runco, M.A. (2014). *Creativity: Theories and themes — Research, development, and practice* (2nd ed.). Amsterdam, the Netherlands: Elsevier Academic Press.

Sachar, L. (1978). *Sideways Stories from Wayside School.* Boston, MA: Harcourt Publishing.

Salmon, A.K. (2018). "Frameworks That Promote Authentic Learning." In A.K. Salmon (Ed.) *Authentic Teaching and Learning for PreK-Fifth Grade* (pgs. 1-31). New York, NY: Routledge

Samepage (May 24, 2016). "10 Top Qualities of a Great Collaborator." [Blog post]. Retrieved 02 March 2020 from https://www.samepage.io/blog/10-top-qualities-great-collaborator

Savery, J.R. (2006). "Overview of problem-based learning: Definitions and distinctions." In *Interdisciplinary Journal of Problem-based Learning, 1*(1), pgs. 9-20. Available at: https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1002&context=ijpbl

Sawyer, R.K. (2006). *Explaining creativity: The science of human innovation.* Oxford, England: Oxford University Press.

Schraw, G. (1998). "Promoting General Metacognitive Awareness." Retrieved 28 Feb. 2020 from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.587.4353&rep=rep1&type=pdf

Schwartz, K. (2018). "How Helping Students to Ask Better Questions Can Transform Classrooms." Retrieved 30 Jan. 2020 from https://www.kqed.org/mindshift/51186/how-helping-students-to-ask-better-questions-can-transform-classrooms

Scieszka, J. (1996). *The True Story of the 3 Little Pigs!* New York, NY: Puffin Books.

Seiter, C. (2018). "The 5 Whys Process We Use to Understand the Root of Any Problem." Retrieved 18 Feb. 2020 from https://open.buffer.com/5-whys-process/

Shrestha, P. (2017). "Convergent vs. Divergent Thinking." Retrieved 19 Feb. 2020 from https://www.psychestudy.com/cognitive/thinking/convergent-vs-divergent

Skills You Need (n.d.). "Non-Verbal Communication" Retrieved 09 March 2020 from https://www.skillsyouneed.com/ips/nonverbal-communication.html

Sousa, D.A. (2011). *How the Brain Learns* (4th ed.). Thousand Oaks, CA: Corwin Press.

Smith, T. (2017). "Improving Your Written Communication Skills." Retrieved 09 March 2020 from http://www.littlethingsmatter.com/blog/2011/02/10/improving-your-written-communication-skills/

Stanford University, Hasso Plattner Institute of Design (2020). "Taking Design Thinking to Schools." Retrieved 27 Feb. 2020 from https://web.stanford.edu/dept/SUSE/taking-design/presentations/Taking-design-to-school.pdf

Starko, A.J. (2018). *Creativity in the Classroom: Schools of Curious Delight.* New York, NY: Routledge.

Steig, W. (1971). *Amos & Boris.* New York, NY: Macmillan Publishers.

Stobaugh, R. (2019). *50 Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom.* Bloomington, IN: Solution Tree Press.

Stranger-Hall, K. (2017). "Multiple-Choice Exams: An Obstacle for Higher-Level Thinking in Science Classes." Retrieved 28 Feb. 2020 from https://www.lifescied.org/doi/full/10.1187/cbe.11-11-0100

Suzuki, W.A. (2016). "A neuroscientist says that there's a powerful benefit to exercise that is rarely discussed." Retrieved 26 Feb. 2020 from https://qz.com/592569/a-neuroscientist-says-theres-a-powerful-benefit-to-exercise-that-is-rarely-discussed/

Tishman, S., E. Jay, & D.N. Perkins (1993). "Teaching Thinking Dispositions: From Transmission to Enculturation." In *Theory into Practice, 32* (3), pgs. 147-153.

Tomaszewski, M. (Zety, Jan. 14, 2020). "Critical Thinking Skills: Examples & How to Improve." [Blog post]. Retrieved 06 Feb. 2020 from https://zety.com/blog/critical-thinking-skills

Truss, L. ((2006). *Eats, Shoots & Leaves: Why Commas Really DO Make a Difference!* New York, NY: G.P. Putnam's Sons.

U.S. Department of Education. (2005). "Character Education…Our Shared Responsibility." Retrieved 12 March 2020 from https://www2.ed.gov/admins/lead/character/brochure.html

Wernick, A. (2016) "A new book explores how to survive the 'Age of Accelerations.'" Retrieved 23 Jan. 2020 from https://www.pri.org/stories/2016-12-24/new-book-explores-how-survive-age-accelerations

Whitson, S. (2014). "8 Ways to Teach Compassion to Kids." Retrieved 13 March 2020 from https://www.huffingtonpost.com/signe-whitson/8-ways-to-teach-compassio_b_5568451.html

Wiggins, G. & J. McTighe (2005). *Understanding by Design.* Danvers, MA: Association for Supervision and Curriculum Development.

Williams, R. (1976). *Keywords: A Vocabulary of Culture and Society.* New York, NY: Oxford University Press.

Yew, E.H.J. & K. Goh (2016). "Problem-Based Learning: An Overview of its Process and Impact on Learning." Retrieved 28 Feb. 2020 from
https://www.sciencedirect.com/science/article/pii/S2452301116300062

Zimmermann, K.A. (2017). "What is Culture?" Retrieved 11 March 2020 from
https://www.livescience.com/21478-what-is-culture-definition-of-culture.html