Elaine C. Alisin BSED- English 3B Target grade: Grade 7

**Literature in Many Faces**

A Webquest for Grade 7 (English)

Designed by

Elaine C. Alisin

elainealisin@gmail.com

**Introduction**

Do you like reading?

Do you like English?

Do you like Literature?

If so, you will enjoy this webquest Literature in Many Faces. It will help you to transcend through time and discover the changes in the Philippine Literature as it encountered a little bit touched up of Spaniards, Americans, and Japanese. Be ready to meet people with big names and used skillfully the wide areas of literature to awaken the Filipino peoples sense of nationality and others.

This webquest is design to serve as a stepping stone for the bigger project of the Philippine Literature across Time unit plan where students will create presentations, publish pamphlets, and share them to the world through a produced website.

Enjoy!

**The Task**

As part of its campaign to inspire Filipinos to read and appreciate Philippine literature, the League of English and Filipino Teachers (LEFT) of our school (fictional organization) is requesting you to compile research on Philippine history about the times when we were colonized and also about the literary works written during these times.

To showcase the research, you are also asked to present it through a PowerPoint presentation and a pamphlet. To add more, each group member will also contribute his or her own literary work which will be made available to the world through a website.

**The Process**

**Day 1:**

Step 1: The class must form groups with six to eight members. Assign the different colonizers to each group. Each group member should be responsible for only one of the roles listed below:

|  |  |
| --- | --- |
| **Roles** | **Responsibilities** |
| Researcher | He or she will research on the different topics indicated in the information checklist. |
| Compiler | He or she is tasked to collect the research materials as well as the members’ literary works. He or she will also check the reliability and validity of the resources used. |
| Editor-in-Chief | He or she will give updates of the progress of the project and filter the research materials. |
| Copy Reader | He or she will proofread the research output and the literary works. |
| Multimedia Expert | He or she will design and layout the presentation and pamphlet. |
| Presenter | He or she will showcase the presentation and pamphlet. |

Step 2: The group will brainstorm on what to research based on the information checklist given. Then they will answer the project plan form. It would be followed by a peer and self-assessment.

Note: Everyday, editor-in-chief will pass a progress report to the teacher.

**Day 2-4:**

Step 3: The researcher will research what was agreed by the group (the colonizer assigned to them, literature during their period, at least three (3) literary pieces (poems, essays, short stories, etc.) and prominent writers during their period. Existing social problems both in past and present that are the same must also be researched. )

Note: resources must vary from books to internet sources and shall be cited (answers on the online treasure hunt about their colonizer can also be included)

**Day 5:**

Step 4: The researcher will then submit their research to the compiler.

Step 5: The compiler will check whether the information is complete or not. Afterwards, the compiler will check the reliability and validity of the resources used. The resources must be put in a Reference List page.

**Day 6-7:**

Step 6: The compiler will then give the data to the editor-in-chief.

Step 7: The group must make a summary on what they have researched using Word. The summary must contain ideas, insights, reactions, and reflections on their readings and evaluation on how colonizers and existing social issues affect the form of literary pieces during that time

Step 8: After passing, the editor-in-chief will filter the information gathered on what will be included in the PowerPoint presentation.

Step 9: The group will make a storyboard for the presentation.

Step 10: The editor-in-chief will then give the filtered information to the copyreader to check the grammar and spelling.

**Day 8:**

Step 11: The multimedia expert will create the PowerPoint presentation.

Step 12: The PowerPoint presentation will be shown by the presenter for 15 minutes.

Step 13: The group will do a peer feedback for the PowerPoint presentation of other groups.

**Day 9-10:**

Step 14: The group will decide the content of the pamphlet; the editor-in-chief will review the research and filter again the information to be included in it.

Step 15: he or she will ask the members of the group to pass any literary work about their insights on social issues.

Step 16: Within the groups, they will do a peer feedback for each literary work.

**Day 11:**

Step 17: The compiler will then gather all the literary works and give it to the copyreader who will check the writing technicalities.

**Day 12-14:**

Step 18: After that, the research and literary work will be given to the multimedia expert for lay outing of pamphlet. The group must print 3 copies.

**Day 15:**

Step 19: The presenter will showcase it to class. As part of the webquest, the groups must submit the next meeting, an essay on how words can be powerful and also the observation of group’s checklist and peer and self-assessments.

**Day 16:**

Step 20: The compilers must gather all the assignments. The groups must have a meeting and coordinate for creating a website, the final output as a class for the unit plan, to share not only to the local community but to the world their outputs.

**Day 17-19:**

Step 21: The class must have finished the website and will present it to the teacher.

**Resources**

The resources below will help each role and the group as a whole:

1. Group common reading:
* www.inc.com/geoffrey-james/how-to-brainstorm-9-easy-rules.html
* www.exnerassociates.com/Tips%20for%20successful%20collaboration%20v3.pdf
1. Researcher
* graduateschool.nd.edu/assets/21765/guidelinesresearchethicsinthesocialscienceslawhumanities.pdf
* blogs.lse.ac.uk/impactofsocialsciences/2012/11/28/lupton-30-tips-writing/
1. Compiler
* library.ucsc.edu/help/research/evaluate-the-quality-and-credibility-of-your-sources
1. Editor-in-chief
* Oatext.xom/Guidelines-for-Editors-Chief.php
1. Copyreader
* academicsupport.georgetown.edu/academic/study-tips/guidelines-editing-revising
* www.rit.edu/upub/proofreaders-marks-and-editing-guidelines
1. Multimedia Expert
* www.nd.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx
* www.qualityplanning.org.nz/index.php/consents/pre-application/pamphlets-and-other-guidance-material
1. Presenter
* go.oww.edu/~dapeople/ggpresent.html
* www.appliedgeochemists.org/index.php/events/aag-events/2-uncategorized/56-guidelines-to-preparing-and-delivering-an-oral-presentation

The resources below are for the contents of research:

* www.studymode.com/subjects/issues-and-problems-of-the-early-filipinos-during-pre-spanish-era.page1. html
* www.slideshare.net/mobile/emeters/sociopolitical-environment-of-the-philippines-during-the-spanish-regime
* ncca. gov.ph/subcommissions/subcommission-on-the-arts-sca/literart-arts/Philippine-literature-during-the-american-period/
* ncca. gov.ph/subcommissions/subcommission-on-the-arts-sca/literart-arts/Philippine-literature-during-the-japanese-occupation/

**Evaluation**

The groups’ products will be evaluated by the following rubrics:

Rubrics for PowerPoint Presentation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORIES | 5 | 4 | 3 | 2 | 1 |
| 1. Content
 | * Content presented is accurate and shown in a logical order
* Content meets the information requirement of the project.
 | * Content presented is accurate but some information is not presented in a logical order but is still generally easy to follow
* Content meets the information requirement of the project
 | * Content presented is accurate but information is not presented in a logical order making it difficult to follow
* Many of the information requirement was meet
 | * Content presented is questionable and information is not presented in a logical order making it difficult to follow
* Some of the information requirement was meet
 | * Content presented is inaccurate and information is not presented in a logical order making it difficult to follow
* Information requirement was not meet
 |
| 1. Writing Mechanics
 | * There are no errors in spelling.
* There are no errors in grammar and text is written in author’s own words.
 | * There are few spelling errors, few grammar errors and text is written in author’s own words.
 | * There are some spelling errors, some grammar errors and text is written in author’s own words.
 | * There are some spelling errors and grammar errors. Most of the test is in author’s own words.
 | * There are many spelling and grammar errors.
* Text is copied
 |
| 1. Sequencing of Information
 | * Information is organized in a clear, logical way.
* It is easy to see the connection between the previous slide and the next slide.
 | * Information is udience in a clear, logical way.
* One slide or item of information seems to be out of place.
 | * Most information is organized in a clear, logical way.
* One slide or item of information seems to be out of place.
 | * Some of the information is udience logically.
* Some slides of information seem to be out of place.
 | * There is no clear plan for the organization of information.
 |
| 1. Technological Connection (slide creation, transition, pictures, clip arts, backgrounds, texts, and lay outs
 | * Presentation reflects the effective use of power point tools
* Transitions are smooth, interesting and enhance the presentation
* Images used are appropriate
* The layout of images is pleasing to the eye.
* The fonts are easy to read and point size varies appropriately for udienc and text.
* Tools for text are effectively utilized.
 | * Powerpoint tools are used correctly
* Smooth transitions are used mostly
* Images are appropriate
* Layout is cluttered
* Most of the fonts are easy to read.
* Most of the tools for text are used.
 | * Some powerpoint tools are used to show acceptable understanding
* Some slides have smooth transition
* Most images used are appropriate
* Layout is distracting
* Some of the fonts are easy to read
 | * Powerpoint tools are not used in a relevant manner
* There are very few transitions used
* Images used are inappropriate and bears no significance to the presentation
* Layout is confusing
* Overall readability of the text is difficult
 | * No tools used
* No transitions used
* No images used
* Layout is incomprehensible
* The texts are extremely difficult to read and text tools are not utilized
 |
| 1. Presentation
 | * The presenters were familiar with the materials and did not rely from the slides or notes; spoke clearly and slowly to be understood by udience; showed enthusiasm and encouraged interest; made eye contact with audience
 | * Most of the presenters were familiar with the materials and did not rely from the slides or notes; spoke clearly, showed enthusiasm and encouraged interest; made eye contact with audience
 | * Some of the presenters were familiar with the materials and did not rely from the slides or notes; spoke clearly, showed enthusiasm; made eye contact with audience
 | * Only one presenter was familiar with the materials and did not rely from the slides or notes; made eye contact with audience
 | * Presenters were not familiar with the materials and relied on slides and notes; cannot be heard clearly, showed lack of enthusiasm, did not encourage interest and failed to make eye contact with audience
 |

Rubrics for Pamphlet

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | EXCELLENT (4) | VERY GOOD (3) | GOOD (2) | NOT GOOD (1) |
| 1. Attractiveness and Organization
 | * Pamphlet has exceptionally attractive formatting and very organized information
 | * Pamphlet has attractive formatting and organized information
 | * Pamphlet has organized information
 | * Pamphlet’s formatting and organization of materials are incomprehensible to the reader
 |
| 1. Content
 | * Pamphlet has all the required information (as specified in the checklist) and some additional research information
 | * The pamphlet has most of the required information (as specified in the checklist)
 | * Pamphlet has some of the required information (as specified in the checklist)
 | * The pamphlet has little of the required information (as specified in the checklist)
 |
| 1. Writing Mechanics
 | * There are no spelling and grammar errors.
* Text is written in authors’ own words
 | * There are few spelling and grammar errors.
* Text is written in authors’ own words
 | * There are some spelling and grammar errors.
* Some of the text is written in authors’ own words
 | * There are many spelling and grammar errors.
* Text is copied.
 |
| 1. Graphics/ Pictures
 | * Images used are appropriate
* The layout of images is pleasing to the eye.
* The fonts are easy to read and point size varies appropriately for headings and text.
* Tools for text are effectively utilized.
 | * Images are appropriate
* Layout is a bit cluttered
* Most of the fonts are easy to read.
* Most of the tools for text are used.
 | * Most images used are appropriate
* Layout is distracting
* Some of the fonts are easy to read
 | * Images used are inappropriate and bears no significance to the presentation
* Layout is confusing
* Overall readability of the text is difficult
 |
| 1. Sources
 | * Pamphlet has many citations from a variety of source accurately listed
 | * Pamphlet has some citations from a variety of sources accurately listed
 | * Pamphlet has few citations accurately listed
 | * Pamphlet has no citation accurately listed
 |

Rubrics for Website

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | EXCELLENT (4) | VERY GOOD (3) | GOOD (2) | NOT GOOD (1) |
| 1. Target and Purpose
 | * All elements of the site are appropriate for the target audience
* Very strong understanding of what the site was created for
 | * Most of the elements of the site are appropriate for the target audience
* Site has a clear purpose
 | * Target audience is identified however some of the elements are not appropriate for this audience
* Site has unclear purpose
 | * Element are not appropriate for the audience
* Site has no clear sense of purpose
 |
| 1. Content
 | * All of the information provided on the web site is accurate and all the requirements of the task have been met
 | * Most of the information provided on the web site is accurate and most of the requirements have been met
 | * Some of the information provided on the web site is accurate and some of the requirements have been met
 | * There are several inaccurate information and most of the requirements have not been met
 |
| 1. Crediting Sources
 | * Sources of the information are credited in APA format
 | * Most of the sources of information are credited in APA format
 | * Some sources of the information are acknowledged
 | * No sources cited
 |
| 1. Layout, graphics, multimedia
 | * Layout is very creative and effective
* Graphic elements are used imaginatively and effectively
* Multimedia elements are used in a highly creative way
 | * Layout is appropriate for the content and interesting
* Site used graphics with good quality
* Multimedia is used in a creative way
 | * Layout is unimaginative
* Most of the tools for graphics are not utilized
* Multimedia is confusing
 | * Layout is not appropriate
* Poor quality of graphic elements
* No multimedia used
 |
| 1. Writing Mechanics
 | * There are no spelling and grammar errors.
* Text is written in authors’ own words
 | * There are few spelling and grammar errors.
* Text is written in authors’ own words
 | * There are some spelling and grammar errors.
* Some of the text is written in authors’ own words
 | * There are many spelling and grammar errors.
* Text is copied.
 |

The following are the assessments for group’s literary works:

Rubric for Poem

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA | BEGINNING (1) | DEVELOPING (2) | ACCOMPLISHED (3) | EXEMPLARY (4) |
| * Literary Devices
 | * The writer did not include and identify any figures of speech within the poem.
 | * The writer used less than 1 figure of speech.
* The writer identified the figures of speech used though some are incorrectly labeled.
 | * The writer used less than 4 figures of speech.
* The writer identified the figures of speech used and most of them are correctly labeled.
 | * The writer used more than 4 figures of speech and is labeled correctly.
 |
| * Length
 | * Less than 6 lines
 | * 6-9 lines
 | * 10-12 lines
 | * 15 lines
 |
| * Title
 | * Poem lacks title
 | * Poem has a title but has unclear relation to the poem
 | * Poem has a title that relates to the poem
 | * Poem has a title that clearly relates to the poem and interests readers
 |
| * Neatness
 | * Final draft is not neat and looks crumpled.
* There are a lot of erasures.
 | * Final draft is readable and slightly crumpled.
* There are some erasures.
 | * Final draft is readable and neat and no crumpled.
* There are one to two erasures.
 | * Final draft is readable, attractive and neat.
* There are no erasures.
 |
| * Style
 | * The poem lacks style and the thoughts did not come out clearly on paper.
 | * The poem is written slightly with style and thought is a bit clear.
 | * The poem is written with a defined style.
* Thoughts are clear
 | * The poem is written with a great sense of style.
* The poem is well-thought out, clear and comprehensible.
 |
| * Word Choice
 | * Words are not describing and does not allow readers to visualize poem
* Very basic
 | * Some words are descriptive that slightly allow readers to visualize the poem
* More telling than showing
 | * Many words are descriptive, appealing that allows readers to visualize the poem
* Routine and workable
 | * Words are descriptive and appeals to the reader that allows for visualizing the poem
* Paints a strong, clear picture in the mind of the reader
 |
| * Effort
 | * The work of the writer lacks understanding of the task.
 | * The work of the writer demonstrates some understanding of the task.
 | * The work of the writer demonstrates an understanding of the task.
 | * The work of the writer demonstrates complete understanding of the assignment and goes beyond the requirements.
 |
| * Language conventions (spelling, grammar, punctuation)
 | * Poem contains frequent and numerous errors in spelling, grammar and punctuation that interferes with the understanding of readers.
 | * Poem contains many errors in spelling, grammar, and punctuation that may interfere with the understanding of readers.
 | * Poem contains few errors in spelling, grammar, and punctuation that do not interfere with the understanding of readers.
 | * Poem contains no errors that interfere with the understanding of readers.
 |

Rubric for Essay

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA | BEGINNING (1) | DEVELOPING (2) | PROFICIENT (3) | MASTERY (4) |
| * Content
 | * Paper lacks focus or relevance
* Contains many fact errors
 | * Paper is slightly focus
* Contains some fact errors
 | * Paper is adequately focused
* Text is generally relevant and accurate
 | * Paper is tightly focused
* Text contains relevant information with no fact errors
 |
| * Appropriateness
 | * Poor phrasing or word selection
 | * Phrasing or word selection could be improved
 | * Adequate word selection and phrasing throughout
 | * Proper word selection and phrasing throughout
 |
| * Organization of ideas
 | * Ideas are presented in incomprehensible order
 | * Some ideas are not presented in a comprehensible order
 | * Most ideas are presented in a comprehensible order
 | * Ideas are presented in a very comprehensible order
 |
| * Completeness
 | * Text does not provide adequate depth
* Ideas are unclear
* Text is too short
 | * Text requires additional depth in some parts
* Some ideas are unclear
* Text may be short
 | * Text provides adequate depth
* Ideas are clear
* Text is proper length
 | * Text provides a good depth and detail
* Ideas are very clear
* Text is within specified length
 |
| * Writing Mechanics
 | * There are many spelling and grammar errors.
* Text is copied.
 | * There are some spelling and grammar errors.
* Some of the text is written in authors’ own words
 | * There are few spelling and grammar errors.
* Text is written in authors’ own words
 | * There are no spelling and grammar errors.
* Text is written in authors’ own words
 |

Rubric for Short Story

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA | BEGINNING (1) | DEVELOPING (2) | ACCOMPLISHED (3) | EXEMPLARY (4) |
| * Literary Devices
 | * The writer did not include and identify any figures of speech within the poem.
 | * The writer used less than 1 figure of speech.
* The writer identified the figures of speech used though some are incorrectly labeled.
 | * The writer used less than 4 figures of speech.
* The writer identified the figures of speech used and most of them are correctly labeled.
 | * The writer used more than 4 figures of speech and is labeled correctly.
 |
| * Title
 | * Short story lacks title
 | * Short story has a title but has unclear relation to the short story
 | * Short story has a title that relates to the short story
 | * Short story has a title that clearly relates to the short story and interests readers
 |
| * Neatness
 | * Final draft is not neat and looks crumpled.
* There are a lot of erasures.
 | * Final draft is readable and slightly crumpled.
* There are some erasures.
 | * Final draft is readable and neat and no crumpled.
* There are one to two erasures.
 | * Final draft is readable, attractive and neat.
* There are no erasures.
 |
| * Word Choice
 | * Words are not describing and does not allow readers to visualize short story
* Very basic
 | * Some words are descriptive that slightly allow readers to visualize the short story
* More telling than showing
 | * Many words are descriptive, appealing that allows readers to visualize the short story
* Routine and workable
 | * Words are descriptive and appeals to the reader that allows for visualizing the short story
* Paints a strong, clear picture in the mind of the reader
 |
| * Effort
 | * The work of the writer lacks understanding of the task.
 | * The work of the writer demonstrates some understanding of the task.
 | * The work of the writer demonstrates an understanding of the task.
 | * The work of the writer demonstrates complete understanding of the assignment and goes beyond the requirements.
 |
| * Language conventions (spelling, grammar, punctuation)
 | * Short story contains frequent and numerous errors in spelling, grammar and punctuation that interferes with the understanding of readers.
 | * Short story contains many errors in spelling, grammar, and punctuation that may interfere with the understanding of readers.
 | * Short story contains few errors in spelling, grammar, and punctuation that do not interfere with the understanding of readers.
 | * Short story contains no errors that interfere with the understanding of readers.
 |
| * Organization of events
 | * Ideas and scenes seem to be randomly arranged
 | * The story is a little hard to follow and transitions are sometimes not clear
 | * The story is well-organized.
* One event seems out of place.
* Clear transitions are used.
 | * The story is very well-organized.
* Events follow in a chronological order with clear transitions.
 |
| * Creativity
 | * There is little evidence of creativity in the story.
* The writer does not seem to have used much imagination.
 | * The story contains a few creative details, but they distract from the story.
* The writer tried to use his/ her imagination.
 | * The story contains a few creative details and/or descriptions that contribute to enjoyment of readers.
* The author used his/her imagination.
 | * The story contains many creative details and/or descriptions that contribute to the enjoyment of readers.
* The author used his/her imagination clearly.
 |

Rubric for Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA | BEGINNING (1) | DEVELOPING (2) | PROFICIENT (3) | MASTERY (4) |
| * Content
 | * Paper lacks focus or relevance
* Contains many fact errors
 | * Paper is slightly focus
* Contains some fact errors
 | * Paper is adequately focused
* Text is generally relevant and accurate
 | * Paper is tightly focused
* Text contains relevant information with no fact errors
 |
| * Appropriateness
 | * Poor phrasing or word selection
 | * Phrasing or word selection could be improved
 | * Adequate word selection and phrasing throughout
 | * Proper word selection and phrasing throughout
 |
| * Organization of ideas
 | * Ideas are presented in incomprehensible order
 | * Some ideas are not presented in a comprehensible order
 | * Most ideas are presented in a comprehensible order
 | * Ideas are presented in a very comprehensible order
 |
| * Completeness
 | * Text does not provide adequate depth
* Ideas are unclear
* Text is too short
 | * Text requires additional depth in some parts
* Some ideas are unclear
* Text may be short
 | * Text provides adequate depth
* Ideas are clear
* Text is proper length
 | * Text provides a good depth and detail
* Ideas are very clear
* Text is within specified length
 |
| * Accuracy (grasp of readings)
 | * Paper misrepresents

the ideas,evidence and/orconclusions. Majorinaccuracies. Ordoes not distinguishbetween major ideasand less relevant points. | * Paper represents

the ideas,evidence andconclusionsaccurately butnot sufficiently clearly.Minor inaccuracies. | * Paper represents the

ideas, evidenceand conclusions accurately. | * Paper represents the

ideas, evidenceor conclusions accurately,fairly and eloquently. Shows a firm understandingof the implications of argument(s). |
| * Writing Mechanics
 | * There are many spelling and grammar errors.
* Text is copied.
 | * There are some spelling and grammar errors.
* Some of the text is written in authors’ own words
 | * There are few spelling and grammar errors.
* Text is written in authors’ own words
 | * There are no spelling and grammar errors.
* Text is written in authors’ own words
 |

The following are the assessments for the self and peer:

Peer Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | 5 | 4 | 3 | 2 | 1 |
| * He or she shared insights, opinions, and ideas with the group regarding the task/project/topic.
 |  |  |  |  |  |
| * The ideas, opinions, and insights shared are relevant to the task/project/topic.
 |  |  |  |  |  |
| * The ideas, opinions, and insights shared contributed to the better explanation of the task/project/topic.
 |  |  |  |  |  |
| * He or she behaved well and is open-minded during the sharing and doing of task/project.
 |  |  |  |  |  |
| * He or she contributed to the final output.
 |  |  |  |  |  |

 Total: \_\_\_\_\_\_\_\_\_\_\_\_

Self-Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | 5 | 4 | 3 | 2 | 1 |
| * I shared insights, opinions, and ideas with the group regarding the task/project/topic.
 |  |  |  |  |  |
| * The ideas, opinions, and insights I shared are relevant to the task/project/topic.
 |  |  |  |  |  |
| * The ideas, opinions, and insights I shared contributed to the better explanation of the task/project/topic.
 |  |  |  |  |  |
| * I behaved well and is open-minded during the sharing and doing of task/project.
 |  |  |  |  |  |
| * I contributed to the final output.
 |  |  |  |  |  |

 Total:\_\_\_\_\_\_\_\_\_\_\_\_

**Conclusion**

Philippine Literature is a part of our culture. By reading our literary works from poems to novels, we get to know more of our values and essence of being true Filipinos. In addition, Philippine literature contains elements and themes that are appealing to both young and old, man or woman, and rich or poor. In doing the webquest, you are able to promote our Philippine culture and proudly share it not only to your co-Filipino but also to other races as well.

In making PowerPoint presentation, pamphlets and the Webpage, you were able to assume the roles of researchers, critiques and analysts, web developers, writers, graphic designers, hand editor-in-chiefs. You were able to develop skills such as critical thinking, collaboration and information literacy, which are important in this 21st century.