

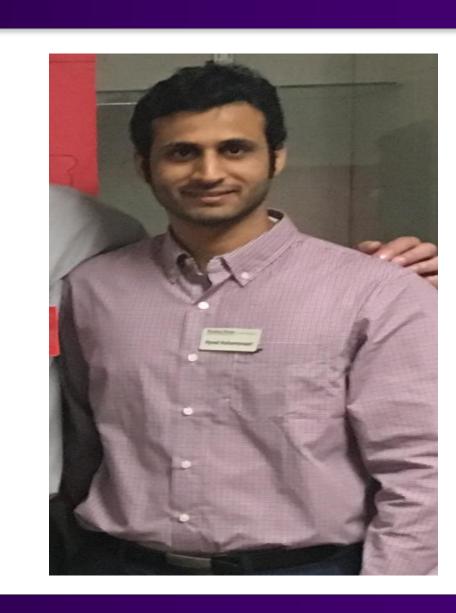
The 4 Cs

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Author Information

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Abstract

The research investigated the core problem of the Saudi education system that the system for 1-12 still relies on the 3 Rs, which are arithmetical, writing, and reading skills. As a result, the 3 Rs are not enough to provide students with their needs and life experiences for the 21st century. One of the most crucial drawbacks is not using technology. I believe that the major problem in Saudi system is not using the 21st century skills which are creativity, collaboration, critical thinking, and communication. These skills are important to encounter all changes and challenges these days. These skills are needed and must be embedded within the curricula in order to motivate students and let them make the most of their knowledge in a creative way. Also, they let the students use their high skills. I would apply a series of workshops in the Rafha district schools that provide teachers with these skills and how to enact them inside the classroom. Therefore, the solution that surfaced when addressing this issue is to teach these concepts and train teachers and students how to enact them through lessons.

Statement of Need

The educational scientists used to rely on the reading, writing and arithmetic

(3 Rs) in past theories of literacy but now the rules have changed. The 3Rs are not sufficient enough to encounter the rapid and drastic changes in education. In this century, there are several evolutions that have come to light in the pedagogical field due to the advance of technology, new theories, and other extrinsic demands that require further domains to encounter that change. So as teachers, we need to move to the 21st century skills and enact them inside the classrooms to prepare our students for life requirements. what are the 4 C's? Communication is an appropriate way to interact with other people for a certain purpose (Roekel, 2010). Critical Thinking is to analyze the information rationally and logically and make appropriate judgment (Doyle, 2018). Collaboration is a case which two or more people work together for a specific problem and come up with a solution (Lai, 2011). Creativity is a very crucial skill that equals literacy to encounter the need of

the new pattern of life (Roekel, 2010).

Review of the Literature

In this paper I have surfaced the importance of 21st century skills that has been a requirement for students in education. I have listed a several definitions that define the 4Cs which are critical thinking, collaboration, communication, and creativity. In addition, why should we as teachers move from the 3 Rs which are arithmetic, writing, and reading to the 21st century skills as a concept of literacy. I mentioned the need and the genuine reasons behind that changes. I have discussed the differences between andragogy and pedagogy and how to deal with adult learners and school students as well.

- > Critical thinking: depends on one's ability to generate ideas, opportunity to practice and make an appropriate decisions, and motivation (Howard et al., 2014).
- > Collaboration: the capacity of an individual to effectively engage in a process whereby two or more agents attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills and efforts to reach that solution, Simon Child (2016).
- > Communication is defined as "the process of transmitting information and common understanding from one person to another. Lunenburg(2010).
- > Creativity as a talent while many studies said it could be cultivated and developed (Ferrari et al., 2009).
- > Teaching adults learner:

Andragogy has a few important assumptions for adult learners such as moving from independency to increasing self-directedness, embed their life experiences, their readiness to learn is based new social or life roles, they are problem-centered, and they rely on internal motivation rather than external.

> Districts Should Take Place in Developing Teachers Professionalism:

The best way is to involve teachers with it to choose what strategies that they need. Then, support all teacher to implement these instructional priorities. Also, pay all effort to facilitate training and coaching.

21st Century Skills Metro 4Cs Rubric Performance Areas **Critical Thinking** Collaboration · Information & Discovery Leadership & Initiative · Interpretation & Analysis Cooperation Reasoning · Constructing Arguments · Responsibility & Productivity Problem Solving · Collaborate Using Digital Media · Systems Thinking Responsiveness & Constructive Feedback Communication Effective Listening Creativity · Delivering Oral Presentations Communicate Using Digital Media Idea Generation · Engaging in Conversations Idea Design & Refinement & Discussions Openness & Courage to Explore Communicating in Diverse · Work Creatively with Others Environments Creative Production & Innovation https://www.google.com/search?biw=1366&bih=626&tbm=isch&sa=1&ei=HjNKXN_YGZHGsQWxnKDICg&q=+metro+rubric12st+century+skills&gg_l=img.3...61886.66250..66568...0.0..0.120.1402.2j11.....1...1...gws

Implementation Plan

There will be a series of workshops that will contribute of the understanding of the 21st century skills. The aim is to create a successful pedagogical environment inside the classrooms to match the 21st century life needs and requirements. I am going to provide teachers with the concepts of 21st century skills and train them how to enact and target these skills through our daily lessons.

Evaluation Plan

I am going to interview the teachers who participated in the workshop to check their understanding about the 4 Cs after the providing them with these concepts. I would like to receive feedback from teachers about the effectiveness of the 4 Cs concepts. I would do a walkthrough inside a classroom to check the enactment of the 4 Cs. I would like to check student's understanding according to the rubric.

Here are some examples for the rubric:

Creativity and Innovation					
	Work Creatively with Others				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard	
Use a wide range of idea creation techniques (brainstorming etc)	participates by	Engages in idea	Did not offer ideas during the idea creation, but listened actively to other group members	Did not actively participate in idea creation	

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