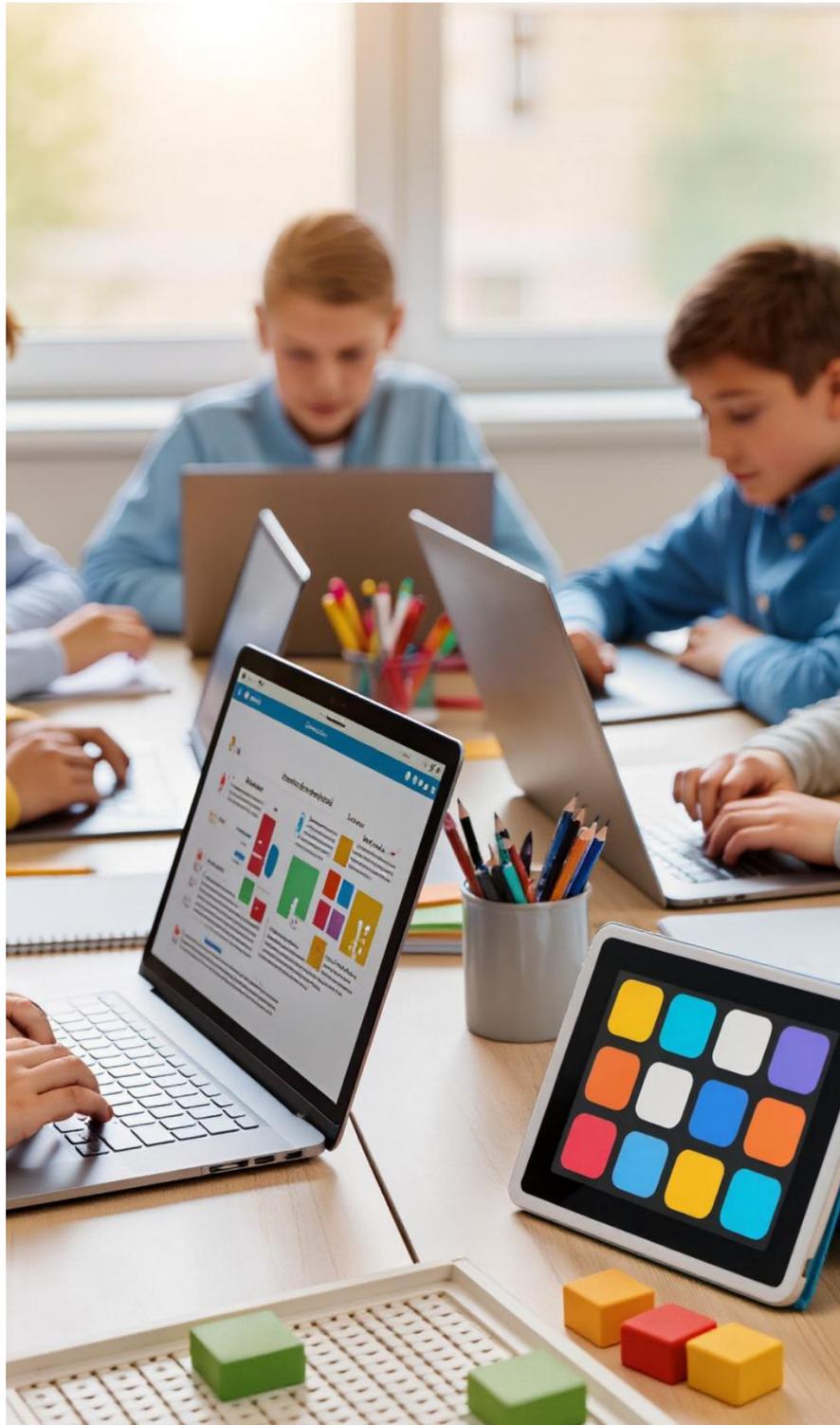


'21st Century Skills: School Curriculum, and Learning Styles in Pre-University Education

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Introduction

- The 21st century demands individuals who are flexible, creative, and collaborative.
- Pre-university education must prepare pupils for a world that is constantly changing and driven by innovation.

Purpose of the Presentation

- 01 To explore the concept of 21st-century skills
- 02 To understand their integration into school curricula
- 03 To examine how learning styles influence pupils' outcomes
- 04 To present some interesting findings about interactive method classroom using at 'TES'

21st CENTURY SKILLS



21st Century Skills

The “4Cs” represent the core of 21st-century skills:

1. Critical Thinking
2. Creativity
3. Collaboration
4. Communication



01

Critical Thinking

- The ability to analyze and evaluate information independently
- Encourages questioning, reasoning, and problem-solving
- Helps pupil's make informed decisions in complex situations



02

Creativity

- Developing new and original ideas
- Applying imagination to solve real-world problems
- Encouraging innovation through art, design, and technology

(STEAM learning model is a good experience)



03

Collaboration

- Working effectively with others toward common goals
- Sharing ideas, listening actively, and respecting diversity
- Building teamwork skills, essential for future careers



04

Communication

- Expressing ideas clearly and confidently
- Listening actively and understanding different perspectives
- Using technology effectively for communication

Role of the School Curriculum



01

The curriculum should be flexible, inclusive, and competence-oriented

02

It must integrate 21st-century skills across all subjects

03

Focus on real-life applications and problem-solving

Albanian official Curriculum Content in pre-university education

(Common curriculum & Elective curriculum)

No.	Fields of learning/ Curriculum	Subjects
1	Languages and Communication	Albanian Language; Foreign Languages (English, French, Italian, German, Spanish)
2	Mathematics	Mathematics
3	Natural Sciences	Biology, Physics, Chemistry
4	Society and Environment	Geography, History, Civic education, Philosophy, Psychology
5	Arts	Music, Drama, Picture, Dance
6	Physical, Sport and Health Education	Sports, Health
7	Technology and ICT	Technology, ICT

Competence-based Curriculum



01 Focuses on what learners can do, not only what they know

02 Encourages lifelong learning and adaptability

03 Connects learning outcomes to real-world contexts



Integration of Technology

- 01 Enhances learning experiences through digital tools
- 02 Develops digital literacy and problem-solving skills
- 03 Supports personalized and interactive learning



Learning Styles

Different students learn in different ways:

- 01 Visual learners: through images and diagrams
- 02 Auditory learners: through listening and discussion
- 03 Kinesthetic learners: through hands-on activities
- 04 Blended styles: a mix of the above

Differentiated Teaching

01 Teachers adapt instruction to meet diverse student needs

02 Combines various strategies, tools, and activities

03 Promotes equity and inclusion in the classroom





Role of the Teacher

- 01 Acts as a class leader, mentor, moderator and facilitator
- 02 Encourages inquiry, curiosity, and independent learning
- 03 Guides pupils to think critically and creatively

Experience of TES



An experience of 'TES' school about interactive methods in learning classrooms

During the 2024-2025 school year, according to the annual professional development plan, the teaching staff of 'TES' school undertook a self-professional development activity based on the following steps:

1-Training the staff for the effective use of interactive methods in lessons (37 suggested methods)

2-Development of a lesson plan for each teacher with a strong focus on the use of interactive methods

3.Video recording of 5-7 minutes of the lesson with a high degree of active interaction by the themselves teachers/ students

4.Analysis of teaching videos in subject teams

5.Determination of good practices that have been identified by each subject team

6.Publication of good practices on the 'TES' School website: <https://tes.al/zhvillimi-profesional/>

Main Findings

01

37 good practices were identified of 37 teachers out of 51 teachers of the school who participated in this activity

02

It was evident that methods such as: Explanation, demonstration, discussion, brainstorming, independent reading, use of exercises/problems in practice, promotion of critical thinking, use of ICT in the classroom had a higher/ specific part in learning activities in the classroom

03

It was evident that methods such as: Use of videos and films, role play, simulation and games, debate, creative work in collaboration, tutoring and learning from each other, work in groups with the same and mixed levels, correction from each other, problem solving, individual writings for critical thinking, team learning, written reports, should be used more.



Recommendations

About the implementation of interactive methods & techniques

- Implementation in lessons/ teaching hours of methods and techniques that are based in the pupil-pupil cooperation (peer assessment, tutoring and learning from each other and simulation or various educational games)
- Encouraging the use of small group work methods (groups with the same level and mixed groups in classroom and team learning)
- Use of the language and communication curriculum, the social and natural sciences curriculum of debate, individual writing, reports, problem solving, individual writing for critical thinking, creative work with different themes and focuses
- Use of educational videos and films/short clips for different lessons, areas of the curriculum and in different school cycles

For the curriculum team and subject teams

- Team meetings curriculum and curriculum teams to continuously identify interactive methods and techniques that are implemented in classroom
- Publish good practices on the school website related to active classroom interaction and the inclusion of all students in classroom learning
- Inform parents about the methodologies implemented in the classroom

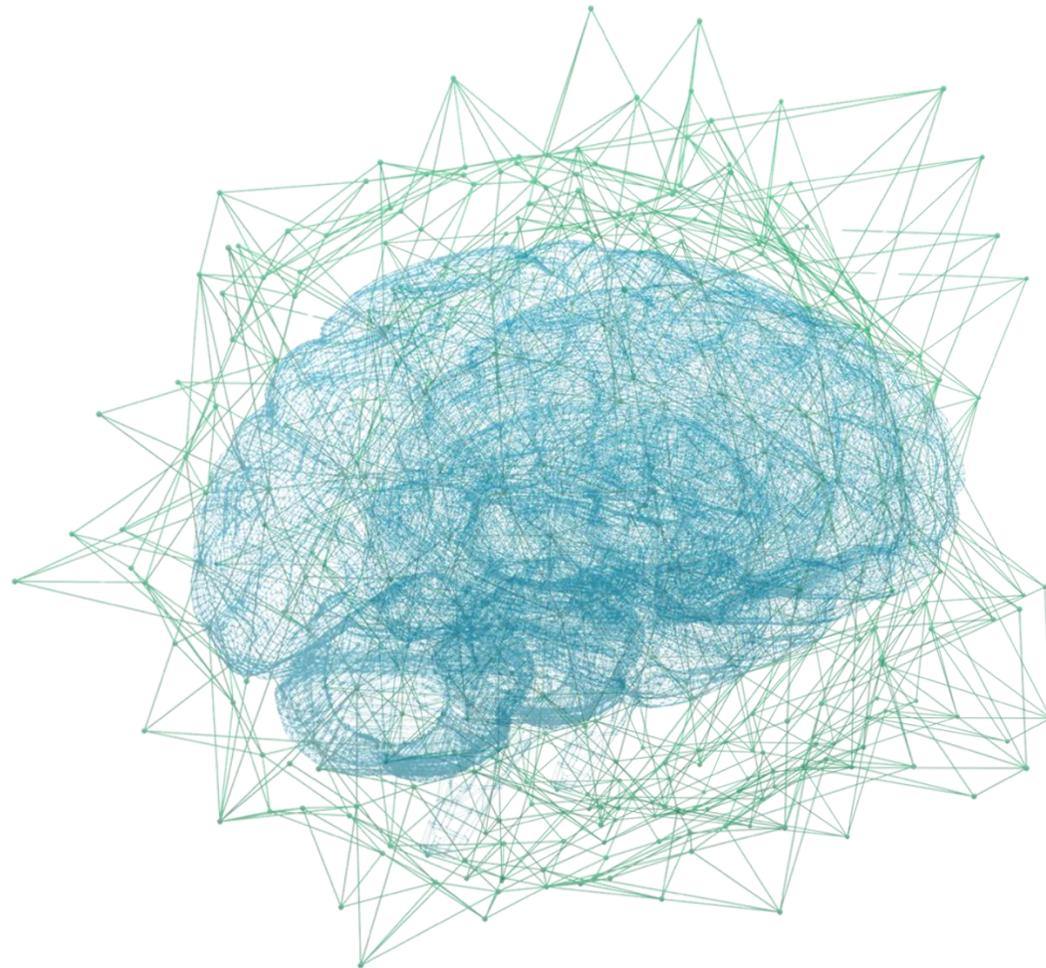


Conclusions

01 21st-century skills are essential for life and work in a global society

02 Education must evolve to promote creativity, collaboration, and critical thinking

03 Teachers play a central role in shaping future-ready learners



THANK YOU

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