



## Module 4: Critical thinking

### Topic 4.2: How to teach critical thinking?

#### Introduction to the course

This course was developed within an Erasmus+ KA2 project with the title **The system of support for academic teachers in the process of shaping the soft skills of their students.**

The aim of the project is to develop 4 courses **targeting higher education teachers** as guidance for **embedding soft-skills teaching into regular courses** and curriculum of higher education institutions.

This course is focused on the skills of **creativity, innovation, critical thinking, and teamwork**. It is organized into 5 modules together bringing 75 hours of learning workload. The methods of learning are based on a mix of **self-study, discussions in forums, face-to-face lectures, workshops, and online learning**.

Video: <https://youtu.be/Xs-vnxEfXV0>

#### Module objectives

- To present definitions of critical thinking as well as its importance for today's graduates.
- To present the situation of teaching critical thinking in an educational context.
- To show several practical examples of techniques for teaching critical thinking.

#### About the module

In the module about critical thinking, we talk about the concept and how it could be embedded into regular classes in higher education

The module is divided into 3 lessons with an online learning approach such as forums, video presentations, reading materials, and quizzes. Please follow the directions for studying available in each of the lessons.

After the three lessons, the face-to-face lecture with the workshop will be organized in which the topics of the first three lessons will be discussed in detail.

Topic	Methods/materials	Student activity	Contact hours	Mode
<b>MODULE 4 - CRITICAL THINKING</b>				
About critical thinking	Self-study, video, readings	Forum, quiz	5	Online
How to teach critical thinking?	Self-study, video, readings	Forum, quiz	5	Online
Approaches to teaching critical thinking	Self-study, video, readings, introduction to lecture	Quiz	3	Online
Critical Thinking	Lecture	Workshop	4	Webinar/face-to-face session



## Topic 4.2 Directions for studying

1. Check the introductory video and text.
2. Check the reading material with the video lesson and readings.
3. Try to answer the discussion question and join the forum.
4. Try the quiz and check your knowledge.
5. The contents will be discussed at workshop.

## Topic 4.2 Discussion questions

Please, after watching and reading the above video and reading materials try to answer the below question. You will be able to discuss this issue with your colleagues enrolled in this course by joining the appropriate forum.

- **Have you used and specific approaches to teaching critical thinking? What are your experiences, doubts, suggestions, warnings?**

## Topic 4.2 Workshop

No.	Time needed to execute the activity (minutes)	Contents of the activity	Activity executed	Learning goals/learning outcomes (listing)	Literature and study materials used for study
1	15'	Introduction	Introduction in the module; previous module revised	Participants are aware of the session's contents and goals	
2	30'	The basic concepts of critical thinking	Presentation	Understand the importance of critical thinking for students	<ul style="list-style-type: none"> <li>– Hitchcock, David, "Critical Thinking", The Stanford Encyclopaedia of Philosophy (Fall 2018 Edition), Edward N. Zalta (ed.), URL = &lt;<a href="https://plato.stanford.edu/archives/fall2018/entries/critical-thinking/">https://plato.stanford.edu/archives/fall2018/entries/critical-thinking/</a>&gt;.</li> <li>– Paul, R. and Elder, L. (2010). The Miniature Guide to Critical Thinking Concepts and Tools. Dillon Beach: Foundation for Critical Thinking Press.</li> </ul>
3	30'	The framework of teaching	Presentation and discussion	Understand the Paul-Elder framework of	<ul style="list-style-type: none"> <li>– <a href="https://louisville.edu/ideastoaaction/about/criticalthinking/what">https://louisville.edu/ideastoaaction/about/criticalthinking/what</a></li> </ul>



		critical thinking		critical thinking a	<ul style="list-style-type: none"> <li>– Paul, R. and Elder, L. (2010). The Miniature Guide to Critical Thinking Concepts and Tools. Dillon Beach: Foundation for Critical Thinking Press</li> </ul>
4	30'	How to teach critical thinking	Presentation and discussion	Understand the use of different tools to implement critical thinking in the classroom	<ul style="list-style-type: none"> <li>– <a href="https://plato.stanford.edu/entries/critical-thinking/#Aca">https://plato.stanford.edu/entries/critical-thinking/#Aca</a></li> <li>– Siegel, Harvey, 1988, Educating Reason: Rationality, Critical Thinking, and Education, New York: Routledge.</li> <li>– Cross Academy: <a href="https://kpcrossacademy.com">https://kpcrossacademy.com</a></li> </ul>
5	15'	Break			
6	90'	Workshop	Workshop – using the chosen tool (from the suggested materials)	Learn how to implement chosen tool in the classroom	<ul style="list-style-type: none"> <li>– <a href="https://plato.stanford.edu/entries/critical-thinking/#Aca">https://plato.stanford.edu/entries/critical-thinking/#Aca</a></li> <li>– Siegel, Harvey, 1988, Educating Reason: Rationality, Critical Thinking, and Education, New York: Routledge.</li> <li>– Cross Academy: <a href="https://kpcrossacademy.com">https://kpcrossacademy.com</a></li> </ul>