

Toolkit 1 - Learning Unit 2 Post-Intervention

Activities Critical Thinking



Training

Activity 2 Methods of critical thinking

Brainstorming

We most often use this method at the stage of evocation or reflection. It is an activity during which we write down everything we know about the issue or think we know about the topic. We can also ask questions that we want to get an answer to. The activity is limited in time – it should not exceed an hour, but it always depends on the topic. For some topics, even 5-10 minutes may be enough time. Pair brainstorming is suitable, which is suitable for those who are afraid to express themselves in a larger group. There may be an indirect strengthening of self-confidence and confidence. It can be one of the workouts for subsequent calls in front of a larger group of people.

At the end of the activity, we invite the individual couples to always communicate some knowledge that we record until new perspectives on the situation cease to appear. It is not advisable to comment on the findings right away, we can return to the individual findings only at the end of the lesson of the meeting after a more detailed study of the topic, when we will already be able to confirm or refute some of the findings.

The brainstorming method is a suitable method for the initial phase of solving a new issue. If we're talking about a topic we don't know much about, we'll include a paired brainstorming first, which usually helps because two people put together more knowledge and ideas. The task of the brainstorming supervisor is only to write down the data on the board, not to comment on it in any way. The method develops learning competences, communicative competences and social and





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personal competences. In this way, information is sorted, put things into context, they connect knowledge from different educational areas, formulate and express their thoughts and opinions, listen to other people's speeches, cooperate effectively and contribute to discussion in a small group.

Mind map

Steps to create a mind map:

1. Write a basic word or expression up or in the middle of a sheet of paper, a whiteboard.
2. Start writing words or expressions that they come up with in connection with the chosen topic. In addition to concepts, we can also write down the questions that have arisen and have not yet been answered.
3. As we write down our thoughts, we will also draw the connections between them that seem appropriate.
4. Pupils should write down everything, all the thoughts, how much they will come up with until the time runs out or the subject is exhausted.

Rules:

1. Write down everything you can think of. Don't rate ideas, just write them down.
2. Don't worry about spelling or other writing limitations.
3. Write until all the allotted time has elapsed.
4. If you don't know how to proceed, draw on paper for a while until you come up with something again.
5. Make as many connections as possible. Don't limit the amount of ideas or the flow of ideas and connections.



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A mind map is a good method to sort out information, to become aware of what we already know about a topic, what is related to what, how things relate to each other. In particular, the method develops learning competences as it uses appropriate ways, methods and strategies for learning, sorts information, connects and systematizes it, puts things in context, compares, evaluates. Subsequently, communicative competences are developed; as part of working with the mind map is its interpretation, that is, the ideas have to be explained, interpreted again from the key words, now coherently in complete sentences. Concise, coherent and comprehensible expression is practiced.

8. 9 System of marks I.N.S.E.R.T.

I	interactive
N	noting
S	system for
E	effective
R	reading and
T	thinking

The authors of this method are Vaughan, J. L. and Estes, T. H. (in Steel, Meredith, Temple, and Walter, 1977, p. 8). The method is used in the awareness stage and then in the reflection stage. For the awareness of meaning stage, we are introduced to a system of markers that can be used to indicate different information in the text:

- "" - a pipe where they have encountered information in the text that confirms what they already knew



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- " - " - a minus where they encounter information in the text that contradicts what they thought they knew
- " + " - plus where they have encountered interesting new information in the text
- " ? " - a question mark where they did not understand something in the text or where they would have liked more information

As we read the selected text, we make appropriate marks around the edge of the paper where we think it is important. In the reflection stage, they then create a table in which they record three or four items under each mark, each category of information.

This method is useful when we want to read the text carefully, to perceive it and reflect on it. This way, too, we will remember more of it. It can be interesting to work in pairs, where we come into contact with the fact that the view of what information is important may be different. In particular, the I.N.S.E.R.T. the method develops learning competence, the ability to sort information, to be aware of what knowledge is new, what we did not understand, what we need to learn. They connect knowledge from different educational areas and create a more comprehensive view of things.

Find a professional text, in your area of interest, and try it out in practice!

Source: Steel, J. L., Meredith, K. S., Temple, Ch. (1997)



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