Assessment and Teaching of 21st Century Skills
Rapid—and seemingly accelerating—changes in the economies of developed nations are having a proportional effect on the skill sets required of workers in many new jobs. Work environments are often technology-heavy, while problems are frequently ill-defined and tackled by multidisciplinary teams. This book contains insights based on research conducted as part of a major international project supported by Cisco, Intel and Microsoft. It faces these new working environments head-on, delineating new ways of thinking about 21st-century skills and including operational definitions of those skills. The authors focus too on fresh approaches to educational assessment, and present methodological and technological solutions to the barriers that hinder ICT-based assessments of these skills, whether in large-scale surveys or classrooms. Equally committed to defining its terms and providing practical solutions, and including international perspectives and comparative evaluations of assessment methodology and policy, this volume tackles an issue at the top of most educationalists agendas.

Teaching & Assessing 21st Century Skills, Dr Robert J Marzano, Tammy Heflebower, Aug 8, 2011, Education, 245 pages. As the 21st century unfolds, the pace of change in the world is accelerating while education in the United States remains stagnant or, at best, progresses in isolated pockets.

Innovative Assessment for the 21st Century Supporting Educational Needs, Valerie J. Shute, Betsy Jane Becker, Sep 8, 2010, Education, 307 pages. In today's rapidly changing and information-rich world, students are not acquiring adequate knowledge and skills to prepare them for careers in mathematics, science, and ....

Computer-Based Testing and the Internet Issues and Advances, Dave Bartram, Ron Hambleton, Sep 27, 2005, Psychology, 272 pages. No topic is more central to innovation and current practice in testing and assessment today than computers and the Internet. This timely publication highlights four main themes.

Bringing Schools into the 21st Century, Guofang Wan, Dianne M. Gut, Jan 15, 2011, Education, 276 pages. Shift happens: Emerging technologies and globalization have resulted in political, social and cultural changes. These changes have a profound impact on all aspects of human ....


Innovating to Learn, Learning to Innovate, OECD, Nov 3, 2008, 257 pages. This book summarises and discusses key findings from the learning sciences, shedding light on the cognitive and social processes that can be used to redesign classrooms to make ....


21st Century Skills Learning for Life in Our Times, Bernie Trilling, Charles Fadel, Sep 8, 2009, Education, 256 pages. 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 ....

studies detailing online applications and uses of assessment and measurement methodologies, systems, and practices across three broad educational or ....

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This book about assessment reform is the collective output of a year of effort by five international working groups under the umbrella organization Assessment and Teaching of 21st Century Skills (ATC21S) at the University of Melbourne. Those who will obtain the greatest value from the book are policy makers, assessment developers, and scholars investigating 21st century skills and ways to measure them. of particular value to people conducting research on revamping curriculum and assessment practices to meet the needs of 21st century society.

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Four founder countries are working closely with ATC21S to ensure the project meets the needs of governments: Australia, Finland, Singapore and the United States. Costa Rica and the Netherlands, our associate countries, joined the project to help us understand how language and cultural differences affect educational assessment for 21st-century skills.

Since 2010, the ATC21S project has been under the leadership of Professor Patrick Griffin, associate dean of the Melbourne Graduate School of Education, chair of Education (Assessment) at the University of Melbourne and director of the university’s Assessment Research Centre. In 2009, the ATC21S project began under Executive Director Professor Barry McGaw at the University of Melbourne.

To ensure a strong voice from the educational policy community, ATC21S is governed by an executive board comprising public ministries of education, leading academics and industry leaders from around the world. It is guided by an advisory panel that provides expertise and advice on project direction and implementation, made up of experts in assessment, policy, curriculum, professional development and 21st-century skills.

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