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Twenty-first century skills are sometimes difficult to define because there has yet to be one set definition that everyone can agree on (Trilling & Fadel, 2012). This lack of consensus sometimes makes effective connections between teaching and relevant technology difficult. Milman and Kilbane have succeeded in getting as close as possible to accomplishing this task though. They have successfully created a roadmap of sorts that can take the reader through the process of planning relevant 21st century instruction from the step of designing instruction through to selecting a type of instruction and appropriate technology tools. Their book, *Teaching Models: Designing Instruction for 21st Century Learners,* could almost be four separate books. The four books would be about 21st century skills, instructional design, teaching models, and appropriate use of technology in the classroom respectively. Although cumbersome at times because of the sheer scope of what they attempt to accomplish, Milman and Kilbane have structured this book in way that makes the relationships of these four topics organized and manageable. The result is a book that helps the reader successfully
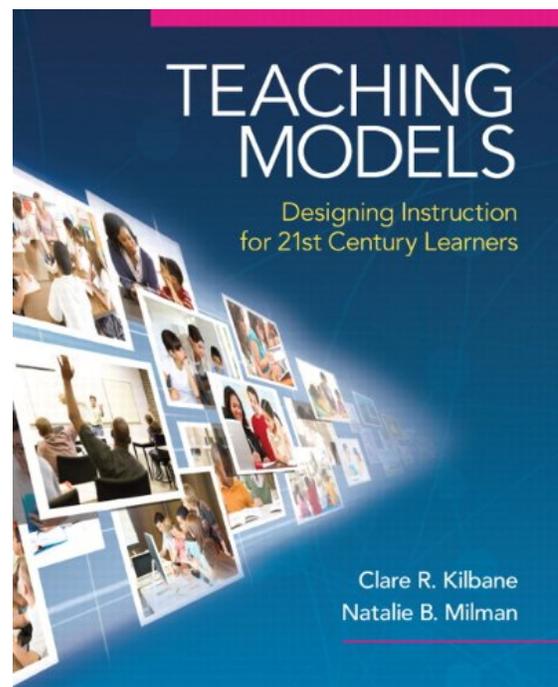
grasp the relationship between these topics in addition to the importance of the topics themselves.

The structure of the book is organized to provide the reader with a base understanding of 21st century skills, instructional design, educational technology, and instructional models. The discussion of 21st century skills is broken down into skill sets similar to those found in relevant texts by Trilling and Fadel (2012) and the Partnership for 21st Century Skills (2011). These skills have been identified as essential for success in today's global workforce (Velez, 2012). Corporate leaders also consistently identify these skills as lacking in many students entering the present day workforce (Banta, 2009). These skill sets, referred to as trends by Milman and Kilbane, are digital technologies, access to information, globalization, equity, and accountability. The trends laid out by the authors are an effective blend of the skills asserted by Trilling and Fadel (2012) and Partnership for 21st Century Skills (2011). The authors then build off this foundation to discuss the use of instructional models and appropriate selection of relevant and effective educational technology integrations. I found this section of the book to be on target for expressing the importance of 21st century skills and steering the reader away from common misunderstandings that arise related to the topic.

The authors begin the book by describing what a 21st century learner should be. They use this description as a stepping-stone to providing an operational definition for 21st century skills and its components. They draw on the seminal sources created by the International Society for Technology in Education (ISTE) in the National Educational Technology Standards (2011), the Partnership for 21st Century Skills (2008), and Churches' revised Bloom's Taxonomy model (2008). In this section of the book, the concept of 21st century skills is broken down and described in a way that will take the reader beyond the common misconception of 21st century skills being just about effective technology use (Fischer, 2011). Milman and Kilbane explain the importance of 21st century skills in an effective manner that illustrates their significance and full scope.

Milman and Kilbane then proceed to discuss mainstream instructional design models, focusing on the ADDIE instructional design model and the Understanding by Design model created by Wiggins and McTighe. In addition to explaining the instructional design models, Milman and Kilbane also explain the importance of using instructional design as part of the planning process. This was interesting because I have often seen teachers fail to see the importance of engaging in formal instructional design when planning instruction. I, unfortunately, often see teachers choose teaching methods and educational technology resources somewhat randomly rather than methodically. The result is often less than optimal results when technology is chosen at random (Roblyer & Doering, 2010).

The last section of the book goes through 10 instructional models methodically. The models discussed are Direct Instruction, the Concept Attainment model, Concept Development model, Inductive model, Vocabulary Acquisition model, Inquiry model, Problem-Based Learning model, Cooperative Learning model, the Integrative model, and the Socratic Seminar model. This was done by providing a case example of each model before providing background and relevant information. Each chapter finishes off with a discussion of best practices and relevant technology. The repetitive format of the chapters can get tedious after a while, but I feel that this was necessary in order to provide clarity and to make the content manageable.

The book finishes off with five appendices including one with several take-aways including graphic organizers that clarify many of the concepts discussed in the book and matrices that do a great job at breaking the instructional models into a simpler form for presentation. The book also includes graphic organizers for use in the classroom. These graphic organizer templates are a particularly good resource for a teacher. However, a teacher would most likely be better off recreating a given graphic organizer and modifying it to better suit their needs as needed.

Teaching Models: Designing Instruction for 21ˢᵗ Century Learners is a book that achieves what the authors set out to accomplish. It takes several

separate but relevant topics in education and helps the reader understand the topics themselves and the relationship between them. One possible point of confusion is the similarity in terminology between instructional design models and instructional models. A seasoned educator should be familiar with the difference between these terms, but it would be good practice for a professor using this book in a class to clarify the difference to their students. I would not necessarily recommend attempting to read the book cover to cover sequentially. However, this book would be a great choice for use in relevant courses where it could be assigned in sections for reading or used as a reference book. Possible courses could include methods, curriculum and instruction, and educational technology classes. I would not limit possible classes to only these courses. I would recommend it as a possibility for professors to review when seeking out possible texts for their classes.

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