**Course Home - Course Materials**

* [Required Resources](javascript:;)
* [Recommended Resources](javascript:;)

**Text**

* Burnaford, G., & Brown, T. (2014). [*Teaching and learning in 21st century learning environments: A reader*](http://outboundsso.next.ecollege.com/default/launch.ed?ssoType=CDMS&redirectUrl=https://content.ashford.edu/ssologin?bookcode=AUEDU695.14.1). San Diego, CA: Bridgepoint Education, Inc.
  + This text is a Constellation™ course digital materials (CDM) title.

**Articles**

* DuFour, R. (2004, May). [What is a professional learning community?](http://vizedhtmlcontent.next.ecollege.com/pub/content/8f43ed82-930f-4671-a84e-3d40e0ac9462/DuFour_R._2004_May._What_is_a_professional_learning_community.pdf). *Schools as Learning Communities, 61*(8), 6-11. Retrieved from http://vizedhtmlcontent.next.ecollege.com/pub/content/8f43ed82-930f-4671-a84e-3d40e0ac9462/DuFour\_R.\_2004\_May.\_What\_is\_a\_professional\_learning\_community.pdf
* [NETS for students 2007](http://www.iste.org/standards/standards-for-students/nets-student-standards-2007). (2012). Retrieved from http://www.iste.org/standards/standards-for-students/nets-student-standards-2007
* Phelps, P. H. (2008). [Helping teachers become leaders](http://vizedhtmlcontent.next.ecollege.com/pub/content/1bc0e5c1-c03b-4eb1-a2e5-a514488274d9/Phelps_P._H._2008._Helping_teachers_become_leaders.pdf). *The Clearing House, 81*(3), 119-122. Retrieved from the EBSCOhost database.
* Prensky, M. (2001, October). [Digital natives, digital immigrants](http://vizedhtmlcontent.next.ecollege.com/pub/content/0805ff82-a918-49ca-9ae8-fc31273a9b81/Prensky_M._2001._Digital_natives_Digital_immigrants_Part_1.pdf). *On the Horizon, 9*(5). 1. doi:10.1108/10748120110424816
* [Read the standards](http://www.corestandards.org/the-standards). (n.d.). Retrieved from http://www.corestandards.org/the-standards
* [The flipped classroom](http://www.knewton.com/flipped-classroom/). (n.d.). Retrieved from http://www.knewton.com/flipped-classroom/

**Websites**

* [Framework for 21st century learning](http://www.p21.org/our-work/p21-framework). (n.d.). Retrieved from http://www.p21.org/our-work/p21-framework
* [Pathbrite](http://pathbrite.com). (http://pathbrite.com)

**Ashford 2: - Week 1 - Assignment**

**Supporting Diversity Through 21st Century Teaching and Learning**

This assignment re- introduces you to the framework of 21st Century Skills that you will consider each week as you work to redesign prior coursework for your ePortfolio. Note that a similar format is followed for each of the assignments in this course. You will upload this assignment to the course for evaluation and to your [ePortfolio](http://pathbrite.com/) (Pathbrite).

Specifically, after reviewing the [Framework for 21st Century Learning](http://p21.org/about-us/p21-framework), you will redesign or modify a prior assignment from one of your courses in the MAED program that represents your mastery of the MAED program learning outcomes 1, 2, and 3. An assignment you may want to redesign could be in the form of a lesson plan or teaching unit you previously created for a course. Your redesign of the assignment must show a representation of 21st-century learning through incorporation of student outcomes and support systems, which are defined as follows:

* **Student Outcomes:** Learning and Innovations Skills (critical thinking, communication, collaboration, and creativity), Core Subjects 3Rs and 21st Century Themes, Information, Media, and Technology Skills, Life and Career Skills.
* **Support Systems:** Standards and assessments, curriculum and instruction, professional development, learning environments.

When selecting an assignment to redesign, think about how the assignment should consider the diverse strengths, differences, cultures, and communities of students while offering a safe, collaborative, engaging, and inclusive learning environment. **If you do not have previous work to use for this assignment, please contact your instructor for guidelines on how to proceed**. As needed, refer to the [MAED program learning outcomes (PLOs) list](http://vizedhtmlcontent.next.ecollege.com/pub/content/68e8713c-5a29-470f-849f-e131ce43ed96/MAED_ProgramLearningOutcomes_2014.pdf).

Create your assignment to meet the content and written communication expectations noted below.

**Content Expectations**  
The Redesign expectations explain what you are required to do with the prior coursework you choose to redesign. The Summary expectations are for the separate written portion of this assignment.

* **Redesign – Outcomes (2 Points):** Redesign of the lesson plan or teaching unit includes at least one component of the following 21st Century Student Outcomes: Core Subjects and 21st Century Themes, Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills.
* **Redesign – Support Systems (1 Point):** Redesign of the lesson plan or teaching unit includes at least one component of the following 21st Century Support Systems: 21st Century Standards, Assessment for 21st Century Skills, 21st Century Curriculum and Instruction, and 21st Century Learning Environments.
* **Summary – Introduction/Conclusion (1 Point):** A one paragraph introduction to the summary that concisely presents the scope and organization of the summary writing, as well as a one paragraph conclusion that recaps your summary’s key points.
* **Summary – Modification (1 Point):** For each revision, summarize in a paragraph how you revised the activity to address the components of 21st Century Student Outcomes and 21st Century Support systems. Explicitly state how your redesign assignment provides evidence of mastery of PLO’s 1, 2, and 3.
* **Summary – Reflection (1 Point):** In one page, reflect on your experience with the redesign in terms of challenges you encountered and how you overcame those challenges, including any difficulties experienced in revising to address the components of 21st Century Student Outcomes and 21st Century Support systems.

**Written Communication Expectations**

* **Page Requirement (.5 points):** Two to four pages, not including title and references pages.
* **APA Formatting (.5 points):** Use APA formatting consistently throughout the assignment.
* **Syntax and Mechanics (.5 points):** Display meticulous comprehension and organization of syntax and mechanics such as spelling and grammar.
* **Source Requirement (.5 points):** Reference three scholarly sources in addition to the course textbook. All sources on the references page need to be used and cited correctly within the body of the assignment.

For information related to APA style, including samples and tutorials, please visit the [Ashford Writing Center](https://awc.ashford.edu/Index.html).

**Next Steps: Review and Submit the Assignment**

Review your assignment with the [Grading Rubric](http://ashford.waypointoutcomes.com/assessment/17418/preview) to be sure you have achieved the distinguished levels of performance for each criterion. Next, submit the assignment for evaluation no later than Day 7.