Information Literacy and Education for the 21st Century Toward an Agenda for Action, 14-16 April, 1989, Leesburg, Virginia: A Symposium; The Commission, 1989; United States. National Commission on Libraries and Information Science, American Association of School Librarians; 1989

19. EDUCATION. Change is the only constant. 20. MEANING.Â My agenda here is global. I look at the major forces that shape societies all over the world, and that are likely to influence the future of our planet as a whole. Climate change may be far beyond the concerns of people in the midst of a life-and-death emergency, but it might eventually make the Mumbai slums uninhabitable, send enormous new waves of refugees across the Mediterranean, and lead to a worldwide crisis in healthcare.Â At the close of the twentieth century it appeared that the great ideological battles between fascism, communism and liberalism resulted in the overwhelming victory of liberalism. Democratic politics, human rights and free-market capitalism seemed destined to conquer the entire world. I. Literacy for the 21st Century Literacy for the 21st Century / New Ways of Learning What a Difference a Century Makes! Why Media Literacy is Important Questioning the Media. II. The CML MediaLit Kitâ„¢ A Framework for Learning and Teaching in a Media Age.Â Literacy for the 21. st. Century: The Challenge of Teaching In a Global Media Culture. â€œThe illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.â€ Alvin Toffler. Â© 2003 Center for Media Literacy / www.medialit.org.Â Education is geared toward information storage. Today that is neither possible nor necessary. Rather, humankind needs to be taught. how to process information that is stored through technology. 21st century skills and competences for new millennium learners in OECD countries. Paris: OECD. Available: http://www.oecd-ilibrary.org/education/21st-century-skills-and-competences-for-new-millennium-learners-in-oecd-countries_218525261154 [April 2011]. Anderman, E.M. (2011).Â The impact of an integrated approach to science and literacy in elementary school classrooms. Journal of Research in Science Teaching, 49(5), 631-658. Charles, R., and Silver, E.A. (Eds.). (1988). Research agenda for mathematics education: Teaching and assessing mathematical problem solving.Â Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. Journal of Applied Psychology, 85, 678-707. Common Core State Standards Initiative.