

## **What is the evidence on teaching and learning 21st century skills?**

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This presentation will review the evidence on teaching and learning '21st century skills' based on the 2012 U.S. National Research Council Report from the Committee on Defining Deeper Learning and 21st Century Skills. Precise definitions of the many terms used for '21st century skills' are not possible at this time, in part because there is little research to support such definitions. However, as a preliminary way to organize the skills, the committee identified three broad domains of competence:

- the cognitive domain, which includes thinking, reasoning, and related skills;
- the intrapersonal domain, which involves self-management, including the ability to regulate one's behavior and emotions to reach goals; and
- the interpersonal domain, which involves expressing information to others, as well as interpreting others' messages and responding appropriately.

Various forms of evidence suggest that these skills are not being taught and learned in U.S. classrooms for multiple reasons that include existing standards and assessments. Emerging evidence also indicates that cognitive, intrapersonal, and interpersonal competencies can be taught and learned in ways that support transfer. There are multiple, research-based principles that can be followed to design instruction accordingly and several will be discussed.

The presentation will also discuss the need for new approaches to teacher preparation and professional development to help instructors acquire a deep understanding of the role of 21st century competencies in learning core academic content and in creating environments that support students' learning of these competencies.