

Critical Thinking development. Collection of Good Practices

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Electronic version: <http://criticalthinkings.net/products>

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The partners of the project Needs of Critical Thinking (CAT) collected the good practices from their organizations or countries for the development of critical thinking in adult learners. The reader will find inspirations or ready-made scenarios to promote the ability of critical thinking of adults and develop their skills and competences during training events, courses and workshops.



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- **NAZILLI HAYAT BOYU OGRENME DERNEGI**, Turkey

Country /organization	Italy, EduVita
1.	Title: Digital Dangers
2.	Type of the practice: workshop
3.	<p>Objectives of the training event/course/workshop:</p> <p>To help learners develop knowledge and understanding of:</p> <ul style="list-style-type: none"> - Different types of fake news - The dangers of fake news and disinformation, and how they can be used as a form of cyber warfare - The ways in which internet users can be targeted - Different types of individual or personal online dangers - How vulnerable groups can be affected by online dangers - Societal online dangers (e.g. fake news on social media which can influence democratic processes) - How to take responsible action against these dangers - How to deal with these issues and appraise information critically
4.	<p>Description of the practice:</p> <ul style="list-style-type: none"> o What they do? How they do it? For whom? o Why they did it? (needs) <p>1. Introduction, icebreaker: Presentation and discussion. Icebreaker: how are you feeling today? Using Dixit cards /selection of random images.</p> <p>2. Reason for attending course. Experience in the sector. Something they have learnt so far in this training course. Ask group to share their reason for attending course and their experiences in the project topics.</p>

3. Topic 1: Fake news

Understanding Fake News:

- Accusation
- Satire or parody
- Advertising and propaganda
- Photo manipulation
- News Fabrication
- For financial gain
- Disinformation and misinformation
- Correlation between of facticity, intention, types of fake
- News & implications.

4. Topic 2: The impact on the individual and society

- Looking at Covid misinformation
- Role play activity: *Imagine you are at the dinner table with your family. Select one or two people to be pro-conspiracy theories/misinformation. Try to have a family dinner conversation about your different points of view. You can make this as dramatic as you want, it does not need to be resolved quickly and easily, and may not be resolved at all. The idea is to get a feeling of the different emotions, how people can become defensive, how you might try to explain your point of view, how to approach an argument. To make it fun you can include other aspects, such as the food you're eating, other people arriving at the dinner table, family dramas, etc.*

5. Topic 3: Online dangers

- Mix and match activity

On separate pieces of paper, write down the different online dangers (Sexting, Online grooming, Cyber bullying, Sextortion, Cyberstalking,

Phishing) and the different definitions. Mix them all up and then ask participants to match the correct definition to the correct online danger. Once everybody has completed the task, go through the correct answers as a group.

- Sharents
- Trolling
- Self-harm, abuse, dangerous behaviour – Twitter

6. Topic 4: How to appraise information critically

- France 24 video
- EU handout
- Swedish brochure
- Stop sharing
- Exposing fake news

7. Feedback and evaluation

Hand evaluation activity: All participant should draw the outline of their hands. In the left hand, they should write the new things that they learnt in the finger spaces. In the palm space of the left hand, they should write down the things which went well. In the outline of the right hand, in the fingers they should write anything they didn't properly understand, or things which they would have liked to spend more time learning about. In the palm, they should write any improvement which could be made to the session/chapter. Afterwards, all participants should stick their hands on the wall using tape/sticky tack, and the trainer can make some general observations regarding the feedback

- Group discussion

8. Case study

In depth reading of case study in order to understand a real

	<p>example of how somebody has been trolled</p> <ul style="list-style-type: none"> - <i>The personal and professional impact of trolling</i> - <i>Methods used by trolls</i> - <i>The national and international implications of this case study</i> - <i>How to fight against trolls</i> <p>More detailed information about the practice (p. 56-83): https://smiproject.eu/wp-content/uploads/2021/03/SMI-Toolkit_final-1.pdf</p>
5.	<p>Target group addressed: Adult people, parents, seniors</p>
6.	<p>Course duration & follow-up activities, if any:</p> <p>4 hours</p>
7.	<p>Necessary materials/resources:</p> <p>Computer, projector, speakers, pens, paper, flipchart, dixit card or selection of images, case study material</p>
8.	<p>Impact of the practice:</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> - Understand specific terms such as: fake news, disinformation, trolling cyberbullying, cyberstalking, sexting, sextortion, grooming, and phishing - Recognise several significant online dangers, and how they can affect both the individual as well as the whole society - Describe political and social effects of online dangers such as fake news, as well as their larger consequences and implications. - Understand how online dangers can affect vulnerable groups - Distinguish ways to combat online dangers, and should be comfortable taking action, such as reporting abusive behaviour.

	- Know how to appraise information critically
9.	Name of the initiator / trainer Organization: Itaka Training, http://www.itakatraining.org/
C	Website link: https://smiproject.eu/
11.	Social media links: https://www.facebook.com/SocialMediaInclusion

Country /organization	Turkey/Nazhayat
1.	Title: Fake News
2.	Type of the practice: workshop
3.	<p>Objectives of the training:</p> <ul style="list-style-type: none"> - To contribute to the socialization of the participants -Ability to watch web-based news and research fake news
4.	<p>Description of the practice:</p> <p>Step one (45 mnts)</p> <p>Introduction to the topic,info bout fake news ,misinformation and disinformation</p> <p>All learners are introduced each other by their own presentations – interests –targets –expectations ect</p> <ul style="list-style-type: none"> • Give motto : “ If you have one person telling you it’s raining and one person telling you it’s sunny, you do not just quote them both. Instead, you look out the window and find out for yourself which person is telling the truth.’’ <p>Ask for explanation –what we understand –let them make comments to warm up</p> <p>List tips to spot fake news as following:</p> <ol style="list-style-type: none"> 1.Read beyond the headline 2.Consider the source

	<p>3. Check the author/photographer ect</p> <p>4. Check the date</p> <p>5. Check the links/comments</p> <p>6. Evaluate supporting ideas</p> <p>7. think if it is a joke or satire</p> <p>8. Any confirmation bias?</p> <p>9. Conduct a reverse image search</p> <p>10. Think critically (Ask for how to)</p> <p>Step two(45 mnts)</p> <p>Let them turn on their devices and direct them to the link below</p> <ul style="list-style-type: none"> • https://www.proprofs.com/quiz-school/story.php?title=real-vs-fake - Work on the first five images all together by judging if real or fake – let them give their reasons why they think so. - Let them check all images and work in pairs by evaluating/finding out /proofing if they are real or fake - Direct them for an individual test: https://landing.adobe.com/en/na/products/creative-cloud/69308-real-or-photoshop/index.html - Test yourselves explaining clues to your partner using the prompts above <p>Feedback and evaluation</p> <p>Group discussion</p>
5.	Target group addressed: 5 elderly+5 young (minimum)
6.	Course duration & follow-up activities, if any: 45x2:90 mnts workshop activity
7.	Necessary materials/resources: Computer ,Projector

8.	<p>Impact of the practice:</p> <p>By the end of the workshop activity, the learners should be able to:</p> <ol style="list-style-type: none"> 1. Construct a better self confidence 2. Think critically 3. Read the meaning behind images or sentences 4. Check info from different sources 5. Make logical inference 6. Reach the real info 7. Build a positive thinking being of himself/herself
9.	<p>Name of the initiator/trainer</p> <p>Organization: Nazhayat Facilitator: Hasan Yüce ,Rabia Selma Gültekin</p>
C	<p>Website link: -</p>
11.	<p>Social media: -</p>

Country /organization	Poland, Fundacja Pro Scientia Publica
1.	Title: The Digital Identity
2.	Type of the practice: workshop
3.	<p>Objectives of the training:</p> <ul style="list-style-type: none"> - show how to build own representation in social media, digital identity and influence in different areas of life, e.g. professional, personal. - present how to recognise fake profiles and online trolls and how to protect yourself from cheaters. - review how netiquette works, how to use it and what kind of consequences will be if it is not respected
4.	<p>Description of the practice:</p> <p>Introduction to the topic, an Ice breaker to know each participant: Presentation (introduction to the topic, which issues will be discussed) Icebreaker: hands: 1) Counter draw your hand on the card, 2) Sign in with your name or "nickname", 3) "Decorate" the drawing. That it is your business card and can introduce you to other course members.</p> <p>Summary: 4) At the beginning we had a blank page, just like on the Internet, when we do not have profiles on social networking sites. It was up to you what you put on the card, just as it is up to you how much others will know about you through your profile for example on Facebook</p> <p>Digital identity • work in groups • discussion • theoretical part • summary</p> <p>In the middle of the card, we write "digital identity". We brainstorm in groups about our associations with the issue we are dealing with. We write out keywords and connotations all around. Share group results with</p>

others. Questions: • Is this something new? • Is it constantly developing?
• Does it give you more new opportunities, e.g. to adjust our profile on social profiles according to our needs? Questions for reflection/discussion: • Is your profile exactly as you are in real life, it mirrors your identity? • Do you care about your image in the cyber world? • People say that if you don't have "Facebook" you don't exist, what do you think about it? A theoretical presentation about digital identity based on toolkit information

Personal branding

Warming up. 1. We go to <https://creately.com/>. 2. Select "start drawing now". 3. We choose "design" categories 4. Choose the template "Design Thinking Process Example" 5. We create an individual set of associations about personal branding. 6. We share them with the group and discuss them. A theoretical presentation about personal branding based on toolkit information.

Dangers of the Internet

Icebreaker to get to know to the topic Discussion Theoretical part
Teamwork as a summary

Netiquette

Introduction to the topic Theoretical part Duties on the Internet with open discussion Mini game

Case Study: CD Project Red - Cyber Attack

Initial reflection In-depth reading of case study Group discussion Analysis

Feedback and evaluation

Group discussion

5.	Target group addressed: Small group up to 15 people of seniors 60+
6.	Course duration & follow-up activities, if any: one day workshop or two shorter (1,5 hours + 1,5hours)
7.	Necessary materials/resources: Computer Projector Pens Paper Sheets of paper, Marker pens, Presentation Printed sentences from the mini-game, Case study material
8.	<p>Impact of the practice:</p> <p>By the end of the session learners should be able to:</p> <ul style="list-style-type: none"> • recognise the relationship between the digital identity and the identity in real life • create the personal image on the Internet, • learn ways of reacting to a suspicious or dangerous situation, • learn about protect of privacy settings • know the principles of netiquette and be aware of where and how to use it
9.	<p>Name of the initiator/trainer</p> <p>Organization: Fundacja Pro Scientia Publica Facilitator: Martyna Madej, Magdalena Jaworska</p>
C	Website link: https://smiproject.eu/wp-content/uploads/2021/03/SMI-Toolkit_final-1.pdf
11.	Social media links: https://www.facebook.com/SocialMediaInclusion

Country /organization	Slovakia, Univerzita Sv. Cyrila a Metoda v Trnavě
1.	Title: Akadémia kritického myslenia /Academy of Critical Thinking
2.	Type of the practice: workshop
3.	<p>Objectives of the training:</p> <ul style="list-style-type: none"> -Development of basic forms of critical thinking, -to understand all the information in the broadest possible context, - to teach participants to look at things from different angles (testing motives, logical coherence of presented statements, credibility of an evidence, the activity in inferring consequences), - to improve the participants' sense of accuracy, structure and consistency in expression (communication skills). - improving argumentation for searching new solutions, - connecting ideas into meaningful relationships to control thinking and making decisions.
4.	<p>Description of the practice:</p> <ul style="list-style-type: none"> ○ What do they do? How do they do it? For who? People with academic debate experience bringing it to the firms, public, individuals. They provide several courses: <ol style="list-style-type: none"> 1. Workshops for firms and the public sphere and public in general namely: argumentation and borders of human rationality, active listening and reaction skill, negotiation, problem solving, relaxation and regeneration. 2. Workshops in strategic consulting and facilitation. 3. Workshops made-to-measure: debate clubs, public

	<p>speeches, discussion preps</p> <p>4. individual consultations: preparation of arguments for an important meeting</p> <p>Why did they do it? (needs) - Despite it is a business activity, it helps people to better understand and express themselves, improve their critical thinking etc. It is a group of very well skilled and experienced people from various businesses focused on rules in thinking they have been examining for years in various fields of human activities. Their goal is to make people more certain in their thinking, communication and making decisions.</p>
5.	Target group addressed: adults
6.	Course duration & follow-up activities, if any: depends on the workshop (from 1 - 2 days)
7.	Necessary materials/resources: not known .
8.	Impact of the practice: improving argumentation and communication skills.
9.	Name of the initiator / trainer Organization: Facilitator: https://kritickemyslenie.sk/o-nas/
C	Website link: https://kritickemyslenie.sk/
11.	Social media links: https://www.facebook.com/akademiakritickehomyslenia

Country /organization	Právě teď! o.p.s., Czech Republic
1.	Title: How our brains is misleading us and how not get fooled
2.	Type of the practice: - workshop
3.	Objectives of the training: - inform participants about cognitive biases and functioning of the brain (heuristics) - demonstrate obvious biases that are happening to us - inform that world has improved in many ways - explain what is critical thinking and make some exercises
4.	Description of the practice: <ul style="list-style-type: none"> ○ What they do? How they do it? For who? <ul style="list-style-type: none"> - The workshop has three thematic phases. <ul style="list-style-type: none"> 1. Description of cognitive biases and thinking fast and slow <ul style="list-style-type: none"> a) explaining what means thinking fast and slow → fast tend to have errors (cognitive biases) b) demonstrating cognitive biases when possible and then describing it (amount 7 +/- 2 ideally) - for example Optimism bias - when people were projecting Sydney Opera House how much time and money they expected to use → And how long did it take? How much money did it cost? Let them guess. It was much more! - here can show even anchoring bias 2. Assessing the test from factfulness

- a) assessing the test from a book Factfulness
- b) explaining the aim of this test and that almost everybody has low scores, even well educated people. And that there is a one bias that probably distorted our thinking, let them guess which one
- c) reveal the right answers and ask about scores
- d) discussing the answers and explain in details about single cases (explain the difference between extreme poverty and poverty and that for us it might seem same but is a noticeable difference for people who are living in this conditions)

3. Explaining what critical thinking is

- a) explaining what critical thinking and differentiating from criticism (negative point of view and searching for mistakes and errors)
- b) discussion what people need to be think more critically, how it happend
- c) stressing the important of asking a questions (even stupid ones) → this is the way how we learn and even if they cannot be definitely asking is a good answer → it moves us forward to make another question→ it a process
- d) Find controversial situations or statement and **practice making questions and suggesting more options of explanation** → for example false causality : I recommend to take an obvious example and not delicate (for example eating ice cream causes drowning and [here](#) is a graph that shows it)

IMPORTANT NOTE: In this course some people may feel bad and stupid, it is important to say, **that it is normal** and it is caused by the brain and it's functionality. **Everybody has it** and it is ok to have biases in unimportant decisions. The reason why we show it is to prevent important decisions from these biases.

5.	Target group addressed: Implemented in smaller groups (10-15 people) of people in each adult age
6.	Course duration & follow-up activities, if any: - one day workshop or two shorter (3 hours + 3hours)
7.	Necessary materials/resources: - Paper & pen - Knowledge of these books (Thinking fast and slow - D. Kahneman, Factfulness - H. Rosling) - websites: - https://www.gapminder.org/ - https://en.wikipedia.org/wiki/List_of_cognitive_biases
8.	Impact of the practice: - gaining knowledge and experience of cognitive biases - experience of how our beliefs influence our guessing and predicting skills - understanding the role of critical thinking in human lives
9.	Name of the initiator / trainer Organization: Právě teď! o.p.s. Facilitator: Denisa Zábranská, Hana Čepová
C	Website link: https://pravetedops.cz/
11.	Social media links: https://www.facebook.com/prave.ted.ops