





## 20TH CENTURY CLASSROOM VS. THE 21ST CENTURY CLASSROOM

20 <sup>TH</sup> CENTURY	21 <sup>ST</sup> CENTURY
 <p data-bbox="181 913 767 1003"><i>USA 1960's typical classroom – teacher-centered, fragmented curriculum, students working in isolation, memorizing facts.</i></p>	 <p data-bbox="804 913 1374 1032"><i>A classroom at the School of Environmental Studies, aka the Zoo School, in Minneapolis. A perfect example of real-life, relevant, project-based 21<sup>st</sup> century education.</i></p>
Time-based	Outcomes-Based (Learning activities & assessment are driven by outcomes)
Focus: memorization of discrete facts	Focus: what students Know, Can Do and Are Like after all the details are forgotten.
Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application.	Learning is designed on <b>upper levels of Blooms'</b> – synthesis, analysis and evaluation (and include lower levels as curriculum is designed down from the top.)
Textbook-driven	<b>Research-driven</b>
Passive learning	<b>Active Learning-AL</b>
Learners work in isolation – classroom within 4 walls	<b>Learners work collaboratively</b> with classmates and others around the world – the Global Classroom
Teacher-centered: teacher is center of attention and provider of information	<b>Student-centered-SCL:</b> teacher is facilitator/coach
Little to no student freedom	Great deal of student freedom
"Discipline problems – educators do not trust students and vice versa. No student	No "discipline problems" – students and teaches have mutually respectful



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motivation.	relationship as co-learners; students are highly motivated.
Fragmented curriculum	Integrated and Interdisciplinary curriculum
Grades averaged	<b>Grades based on what was learned (Outcomes-Based Grading -OBG)</b>
Low expectations	High expectations – “If it isn’t good it isn’t done.” We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that.
Teacher is judge. No one else sees student work.	<b>Self, Peer and Other assessments. Public audience, authentic assessments.</b>
Curriculum/School is irrelevant and meaningless to the students.	<b>Curriculum is connected to students’ interests, experiences, talents and the real world.</b>
Print is the primary vehicle of learning and assessment.	<b>Performances, projects and multiple forms of media are used for learning and assessment (Outcomes-Based Teaching &amp; Learning Activities-OBTLA &amp; Outcomes-Based Assessment-OBA)</b>
Diversity in students is ignored.	<b>Curriculum and instruction address student diversity</b>
Literacy is the 3 R’s – reading, writing and math	Multiple literacies of the 21 <sup>st</sup> century – aligned to living and working in a globalized new millennium.
Factory model, based upon the needs of employers for the Industrial Age of the 19th century. Scientific management.	Global model, based upon the needs of a globalized, high-tech society.
Driven by the NCLB and standardized testing mania.	Standardized testing has its place. Education is not driven by the NCLB and standardized testing mania.



## WHAT IS 21<sup>ST</sup> CENTURY CURRICULUM?

Twenty-first century curriculum has certain critical attributes. It is **interdisciplinary, project-based, and research-driven**. It is **connected to the community** – local, state, national and global. Sometimes students are collaborating with people around the world in various projects. The curriculum **incorporates higher order thinking skills, multiple intelligences, technology and multimedia, the multiple literacies of the 21<sup>st</sup> century, and authentic assessments**. Service learning is an important component.

The classroom is expanded to include the greater community. **Students are self-directed, and work both independently and interdependently**. **The curriculum and instruction are designed to challenge all students, and provides for differentiation**.

**The curriculum is not textbook-driven or fragmented, but is thematic, project-based and integrated**. **Skills and content are not taught as an end in themselves, but students learn them through their research and application in their projects**. **Textbooks, if they have them, are just one of many resources**.

**Knowledge is not memorization of facts and figures, but is constructed through research and application, and connected to previous knowledge, personal experience, interests, talents and passions**. The skills and content become relevant and needed as students require this information to complete their projects. The content and basic skills are applied within the context of the curriculum, and are not ends in themselves.

**Assessment moves from regurgitation of memorized facts and disconnected processes to demonstration of understanding through application in a variety of contexts**. **Real-world audiences are an important part of the assessment process, as is self-assessment**.