

Integrating the “21st Century Process Skills Model” to Strengthen and Enhance Family & Consumer Sciences Education

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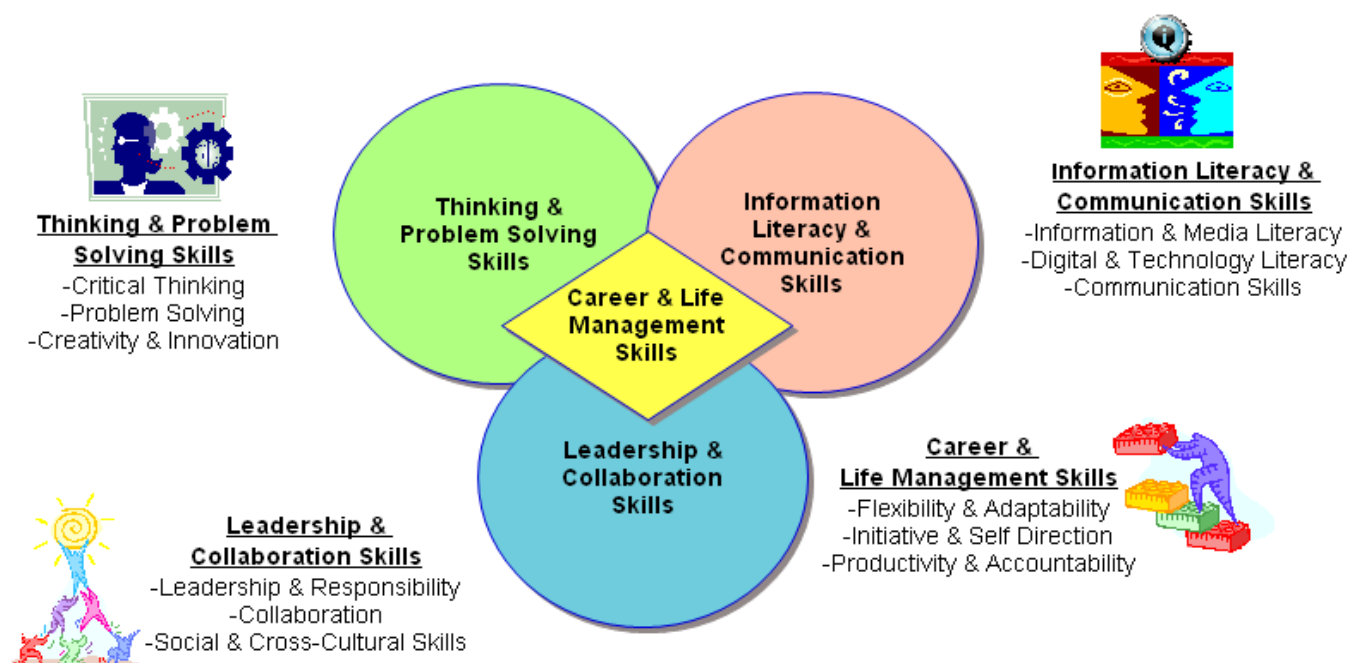
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In order to prepare individuals for challenges in the 21st century, FCS professionals need to be equipped with a framework and strategies for teaching 21st century skills used by educators nationwide. Participants will learn about 21st century skills and their relationship to the process areas in the *National Standards for FCS Education*. Participants will experience how these skills can be integrated across all FCS content areas using the “21st Century Process Skills Model.” Active learning strategies will be modeled to show how skills can be taught directly and indirectly to prepare individuals for future roles in family, career, and community.

21st Century Process Skills Model



Source: Andrea B. Mosenson, Queens College CUNY, 2009

The model illustrates the skills deemed essential in preparing students for their future roles as citizens and workers. It integrates the 21st century skills framework outlined by the *Partnership for 21st Century Skills* (www.21stcenturyskills.org) and process areas identified in the *National Standards for Family and Consumer Sciences Education* (<http://www.doe.in.gov/octe/facs/ProcessFramework.html>).

21st Century process Skills Model and Assessment Framework

Andrea B. Mosenson and Wanda S. Fox, April 2010

The 21st Century Process Skills Model and Assessment Framework emphasize the essential process-oriented knowledge and skills needed by today's students to become tomorrow's capable citizens, productive workers, and life-long learners. The model and assessment framework incorporate and integrate four process skill areas: thinking and problem solving skills, information literacy and communication skills, leadership and collaboration skills, and career and life management skills.



Thinking & Problem Solving Skills: Thinking encompasses a myriad of cognitive processes that includes critical and creative thinking. These two ways of thinking are complementary and should be used together to address perceived problems and paradoxes.



Information Literacy & Communication Skills: Literacy skills in the 21st century involve a wide range of abilities and competencies needed to participate in today's global society.



Leadership & Collaboration Skills: Good leaders relate well to others by motivating them to work together to accomplish a shared goal. They are able to build and sustain human relationships that enable people to take action and achieve a stated purpose (Kouzes & Posner, 2007).



Career & Life Management Skills: These skills, often called "soft or applied" skills, are emerging as key components in an individual's overall education (Bancino & Zevalkink, 2007). These skills are necessary for individuals to become responsible citizens and productive workers, where adapting to change and transferring knowledge and skills to new situations will be the norm, not the exception. As shown in the model, these skills are integrated and taught along with the other 21st century skills to result in a more in-depth understanding of the ever-changing world in which we live.

21st Century Process Skills Assessment Framework

The Assessment Framework is a tool to help monitor and evaluate student learning of the 21st century process skills. It can be used for formative and summative assessment by both the teacher and students. For formative assessment, the framework can provide information about students' current performance and areas where additional development is needed. As a tool for summative assessment, the framework can provide documentation of a student's level of performance on the identified outcomes of the framework.

In the assessment framework, several student outcomes are listed for each component of the model. In order to use the framework for either formative or summative assessment, the outcomes that apply to a particular performance task should be identified and a check-mark placed in the box beside the selected outcomes. After the task or project is completed, teachers can assess and students can self assess the work by designating the level of performance attained on each of the indentified outcomes. There are three levels of performance identified on the framework: developing, proficient, and exemplary.

Levels of Performance

Developing: At this level, students have a limited or incomplete understanding of the outcome. They tend to have gaps in their conceptual learning and often need guidance and assistance from the teacher.

Proficient: At this level, students have a substantial understanding of the outcome and are able to perform at an acceptable level. They can clearly demonstrate the outcome with minimal assistance from the teacher. This is the target level that students should reach and maintain.

Exemplary: At this level, students have an in-depth understanding of the outcome and often provide insightful interpretations or extensions beyond the proficient level. They can clearly and consistently demonstrate the outcome independently.