



THE "FOUR Cs" EDUCATION FOR 21ST CENTURY'S LEARNERS

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ABSTRACT

All teachers need to enable their Students to prevail throughout everyday life. What was viewed as a decent training 50 years back, notwithstanding, is not any sufficiently more for achievement in school, profession, and citizenship in the 21st century? The "21st Century Skills" development is over 10 years old. However, teachers still suggest critical conversation starters about how to advance 21st century training. This paper has been a backer of the 21st century training development from its commencement and needs to engage instructors to propel it in their own training. Throughout the years it turned out to be certain that the system was too long and confounded to determine this issue and we talked with pioneers of assorted types to figure out which of the 21st century aptitudes were the most critical for K-12 training. There was close unanimity that four particular abilities were the most essential. They wound up known as the "Four Cs". It is listed as *Critical thinking, Creativity, Communication, and Collaboration*. Presently the test is building the "Four Cs" into K-12 instruction. Talks on this point are pending at the government and state levels and in numerous school areas around the nation. To support more individuals and pioneers to consolidate this arrangement into their own particular guideline, this paper built up this manual for acquaint instructors with the idea, push the significance of the "Four Cs," and put 21st century training into classroom rehearse.

Keywords: Critical thinking, Communication, Collaboration, Creativity, P21 (Partnership for 21st Century Skills), K-12 Education, Three Rs, 4Cs,

I. INTRODUCTION

The arrangement of training was worked for an economy and a general public that never again exists. In the assembling and agrarian economies that existed 50 years back. It was sufficient to ace the "Three Rs" known as reading, writing, and arithmetic. In the cutting edge "level world," the "Three Rs" basically aren't sufficient. In the event the present Students need to contend in this worldwide society. In any case, they should likewise be capable creators, critical thinkers, communicators, and collaborators known as the "Four Cs". Students need to ace extra branches of knowledge, including remote dialects, human expressions, geology, science, and

social investigations. Instructors must supplement those subjects with the "Four Cs" .They should get ready youngsters for citizenship and the worldwide workforce. Arne Duncan, the secretary of the Department of Education, has been an advocate of incorporating new abilities into classrooms, broadcasting, and *"I want to develop a system of evaluation that draws on meaningful observations and input from [teachers']"* peers, as well as a sophisticated assessment that measures individual student growth, creativity, and critical thinking Life today is exponentially more confused and complex than it was 50 years prior to be valid for city life as much as it is for work life.

In the 21st century, citizenship requires the level of data and innovative proficiency that go a long ways past the essential information that was adequate before. With a large group of difficulties confronting our groups, alongside moment network to a worldwide society, city proficiency couldn't be more pertinent or relevant to the educational module in our schools. A worldwide temperature alteration, migration change, pandemic infections, and money related emergencies are only a couple of the issues the present Students will be called upon to address. The present Students must be set up to settle these difficulties. Also, workforce abilities and requests have changed significantly over the most recent 20 years. The quick decrease in "schedule" work has been very much reported by numerous scientists and associations. In the meantime, there has been a fast increment in employment including non-routine, explanatory, and intelligent relational abilities. The present employment advertises requires skills, for example, basic reasoning and the capacity to collaborate with individuals from numerous phonetic and social foundations.

Our consistently changing workforce makes a basic requirement for advancement. Ken Kay, CEO of EdLeader21, commented, *"Today's students need critical thinking and problem-solving skills not just to solve the problems of their current jobs, but to meet the challenges of adapting to our constantly changing workforce."* Today, individuals can hope to have numerous employments in different fields amid their vocations. The normal individual conceived in the last a very long time of the time of increased birth rates held 11 occupations between the ages of 18 and 44, as indicated by the U.S. Agency of Labor Statistics. The new social contract is extraordinary: just individuals who have the learning and abilities to arrange consistent change and reexamine themselves for new circumstances will succeed.

As indicated by a recent report the American Management Association, the AMA 2010 Critical Skills Survey the "Four Cs" will turn out to be much more imperative to associations later on. Three out of four (75.7 percent) administrators who reacted to the AMA study said they trust these abilities and capabilities will turn out to be essential to their associations in the following three to five years, especially as the economy enhances and associations hope to develop in a worldwide commercial center. Furthermore, 80 percent of administrators think intertwining the "Three Rs"

and "Four Cs" would guarantee that Students are better arranged to enter the workforce. As indicated by these administrators, capability in perusing, composing, and number-crunching isn't adequate if representatives can't think fundamentally, take care of issues, work together, or convey successfully. Plainly the "Four Cs" should be completely incorporated into schools, classrooms, and regions around the nation. It delivers subjects and workers enough arranged for the 21st century to be expected to enable you to comprehend the principal parts of the "Four Cs" and how you can actualize them into your direction.

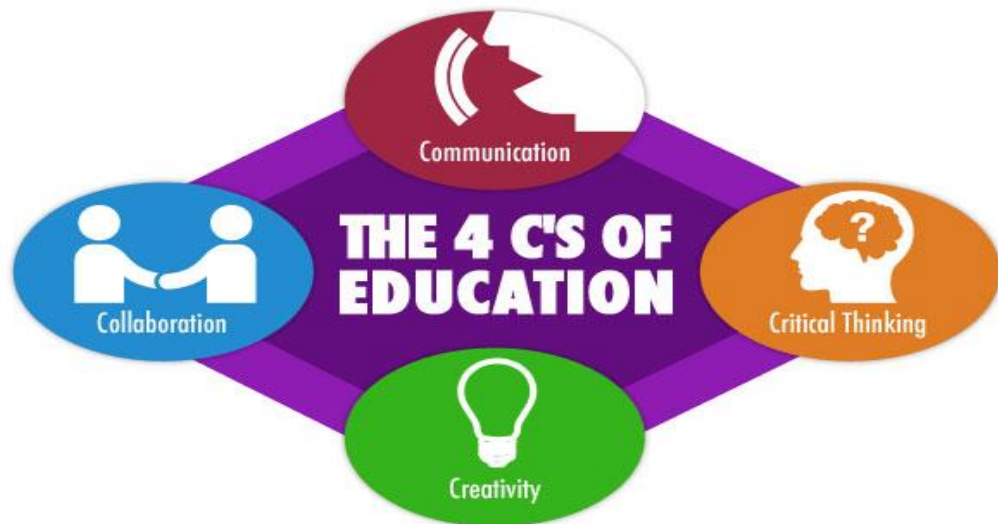


Figure: 1 The “four Cs” of the 21st century, (Source: CAVLCB, Web, Feb 25, 2018)

In this paper, figure: 1, you will find an overview of each of the “Four Cs”: Communication, Collaboration, Creativity and innovation, Critical thinking and problem solving. Each of the “Four Cs” has more points on:

- ✓ The “C”’s Importance
- ✓ The “C”’s Definition
- ✓ Relation with the “C” and Other Skills, How?
- ✓ Methods to combine the “C” into Your Classroom
- ✓ Reflections on the “C”
- ✓ Resources on the “C”

II. CRITICAL THINKING AND PROBLEM SOLVING

Critical Thinking has for some time been an esteemed expert in the public eye. Today, every Student not only the scholastically propelled—needs it. While basic reasoning and Critical thinking used to be the area of skilled Students, now it's a basic space for each Student. The Importance of Critical Thinking The connection between basic

reasoning and instruction is self-evident: one can't learn well without deduction well. Basic reasoning adds to professional achievement, yet in addition to accomplishment in advanced education. In exploring directed for the Bill and Melinda Gates Foundation, University of Oregon professor David T. Conley finds that “*analysis, interpretation, precision and accuracy, problem-solving, and reasoning*” can be as or more imperative than content information in deciding accomplishment in school courses.

Educating basic reasoning and Critical thinking successfully in the classroom is indispensable for Students. Learning basic reasoning leads Students to create different aptitudes, for example, a more elevated amount of focus, further expository capacities, and enhanced idea preparing. The present nationals must be dynamic basic masterminds on the off chance that they are to think about proof, assess contending cases, and settle on sensible choices. The present 21st century families must filter through a huge range of data in regards to money related, wellbeing, metro, even relaxation exercises to define conceivable plans of action. The answers for worldwide issues, for example, a dangerous atmospheric deviation, require exceedingly created basic reasoning and critical thinking capacities. In regular work, representatives must utilize basic reasoning to better serve clients, grow better items, and ceaselessly enhance themselves inside a consistently changing worldwide economy. Financial specialists Frank Levy and Richard Mundane have portrayed the new universe of work in which the most attractive occupations the ones to the least extent liable to be mechanized or outsourced are those that require master considering and complex correspondence. As per the AMA 2010 Critical Skills Survey, 73.3 percent of business officials surveyed distinguished basic reasoning as a need for representative improvement, ability administration, and progression arranging.

III. DEFINITION OF CRITICAL THINKING

Critical thinking and problem-solving can be characterized from multiple points of view, however, P21 characterizes basic reasoning as takes after: (Reason Effectively) Use different sorts of thinking (inductive, deductive, and so forth.) as proper to the circumstance, Use Systems Thinking

- Analyze, how parts of an entire interface with each other to create general results in complex frameworks Make Judgments and Decisions
- Effectively break down and assess confirm contentions, cases, and convictions
- Analyze and assess real elective perspectives
- Synthesize and make associations amongst data and contentions
- Interpret data and reach determinations in light of the best investigation
- Reflect fundamentally on learning encounters and procedures Solve Problems
- Solve various types of new issues in both ordinary and inventive ways

- Identify and make noteworthy inquiries that clear up different perspectives and prompt better arrangements.

While the significance of basic reasoning is principal, its association with alternate Cs is similarly imperative. Driving specialists on basic reasoning pressure its association with imaginative reasoning aptitudes. As indicated by scholars Richard Paul and Linda Elder, “...*sound thinking requires both imagination and intellectual standards.*” When one takes part in amazing reasoning, one capacity both basically and inventively; one delivers and evaluates, produces and judges the results of his or her idea. Basic reasoning likewise draws on different aptitudes, for example, correspondence and data proficiency, to inspect, at that point break down, decipher, and assess it. As indicated by teacher Thomas Hoerr, the very idea of insight has changed. We never again depend on the breaking points of our single personality to get to the data assets we have to take care of issues. Critical thinking has constantly included collaboration and participation. Today, be that as it may, open source programs, wikis, web journals, and other Web 2.0 advancements empower. They add up to outsiders separated by space and time to team up. Fruitful critical thinking in the 21st century expects us to work viably and imaginatively with PCs, with huge measures of data, with uncertain circumstances, and with other individuals from an assortment of foundations.

P21 fashioned unions with key national associations. They speak profoundly scholastic subjects, including social examinations, English, science, geology, world dialects, arithmetic, and human expressions. These coordinated efforts brought about the 21st Century Skills Maps that show the crossing point between center subjects and 21st Century Skills. This segment incorporates cases of what basic reasoning abilities may look like in center scholastic substance classrooms. These cases, drawn basically from the previously mentioned content maps, exhibit how basic reasoning and Critical thinking can be incorporated into classroom instructing and learning over an assortment of review levels and trains.

IV. COMMUNICATION

Communicating considerations obviously, freshly articulating assessments, conveying reasonable directions, spurring others through effective discourse these abilities have dependably been esteemed in the working environment and in broad daylight life. Be that as it may, in the 21st century, these abilities have been changed and are significantly more vital today. The Importance of Communication Students must have the capacity to viably break down and process the staggering measure of correspondence in their lives today.

The energy of present-day media and the universality of correspondence innovations in all parts of life make instructing solid relational abilities much more critical. While training has constantly underscored familiar perusing, remedy discourse, and clear composition, there is proof that Students are not acing these essential abilities. In the

report, Are They Really Ready to Work? Businesses take note of that albeit oral and written communication is among the best four aptitudes. They look for in new contracts and all graduates are deficient in these territories. Secondary school graduates admission the most exceedingly terrible, with 72% of bosses referring to this current gathering's inadequacy in writing in English, and 81% referring to their insufficiency in written communication. Half of the businesses said workers with two-year degrees were all the while lacking abilities in these two territories, while over a fourth of managers felt four-year graduates kept on without these aptitudes.

Furthermore, there are presently "worldwide groups" that cooperate in business. Etymologically and socially compelling correspondence is basic to contribute effectively to these groups. What's more, as innovation offers ascend to worldwide workgroups that traverse time zones, countries, and societies, it is basic that tomorrow's graduates convey obviously and successfully in an assortment of dialects. Relational abilities are particularly basic in the extending administration economy evaluated to be 81% of occupations by 2014 where associations with clients and kindred workers are of fundamental significance. Semantically and socially viable tuning in, sympathy, and successful relational abilities are basic aptitudes for each individual in the administration economy. Financial experts are as Levy and Mundane offer additional proof of the significance of correspondence in the present work environment. Since complex correspondence includes clarification, transaction, and different types of extraordinary human communication, employment that require these abilities are not as liable to be computerized.

V. DEFINITION OF COMMUNICATION

Communication can be characterized by numerous points of view, yet P21 characterizes relational abilities as takes after Communicate Clearly,

- Articulate musings and thoughts successfully utilizing oral, composed, and nonverbal relational abilities in an assortment of structures and settings
- Listen viably to interpret importance, including information, qualities, states of mind, and aims
- Use correspondence for a scope of purposes
- Use various media and advancements, and know how to survey effect and their adequacy from the earlier

Communicate adequately in different conditions. Communication and Collaboration, while it is vital to stress relational abilities, it can be hard to isolate them from alternate Cs particularly, coordinated effort. As spoke to in the 21st Century Skills Framework, correspondence abilities, for example, unmistakably articulating thoughts through talking and composing are firmly identified with coordinated effort aptitudes, for example, working viably with various groups, making important bargains to

achieve a shared objective, and accepting shared accountability for cooperative work. Communication can't be viable unless the message is gotten and comprehended.

Research goes down the significance and interconnection of communication and collaboration too. In her work with youthful kids, Professor Carol Seefeldt found that *“social skills and communication skills go hand in hand. Children who look at the child they are talking with, who understands turn-taking when communicating, and who know how to solve verbal conflicts, are those who make and keep friends easily.”* The communication/collaboration connect is similarly as substantial for grown-ups too. John Seeley Brown and Paul Duguid portray viable work groups as those in which *“the talk and the work, the communication and the practice are inseparable.”* For Daniel Pink, cooperative, empathic, and social abilities what he calls "high touch" aptitudes alongside the high idea aptitudes recorded before, speak to the "entire personality" that the future will prize. It is imperative to consider how today advancements shape words and pictures. As we get a large number of our messages today through at least one computerized gadgets. In this way, relational abilities are interlaced with data, media, communication, and innovation aptitudes.

P21 fashioned collusions with key national associations that speak deeply scholastic subjects, including social examinations, English, science, topography, world dialects, arithmetic, and expressions of the human experience. These coordinated efforts brought about the 21st Century Skills Maps that show the crossing point between center subjects and 21st Century Skills. This area incorporates cases of what communication skills may look like in center scholastic substance classrooms. These illustrations have drawn fundamentally from the previously mentioned content maps, show how relational abilities can be incorporated into classroom educating and learning over an assortment of review levels and trains.

VI. COLLABORATION

Collaboration is fundamental in our classrooms since, it is inborn in the idea of how the function is refined in our metro and workforce lives. Fifty years back, much work was refined by people working alone, yet not today. Quite a bit of all noteworthy work is proficient in groups, and as a rule, worldwide groups. The Importance of Collaboration, Sites like Wikipedia feature how interconnected our reality has moved toward becoming and underlines the advantages of cooperative work. The subsequent items are those to which a large number of clients have contributed. The complete idea of this article mirrors the community-oriented culture of the site and exhibits how individuals cooperating can deliver a great degree comprehensive and significant asset. By and large, joint effort has been acknowledged as an aptitude that is basic to accomplish important and viable outcomes. In the previous decade, be that as it may, it has turned out to be progressively certain that Collaboration isn't just imperative yet important for Students and representatives, because of globalization and the ascent of innovation.

The Global Learning and Observations to Benefit the Environment (GLOBE) Program, an around the world, hands-on, essential and auxiliary school-based science and training program. It is a case of Students working together with each other to affect worldwide issues. GLOBE's vision advances and backings Students, educators, and researchers to team up on request based examinations of the earth and the Earth framework working in close organization with NASA, the National Oceanic and Atmospheric Association (NOAA), and the National Science Foundation (NSF) Earth System Science Projects (ESSP's) in study and research about the progression of Earth's condition. More than 1.5 million Students have taken an interest in GLOBE, contributing in excess of 21 million estimations to the GLOBE database for use in their request based science ventures. More activities like GLOBE are required for Students to be set up for a worldwide, innovation-based workforce.

Different researchers and creators have underlined the significance of coordinated effort. Creator James Surowiecki, for instance, clarifies how we utilize the "astuteness of group" in the new economy by saying that *"under the right circumstances, groups are remarkably intelligent, and are often smarter than the smartest people in them."* Surowiecki underscores the significance of joint effort by commenting that *"... a large group of diverse individuals will come up with better and more robust forecasts and make more intelligent decisions than even the most skilled 'decision maker.'"* Diversity brings numerous individual and social viewpoints into the coordinated effort. Not exclusively completes a community exertion make more all-encompassing outcomes than singular endeavors, yet it additionally makes information for a more prominent number of individuals. Because of Students working cooperatively, the gathering can create more learning, making Collaboration a key fixing to Student accomplishment in the present worldwide society.

VII. DEFINITION OF COLLABORATION

Collaboration can be characterized by numerous points of view, however P21 characterizes coordinated effort as takes after Collaborate with Others,

- Demonstrate capacity to work viably and deferentially with various groups
- Exercise adaptability and readiness to be useful in making vital bargains to achieve a shared objective

Assume shared duty regarding cooperative work, and esteem the individual commitments made by each colleague. P21 produced partnerships with key national associations that speak profoundly scholastic subjects, including social investigations, English, science, geology, world dialects, arithmetic, and human expressions. These coordinated efforts brought about the 21st Century Skills Maps that outline the crossing point between center subjects and 21st Century Skills. This area incorporates cases of what joint effort abilities may look like in center scholastic substance classrooms. These illustrations have drawn basically from the previously mentioned

content maps, exhibit how coordinated effort aptitudes can be incorporated into classroom educating and learning over an assortment of review levels and teaches.

VIII. CREATIVITY AND INNOVATION

Today, Creativity and Innovation are enter drivers in the worldwide economy The Importance of Creativity Author Daniel Pink commented that The future has a place with an altogether different sort of individual with an altogether different sort of psyche makers and empathizers, design recognizers and significance creators. These individuals... will now receive society's wealthiest benefits and offer its most prominent delights. If Students leave school without knowing how to persistently make and develop and they will be underprepared for the difficulties of society and the workforce. In this day and age of worldwide rivalry and undertaking computerization, imaginative limit and an innovative soul are quick getting to be necessities for individual and expert achievement. Sir Kenneth Robinson, a main mastermind, and speaker on innovativeness stated, *"Inventiveness is as essential in instruction as proficiency and we should treat it with a similar status"*. According to Robert Sternberg of Tufts University said that Fruitful people are the individuals who have imaginative abilities, to create a dream for how they expect to improve the world a place for everybody; scientific scholarly aptitudes, to evaluate their vision and those of others; down to earth scholarly aptitudes, to do their vision and convince individuals of its esteem; and shrewdness, to guarantee that their vision isn't an egotistical one.

In a world in which great outline is progressively utilized as a method for separating objects of large-scale manufacturing, imaginative plan aptitudes are exceedingly wanted in the work compelling. Therefore, entrance into a topnotch MFA program is currently more focused than getting into Harvard Business School. Howard Gardner refers to "the making mind" as one of the five personalities we'll require later on. To develop such a brain, he says, we require an instruction that highlights "investigation, testing issues, and the resilience, if not dynamic consolation, of profitable slip-ups." Similarly, creator Richard Florida expressed, *"I call the age we are entering the creative age because the key factor propelling us forward is the rise of creativity as the primary mover of our economy."*

Maybe Pink entires it up best, *"In a world enriched by abundance but disrupted by the automation and outsourcing of white-collar work, everyone must cultivate an artistic sensibility. We may not all be Dali or Degas. But today we must all be designers."*

IX. DEFINITION OF CREATIVITY AND INNOVATION

Creativity can be characterized from various perspectives, yet P21 characterizes innovativeness as takes after: Think Creatively,

- Use an extensive variety of thought creation strategies
- Create new and beneficial thoughts

- Elaborate, refine, break down, and assess unique plans to enhance and amplify inventive endeavors Work Creatively with Others
- Develop, actualize, and impart new plans to others adequately
- Be open and receptive to new and different viewpoints; consolidate amass info and input into the work
- Demonstrate creativity and imaginativeness in work. They comprehend this present reality cutoff points to embracing new thoughts
- View disappointment as a chance to learn; comprehend that inventiveness and advancement are a piece of a long haul, the recurrent procedure of little victories and successive mix-ups Implement Innovation

Act on imaginative plans to make a substantial and helpful commitment to the field in which the development will happen. Innovativeness is neatly interwoven with a portion of alternate aptitudes already distinguished. Development today has a social segment and requires flexibility, authority, cooperation, and relational abilities. Progressively, today the ability to advance is connected to the capacity. It interfaces with others and with an office for communication and collaboration. P21 manufactured partnerships with key national associations that speak deeply scholastic subjects, including social investigations, English, science, topography, world dialects, arithmetic, and expressions of the human experience. These joint efforts brought about the 21st Century Skills Maps. They represent the crossing point between center subjects and 21st Century Skills. This segment incorporates cases of what inventiveness and development abilities may look like in center scholastic substance classrooms. These cases have drawn fundamentally from the previously mentioned content maps, show how imagination and development aptitudes can be coordinated into classroom instructing and learning over an assortment of review levels and teaches.

X. SUGGESTIONS

What are the subsequent stages you could take? Ideally, this article has motivated you to wind up more proactive in propelling the "Four Cs" all through instruction. Here are some underlying proposals you can use to guarantee the "Four Cs" affect instruction from your classroom to your state capital.

In your classroom, this guide has given a few plans to enable you to fuse the "Four Cs" into your possess educating practice. On the off chance that your substance territory aptitude is secured by one of the P21 content maps. They said in the presentation, make certain to download the guide and read it. Numerous instructors have come to understand that they should participate in more issue and venture based learning on the off chance that they are to install the "Four Cs" into their classroom rehearses. In Your Department, notwithstanding joining a greater amount of the "Four Cs" in your classroom hones, incorporate talks about the "Four Cs" in your departmental exercises. In the event that there is a P21 content guide in your train, share it with your area of expertise seats, and urge them to utilize it as a mindfulness

instrument for instructors in the division. On the off chance that there is proficient learning groups in your area of expertise; ask them to centre a lot of their opportunity on inserting the "Four Cs" into educator hone.

In Your School, Adoption of the "Four Cs" will go significantly more easily if your school pioneers are completely steady. Desire you're central to share the "Four Cs" with the division seats and consider utilizing this procedure as an expert improvement topic. Furthermore, ask them to incorporate more undertaking based learning in all expert improvement exercises. Consider making a book club or writing study aggregate around 21st Century Skills perusing to discover cases of 21st Century Skills books in the "Extra Resources" area.

In Your District, while appropriation of the "Four Cs" inside your particular school is imperative, at last, execution of the "Four Cs" won't occur methodically unless the whole locale gets behind it. You should ask your director and administration group to effectively bolster the "Four Cs" and coordinate them into educational programs and guideline, proficient advancement, and appraisal in your area. Furthermore, numerous directors and region pioneers around the nation have started districtwide activities supporting the "Four Cs." Some of them have joined EdLeader21. It is an expert learning group of locale pioneers focused on 21st century instruction. You ought to recommend that your administrator and locale pioneers think about joining EdLeader21.

XI. CONCLUSION

In the course of the most recent decade, a colossal measure of vitality has been used on the requirement for new government and state arrangements around 21st century learning. Be that as it may, if 21st century training is consistently going to have any kind of effect in the lives of Students and instructors must have the help they have to do this work in classrooms consistently. The instructing basic reasoning and Critical thinking, Creativity and innovation, Communication, Collaboration are not new ideas for teachers. The Partnership for 21st Century Skills introduced the 4Cs of basic reasoning and Critical thinking, Communication, Collaboration, and Creativity plus innovation, as the super abilities in the 21st century since they are foundational fundamentals for accomplishment in school, college, vocation, and life outside instructive organizations. On graduation, Students will enter a very aggressive universe of trade, business, and life that requests a larger number of abilities than those obvious in alumni of the Industrial Age. As properly brought up by Grovo (2015), 21st century industry requires “*graduates with skills that will allow them to be immediately productive in the workforce*”. The 4Cs are super aptitudes since they give a centre of abilities which, when joined with the customary Core Subjects abilities, help Students to create and show a sound understanding and more noteworthy adequacy and efficiencies in the Career and Life aptitudes and the

Information, Media and Technology abilities all of which contain the New Learning Paradigm.

In any case, the New Learning Paradigm is not just about the 4Cs, nor is it about simply learning. It is tied in with doing a switch in getting the hang of, instructing, evaluation and educational programs improvement to use every one of the components for 21st Century Skills. As talked about in this paper, this incorporates the four arrangements of abilities speaking to Students' results. The four supporting frameworks and the five interdisciplinary topics, which are all expected to outfit graduates with the aptitudes. It will empower them to contribute successfully to benefit limits in the 21st Digital Economy. Along with this adventure, the 4Cs are set by the Partnership for 21st Century as the fuel. It is not just quickens the accomplishment of the distinctive components, yet stimulates members in the quest for these components. Truth be told, they are the premise of incredible instructing, and most educators try to instruct in a way that joins these procedures. The quantity Students leaving our K-12 schools and locale with powerful effective Collaboration, and Creativity skills Critical thinking, and Communication, be that as it may, is exceptionally uneven. We now know, in light of crafted by the 21st Century Skills development, that each kid needs these abilities to be a viable resident and member of the new worldwide economy. Instructors and training bolster workforce have a colossal part to play to guarantee that each Student is enough arranged. This paper is planned to help get ready better teachers in another worldwide scene.

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Figure 1.