

BRIDGING THE GAP BETWEEN RB AND 21ST CENTURY

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Teachers find different ways on delivering the skills and knowledge intended for each learner. Before attending the class, our first task is to develop teaching techniques and strategies that will cater to the different learning styles and capacities of each student. Currently, several teaching principles are used in education and one of the most common that we can hear is the application of 21st-century education.

21st-century education responds to the economical, technological, and societal shifts that happen in the educational journey. It also focused on certain core competencies such as digital literacy, critical thinking, collaboration, and problem-solving. The focus of 21st-century education is to provide quality and lifelong learning to students through personalization, collaboration, equality, communication, and community relationships. The mentioned skills are important factors required for the changing global economy.

However, the rapid evolution of industry trends, alongside challenges such as workforce dynamics and education, imposes considerable demands on educational systems to emphasize the cultivation of 21st-century skills (21CS).. Despite the varied definition and interpretations, we have referred to and understood these skills, the COVID-19 pandemic transforms these ideas and shift the education system into something new. This builds gaps between the learning process and the teacher. Across different sectors, schools and institutions adjust their operations to ensure a smooth transition to new normal life.

One of the factors that educators need to address is the gap in resilience building (RB). Resilience is referred to as the capacity of the teachers and learners to adapt well to the community and situation when faced with challenges or stress. It helps the students to shrug off potential negative psychological effects of adversity or challenging experiences. It highlights the ability of the student to persist despite the academic or social difficulty in a positive way.

The uncertainties caused by the global pandemic, resilience, and flexibility have become key to adapting and forward planning. For example, resilient students are able to solve problems and identify situations that include the psychological stresses of blended or remote learning. This happens when students learn to approach adults for support, appropriately helping them with different skills and be self-sufficient in their own learning journey.

The concept of resiliency is generally accepted because it helped students develop a context-dependent pathway. This idea bridges the goals aligned in 21st-century education as it established the intrinsic traits and develops interaction with the environment. It helps the individual to develop approaches and strategies when dealing with their future endeavors.

21st century learning along with other ideas and principles in education must focus on helping and strengthening the ability of the students in the learning process. As educators, we should not only focus on the exchange of facts. We must also give emphasis on the development of their resiliency and allow them to know how to deal with their psychological needs. Resiliency is needed to develop and refine a comprehensive 21st-century framework that can help us in teaching and learning. When the gap between the two was addressed appropriately, it will help us build a more resilient education system for all. It will help us empower students to cope with and manage learning difficulties that may arise, whether it is also a global pandemic or another educational crisis.

References:

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