



Erasmus +, KA2: Strategic Partnerships,  
Project: „The system of support for academic  
teachers in process of shaping soft skills of their  
student”  
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## **Module 4: Critical thinking**

### **Topic 4.3: Approaches to teaching critical thinking**

#### **Video lesson**

- <https://youtu.be/3LShwEED10o>

#### **Reading material**

- Introductory text
- Examples of critical thinking exercises in a classroom

# HOW TO TEACH CRITICAL THINKING - METHODS

## INTRODUCTION

Support of adopting critical thinking as education is ideal for: (1) Respect for persons requires that schools and teachers' honour students' demands for reasons and explanations, deal with students honestly, and recognize the need to confront students' independent judgment; (2) Education has the task of preparing children to be successful adults; (3) Education should initiate children into the rational fields, and (4) Education should prepare children to become democratic citizens.

## 3-2-1 AND JIGSAW

Students write about 3 things they learned in the lecture, (2) 2 things they found particularly interesting from the lecture and (3) 1 question they still have about the lecture content. In a Jigsaw, students work in small groups to develop knowledge about a given topic before teaching what they have learned to another group.

## ACTIVE READING DOCUMENTS (ARD)

ARD are carefully prepared forms that guide students through the process of critical and careful reading. It leads students through knowledge retrieval and comprehension since students must access and make sense of the new information to complete the document. Students can read at more sophisticated levels of comprehension and critical analysis. ARDs also provide teachers with an artefact that can be evaluated and count toward the course grade.

## FACT OR OPINION

It encourages students to critically evaluate information by questioning what they read. This technique provides students with opportunities to critically question what they read or hear. Fact or Opinion helps students to become critical readers and to construct arguments when informed proponents or opposing points of view are not available. It provides students with the opportunity to see their responsibility to actively participate as they read. This also allows students to evaluate an author's thesis, reasons, and evidence, which helps them become better learners over time.

## UPDATE YOUR CLASSMATE

Update Your Classmate is a short writing activity where students explain what they learned in a previous class session to set the stage for new learning. This helps students recall foundational knowledge by activating their schemata on the topic as well as by rehearsing information. It also has students think critically about why the information will be important and asks them to make predictions and create connections between concepts.

## SUPPORT A STATEMENT

In Support a Statement, the instructor provides students with a provocative statement and prompts them to locate details, examples, or data in their lecture notes or a reading assignment to support the statement.

## INVITATION TO THE TOPIC

Please, watch the video we included and read the suggested article as well as the recommended worksheets in the next section. You can also look at the PowerPoint presentation. After that, you are invited to participate in the forum, where we would like you to share your ideas and experiences on creative teaching.



CRITICAL THINKING EXERCISE (IDEA: ALENKA GRMEK)

Content	Description
Skill category	Critical Thinking
Other soft skills to gain or strengthen in students	Critical thinking, respect for different opinions, better understanding of the problem, more objective view of the problem, possible change of views, opinions, attitudes
Learning activities that enable the acquisition or strengthening of skills	Listening and actively engaging in a discussion within small group in dealing with the topic of sales or sellers. Giving opinions on the question of whether sales is an art or can be learned and whether good sellers are born or whether sales competences can be developed through learning and practice
The objective of learning activities in terms of teaching soft skills	Development of critical thinking in the case of sales and salespeople. Understand that sales are not a sequence of occasional and unplanned activities and that sales skills need to be upgraded and developed in a meaningful way
Work format	Exchange of views within the Group
Teaching methods used	Discussion in a small group led by the subject
Time of implementation of the activity	30 minutes
Accessories used	ICT, in remote execution
Activity implementation steps	The lecturer presents the content, defines the sale, asks the students a question.
Implementation guidance, special advice and warnings	At the next implementation, I would try to use a worksheet, where students give opinions for or against the claim that selling is an art or that salespeople are born. I could give opinions for or against also writing on a whiteboard.

Additional idea: FACT vs. OPINION, ARGUMENTATION

Each student writes 2 statements for opinion and 2 statements for facts. Write the claims in the table, in the Claims column. Classmates guess whether it is a fact or an opinion.

Form of work: Doubles, group discussion

We cite five arguments as an example. Make an argument that represents an opinion, argue with arguments that indicate your agreement (FOR arguments) and those that imply your disagreement (AGAINST).

In the table, indicate whether it is a fact or an opinion.

Claim	Fact	Opinion	
		Arguments FOR	Arguments AGAINST
Only extroverted people can be successful in sales.			
Good salespeople are born.			
It is easier to sell during the boom period than during the recession.			
It is easier to keep an existing customer than to get a new one.			
The sales quota is a sales target set e.g. for an individual sales representative.			

CRITICAL THINKING EXERCISE (IDEA: ALENKA GRMEK)

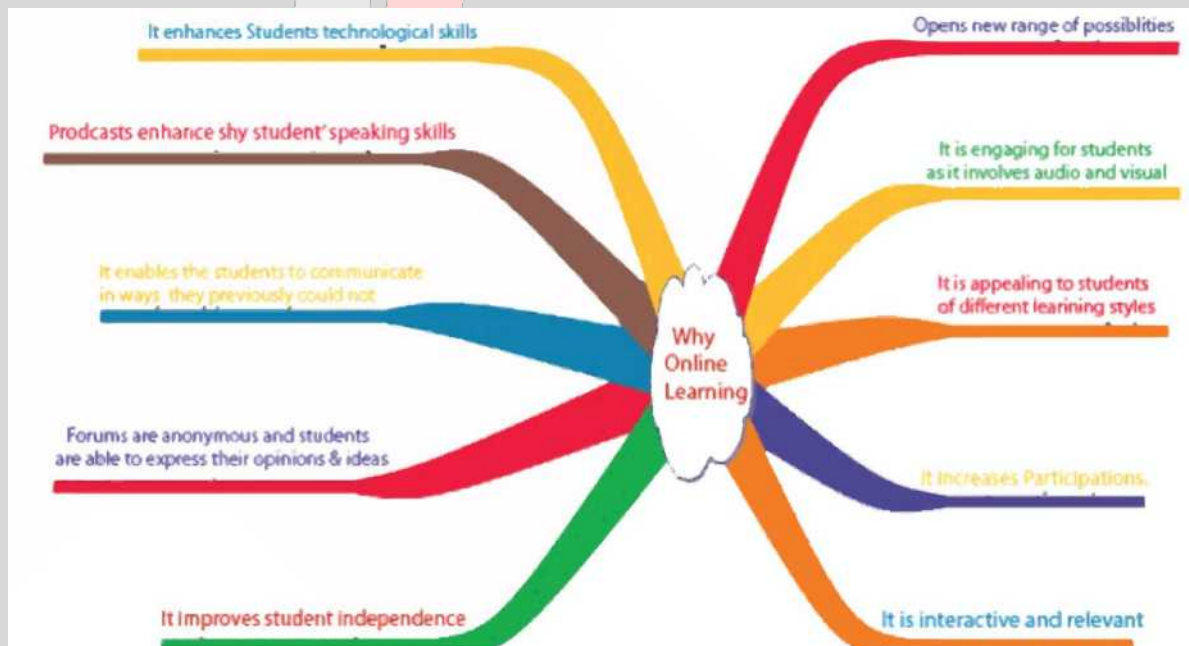
Content	Description
Skill category	Critical Thinking, Teamwork
Other soft skills to gain or strengthen in students	Critical thinking
Learning activities that enable the acquisition or strengthening of skills	Repetition and consolidation
The objective of learning activities in terms of teaching soft skills	Development of critical thinking in the case of dealing with a sales cycle or sales process
Work format	Individual work, exchange of views within the group
Teaching methods used	Method 3 2 1
Time of implementation of the activity	15 minutes + 15 minutes
Accessories used	ICT
Activity implementation steps	The student writes about three things he learned during the lecture, two things that were particularly interesting in the lecture, about one question he still has about the subject. Students also compare the sales cycle and the sales process and find differences.
Implementation guidance, special advice and warnings	In the case of written reporting, it may be helpful to prepare a tabular or graphic template for entering claims, questions. The exchange of views within the group also paid off.

CRITICAL THINKING EXERCISE (IDEA: VLASTA LEBAN)

Content	Description
Skill category	Critical Thinking
Other soft skills to gain or strengthen in students	Critical thinking
Learning activities that enable the acquisition or strengthening of skills	Study of attached infographics, expression of opinion, comparison of opinions expressed
The objective of learning activities in terms of teaching soft skills	Developing critical thinking
Work format	Using the KIALO-EDU discussion platform
Teaching methods used	Presentation, comparison, analysis
Time of implementation of the activity	15-minute activity
Accessories used	KIALO-EDU, infographics* see attached document: SCREEN-SOFT SKILLS-CRITICAL THINKING-LEBAN-ŠCV
Activity implementation steps	Publication of basic discussion argument, review of student publications, joint analysis
Implementation guidance, special advice and warnings	

Annex:

Infographics for KIALO-EDU discussion "online studying is better than traditional education" in English:





# DIFFERENCE:

## ONLINE LEARNING

- USE OF INTERNET
- COMFORT LEVEL
- FLEXIBILITY
- AUDIO AND VIDEO
- SAVES TIME, EFFORT AND MONEY

## CLASSROOM LEARNING

- TRADITIONAL METHOD
- REQUIRES LOTS OF EFFORT
- STRICT RULES AND GUIDELINES
- NEED TO BE PHYSICALLY PRESENT
- REQUIRES MORE TIME AND MONEY

**my college guide**  
The changes keep up with it

### ONLINE CLASSES PROS & CONS

#### PROS

- Flexible scheduling
- Faster completion
- Study anytime
- Login from anywhere
- Access to more colleges
- No commute
- Potentially lower costs
- Accredited programs

#### CONS

- No face-to-face interaction
- Not all majors available
- Increased personal responsibility
- Networking challenges
- Requires self-direction

Screenshots of an online discussion »ONLINE STUDYING IS BETTER THAN TRADITIONAL EDUCATION«:

ONLINE STUDYING IS BETTER THAN TRADITIONAL EDUCATION.

ONLINE STUDYING IS BETTER THAN TRADITIONAL EDUCATION.

Pros	Cons
<p>matejm You can join your classes from almost anywhere</p>	<p>LaraKotnik lack of motivation</p>
<p>Dino Self-discipline and responsibility</p>	<p>MatijaOsojnik Harder to work on your social skills.</p>
<p>LaraKotnik</p>	<p>jakalah</p>
<p>LaraKotnik Developing digital skills</p>	<p>jakalah NO cons Here</p>
<p>anci eLearning is the greener option</p>	<p>Dino More work</p>
<p>Jure_Kotnik You can learn at your own Pace</p>	<p>jernejak the "College Experience" is missing</p>
<p>anzegorsek I can study in pyjama.</p>	<p>Benjamin_H This sucks cuz i cant meet new friends</p>
<p>Maj_Juvan i don't have to deal with that much idiotism overall</p>	<p>anci To long travel time to school</p>
<p>Rok</p>	<p>TimPovodnik</p>

CRITICAL THINKING EXERCISE (IDEA: KATARINA GOSPODARIČ)

Content	Description
<b>Skill category</b>	Critical Thinking
<b>Other soft skills to gain or strengthen in students</b>	ability to make decisions, argumentation, cooperation, communication, conflict resolution
<b>Learning activities that enable the acquisition or strengthening of skills</b>	Students describe and compare images, look for similarities and differences, and argue them. Together, they define and determine the image classification criteria.
<b>The objective of learning activities in terms of teaching soft skills</b>	Students know how to: <ul style="list-style-type: none"> <li>– describe the image in a foreign language,</li> <li>– find and argue similarities and differences,</li> <li>– participate in the group, listen to others, consider the opinions of others,</li> <li>– to argue their own decisions,</li> <li>– express your feelings and interpret the image.</li> </ul>
<b>Work format</b>	Individually, in doubles and groups of 3 or 4 students.
<b>Teaching methods used</b>	Brainstorming ideas, interviewing and discussion, working with images, observing, sensing and feeling
<b>Time of implementation of the activity</b>	45 min, can be arbitrarily extended and adjusted
<b>Accessories used</b>	set of playing cards with artistic images, various pictures and photos

<b>Activity implementation steps</b>	<ol style="list-style-type: none"><li>1. Brainstorming ideas: The teacher, together with the students, makes a thought pattern about manifestations of art in various media. Let us ask the questions: What is art? The same for all or different for everyone?</li><li>2. Comparing images: Each student receives one playing card with an art painting. He is comparing his picture to a picture of a classmate. Together, they find three things they have in common and three things that distinguish them. Then, in each image, they look for one characteristic without which the image would still express the same, and one characteristic that is indispensable.</li><li>3. Sorting pictures: Divide students into groups of three or four. Each group receives three playing cards with art paintings, which they arrange in the following according to a criterion of their choice. Then each group reviews the pictures of the other groups and tries to determine by what criteria they are arranged. Write down the selected criteria. In the end, each group reveals their criterion and the others compare it to their choice.</li></ol> <p>We can repeat the activity several times to arrange all groups of images.</p> <ol style="list-style-type: none"><li>4. Extension of activities: we arrange different pictures or photos on the floor of the classroom so that students can freely view them and choose the one they like the most, interested in or attract attention. Then we ask them the question: Why did this picture choose you? Students think and argue their answers. You can do it in doubles, groups or plenary.</li></ol>
<b>Implementation guidance, special advice and warnings</b>	<p>The activity can be adjusted in different ways, different images and photos can be used. It is suitable for all levels and subjects, regardless of the size of the group of students.</p> <p>Game cards with different images are available in the Amazon store, link: <a href="https://www.amazon.de//en/gp/product/B0002HYPVQ/ref=ppx_yo_dt_b_asin_title_o01_s00?ie=UTF8&amp;psc=1">https://www.amazon.de//en/gp/product/B0002HYPVQ/ref=ppx_yo_dt_b_asin_title_o01_s00?ie=UTF8&amp;psc=1</a></p>


CRITICAL THINKING EXERCISE (IDEA: IVA KAPLAN)

Content	Description
Skill category	Critical thinking
Other soft skills to gain or strengthen in students	Critical thinking, teamwork
Learning activities that enable the acquisition or strengthening of skills	Review the selected print media, determine the ratio of editorial and advertising space, analyse the print media according to the instructions, present, consider the sentence-statement about the media space and argue their opinion on it.
The objective of learning activities in terms of teaching soft skills	Students learn to: <ul style="list-style-type: none"> <li>- to be aware of the print and electronic media space</li> <li>- read the colophon, evaluate the relationship between the editorial space and other content</li> <li>- Find a PR article</li> <li>- take a critical stance towards media coverage</li> <li>- - argue their position on the statement defining the influence of the media</li> </ul>
Work format	Frontal, individual, reporting, conversation, argumentation
Teaching methods used	Introductory frontal presentation of the task and definition of the goals to the public, brainstorming method, planning, organization of materials
Time of implementation of the activity	5 hours
Accessories used	<ul style="list-style-type: none"> <li>- various print media (dailies, weeklies, monthly magazines, periodicals, ...)</li> <li>- list of print public media, worksheets with claims of media influence</li> </ul>

<p><b>Activity implementation steps</b></p>	<ol style="list-style-type: none"> <li>1. Theoretical introduction on the division, meaning and characteristics of public media. Review of print media, everyone gets their own in the analysis.</li> <li>2. By looking at the colophon, they identify the circulation and compare the impact.</li> <li>3. Define the various parameters of their medium and present it.</li> <li>4. Discussion of differences and content, impact, credibility, target audiences. Objective: to promote critical distance and information.</li> <li>5. In the following, they get only one sentence on a piece of paper, for example: Public media have an impact on the occurrence of anorexia with their reporting. Public media influence public opinion by selecting publications. Public media reporting is influenced by advertisers. - Etc.</li> <li>6. Take a position on the sentence and justify it in writing.</li> <li>7. They report in groups and complement each other.</li> <li>8. Bonus is a recognized PR article in its medium.</li> </ol>
<p><b>Implementation guidance, special advice and warnings</b></p>	<p>At all times, it was necessary to maintain a slight balance between encouraging and relaxing the boundaries of the debate and framing in the intended direction. If we want students not to remain silent for fear of being heard and not / accepted of his opinion on the one hand, or the tendency to fall into general criticism on the other, it is necessary to open wide and back in the desired direction. So, to allow open opinions to the limit that is still acceptable for the teacher, maybe a step beyond and then with the instruction to redirect or frame the conversation, content, debate. Such a way also encouraged the quieter students. In critical thinking, it is necessary to prepare an informative basis, but in which direction the students will take their opinions is not in the teacher's complete control.</p>

CRITICAL THINKING EXERCISE (IDEA: IVA KAPLAN)

Content	Description
Skill category	Teamwork
Other soft skills to gain or strengthen in students	Teamwork, argumentation skills, critical thinking
Learning activities that enable the acquisition or strengthening of skills	<ul style="list-style-type: none"> <li>- Individual work with materials</li> <li>- Group work with presentation of materials</li> <li>- Justification of the position allocated</li> <li>- Joint agreement of the groups</li> </ul>
The objective of learning activities in terms of teaching soft skills	Students know how to: <ul style="list-style-type: none"> <li>- Describe the underlying factors of personality</li> <li>- use the knowledge on a case</li> <li>- Find arguments from the theory to justify an opinion</li> <li>- The group shall agree on a joint opinion</li> </ul>
Work format	Working in groups, individual, reporting
Teaching methods used	Introductory frontal presentation of tasks and definitions of public goals, method brainstorming, planning, organization of materials
Time of implementation of the activity	6 hours
Accessories used	<ul style="list-style-type: none"> <li>- Photocopies about personality: heredity factors, environment, their own activity</li> <li>- Worksheets</li> <li>- Stories</li> </ul>



<b>Activity implementation steps</b>	<ol style="list-style-type: none"><li>1. Students are formed into groups of 3</li><li>2. Everyone in the group gets their own personality material, reads it, introduces it to others</li><li>3. Each group gets its own short story about a person (e.g. about a student from a good family who has become addicted)</li><li>4. Each student must defend that his factor is the real reason for the unfolding of a person's destiny (regardless of his own opinion) and write down</li><li>5. They then form a common opinion, identify themselves as a common factor and justify why</li><li>6. Report</li></ol>
<b>Implementation guidance, special advice and warnings</b>	It is necessary to anticipate resistance to tasks that do not have a structured solution. Lots of explanation and encouragement when writing your own opinions.