



MANUAL FOR TRAINING NEW EDUCATORS

ERASMUS+ KA2 PROJECT „NEW EDUCATION WITH SUCCESS“ (NEWS)



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1. How to use this handbook?

The project NEWS – New Education with Success

The project NEWS – New Education with Success aims to present innovative methodological ways in which adult educators can promote critical thinking among their participants, in general and specifically in courses on media education, ICT and language learning. It also aims at the inclusion and reintegration of young people into the labour market by qualifying them as competent adult educators.

The objective of the project is to enable adult educators and trainers to provide better and more targeted services through the use of tools implemented in the project.

In order to achieve these, the project implements the following three results and outputs:

1. **Adult Education Needs Survey:** A survey on the current and future needs of adult educators was conducted in each partner country and used as a basis for all further considerations.
2. **Methodology: General methodology - critical thinking:** The main intellectual output is the development of a new efficient methodology and curriculum with an application of critical thinking in general as a basis for further specification in media education, ICT and foreign language education.
3. **Handbook for the training of new educators:** This intellectual output focuses on the training of the new educators. This training needs personnel who can train the new adult educators about teaching in all its facets. The manual provides guidance and structure for this, focusing on the NEWS Methodology.

This project provides a valuable resource for training those ...

- who have specialist knowledge that they would like to pass on, but who do not have didactic and methodological knowledge;
- who are starting their job as adult educators and want to acquire the necessary knowledge;
- who are interested in new methodological approaches and would like to continue their training;
- who need to refresh their methodological knowledge in adult education and adapt it to the demands of our time;

Both the curriculum and the manual were **tested, discussed and evaluated** in training activities with experts from all partner countries within the project period. Thus, the practical relevance and direct usability of the materials is not only aspired by the project consortium, but actually tested and implemented.

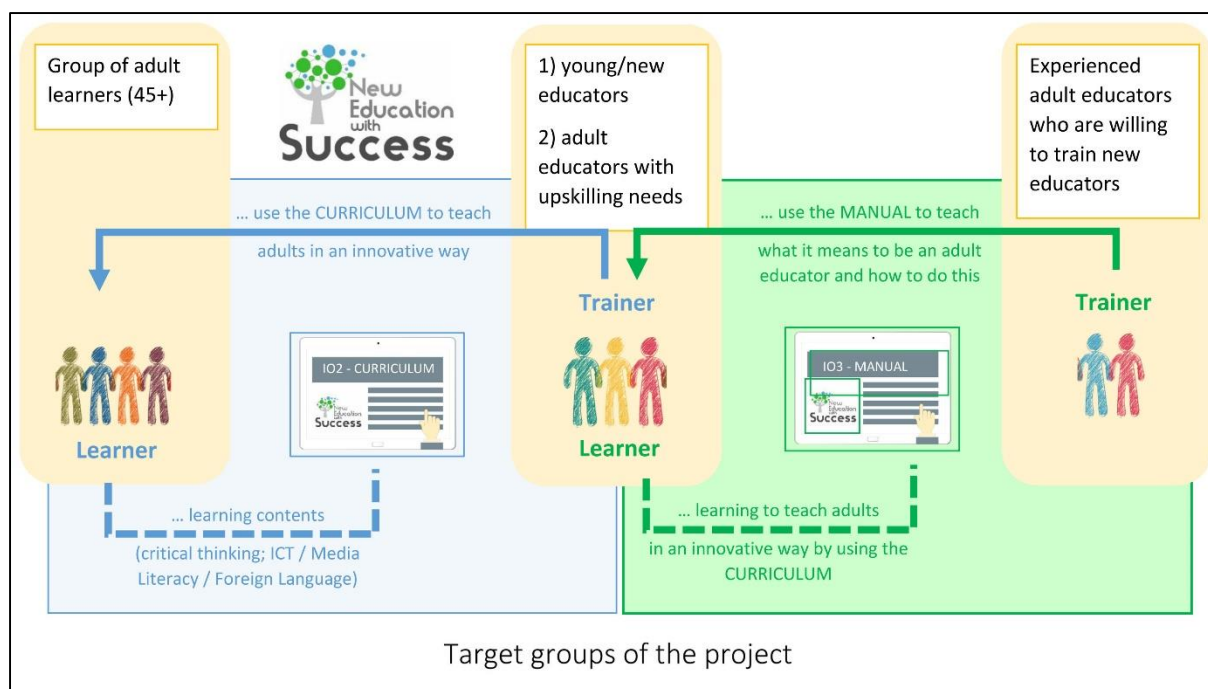
What is this manual about?

This manual is the basis for the education and training of adult educators. On the one hand, new adult educators can be taught how to work with adult learners. On the other hand, people who are already active in adult education can be supported to refresh and expand their methodological knowledge.



For this training we need you: experienced adult educators, wanting to teach others how to use the NEWS methodology and curriculum, while sharing your experience and insights from practice.

Let us first take a **closer look at the target groups** for whom the material has been designed before explaining the content of this manual.



You, the experienced adult educators who are willing to train and retrain others for this field of work, are the users of the manual. It is intended to serve as a working basis for you to be able to conduct appropriate workshops as **TRAINERS**. You can use the manual to teach what it means to be an adult educator and how to teach adults in an innovative way.

Your **LEARNERS**, as explained above, can be people who want to enter adult education as trainers or who want to refresh and update their methodological knowledge. Later, as **TRAINERS**, they will be able to use their new competences and the NEWS curriculum to work in groups with adult **LEARNERS**.

What does this manual contain in detail? It aims to ...

- familiarise new adult educators with teaching adult learners
- introduce trainers to the critical thinking approach
- Introduce trainers to the use and application of the NEWS curriculum

Therefore, you will find a systematic preparation of all contents, so that you can prepare your workshops directly and at the same time compile them individually. The following topics are included:

Why critical thinking in adult education?

What is critical thinking? Why is critical thinking so important? Why should we want trainees to improve and practice critical thinking? How to teach critical thinking?

Basics of adult education – What does it mean to be an adult educator?

Target group: Adults. Dynamics of groups. Key competences in adult education.



Concept & Structure of a lesson and a course – How do I plan my lesson?

Phases of a lesson. Course structure of the NEWS curriculum.

Implementation & Personality – How do I conduct my lesson?

Teaching and learning methods in the NEWS curriculum. How to choose the “right” method?

Conclusion & reflection – How do I end and evaluate my lesson?

Why reflection? Methods of feedback and evaluation

All sections contain theoretical inputs, concrete exercises and activities as well as a chapter with further resources and helpful tools. The last section of the manual differs from the previous ones in that we have compiled here the projects, approaches and ideas of other adult educators:

How do other teachers implement critical thinking in their activities?

Transnational collection of good practices

If you already know the NEWS curriculum, you will have noticed that some of the headings and topics are the same. Of course, this is in the nature of things: since the manual is about teaching the NEWS approach, the basic topics - specifically the approach of critical thinking and its implementation in adult education - are also relevant here. Only if your learners are able to apply critical thinking themselves, they can methodically integrate it into their future activities as adult educators. That is why we decided to include here all those parts (theoretical input as well as practical activities) from the curriculum that have exactly that aim: to learn what critical thinking means, how we can benefit from it and how we (can) apply it in everyday life. In other words, you use the exercises and activities with your learners that they later use with their learners. Not only do they engage with the content, but at the same time they experience how the activities can be implemented and how it “feels” to do them.

How to use the handbook for your course?

In this manual you will not find a complete syllabus for a course. Rather, it is a systematic compilation of the above content with theoretical inputs and practical exercises in such a way that you can put it together and implement it in the way that best suits your offering. The materials can be implemented from start to finish as a continuous course, for example to provide young scientists with the methodological knowledge to enter the professional field of adult education. They can also be used in a modular way and integrated into a course, for example as part of a further training course on current methods and approaches in adult education.

You are free to use the material as you need it. We assume that as an experienced trainer we do not need to tell you how to organise a course, how to set it up and how to deal with adult learners. The focus is rather on presenting and offering you materials, ideas and activities to work with. So in each thematic section of the manual you will find ...

... Theoretical input: We briefly introduce what this section is about, what introductory and explanatory materials are available and where you can find them. This theoretical input can be used for your own preparation, so that you can quickly familiarise yourself with the topic again. On the other hand, you can also use it in the course so that the learners deal with a specific aspect, perhaps prepare for it independently or discuss it together.

... Activities: Here exercises are described that are suitable for this section. The way the activities are embedded, for example as an introductory, in-depth, analytical, reflective exercise, is only a suggestion - you can of course adapt the activities and adjust them to the learning objectives of your group. Many of the activities presented can be found in the curriculum in a very similar form, and some have been developed for this manual.



... **Resources and Tools** as a collection of further articles, supplementary materials and useful tools, again useful for yourself and your preparation as well as for your learners, their engagement with the topic and the implementation of their own future courses. The compilations include resources in English as well as in the national languages of our partner countries.

To use the NEWS approach effectively and purposefully, we recommend that you organise your course in a similar way to how we have structured the modules of our curriculum. In this way, the learners in turn EXPERIENCE for themselves what they will later be expected to APPLY.

The modules of the NEWS curriculum follow a methodological approach of levels, i.e., activities are realized in mutually connected and successive steps. They are organized from the least demanding to those which involve more complicated thought processes and they are based on the revised Bloom's taxonomy and Fink's taxonomy as well as other educational approaches and methods.

The structure of the modules is like this:

STEP 1: Starter

1. Activity: Lead in

STEP 2: Modeling

2. Activity: Input (*know*)

STEP 3: Practicing

3. Activity: (*understand*)
4. Activity: (*apply*)
5. Activity: (*analyse*)

STEP 4: Evaluating and providing feedback

6. Activity: Output (*evaluate and create*)
7. Activity: Summarize

You can find more about these four steps and the activities, their function and design in the **General Methodology, p. 15ff.**

One more thing to conclude this introduction. A very essential and important content for the training of new and the further education of long-established adult educators has hardly been mentioned so far: **Your experience**. We rely on it in two ways. Firstly, we hope that thanks to your teaching experience our approach and ideas will be carried forward in the best possible way and find a practical implementation. Secondly, we hope that you will bring your wealth of experience to the course and share it with the participants. Not patronising or as the only right way - that would be very counterproductive if we want to foster critical thinking. Rather, as a stimulus, inspiration, starting point for discussion, case studies, broadening horizons, anecdotes ... or whatever these stories are suited for in your experience. Thank you very much.



2. Why critical thinking in adult education?

What is critical thinking?

THEORETICAL INPUT

Critical thinking is a much-used term these days - in a wide variety of contexts and settings. Often, we only have a vague idea in our heads of what it means. However, to be able to convey to others what it means to think critically and how it becomes part of (everyday) life, a real engagement with the concept is necessary. So this section is about ...

- How is "critical thinking" defined?
- What understanding of "critical thinking" is used here?
- What skills constitute critical thinking?

Read more here: General Methodology: What is critical thinking; p. 4f.
General Methodology: Critical thinking in real life / Critical thinking in adult education; p. 38f.

ACTIVITIES

WHAT IS CRITICAL THINKING?	
This activity is an introductory one. It is supposed to identify the beliefs and opinions of trainees in terms of critical thinking. The applied method - mind mapping, will involve all the participants and enhance discussion and collaboration.	
Proposed to use as	Lead in
Objectives	... to identify typical features of critical thinking ... to express the own understanding of critical thinking ... to create an own definition of critical thinking
Methods	frontal explanation, brainstorming, mind map creation
Improved critical thinking skills	expressing opinions, discussion skills, active listening
Duration	10 minutes
Material	a whiteboard and markers



PROCEDURE

Lead in Each journey, also the journey of learning, needs a map. In this case, we will together prepare a mind map of our central term - critical thinking. Have you ever heard about mind maps or possibly created one?

Ask & motivate What are your associations with critical thinking?

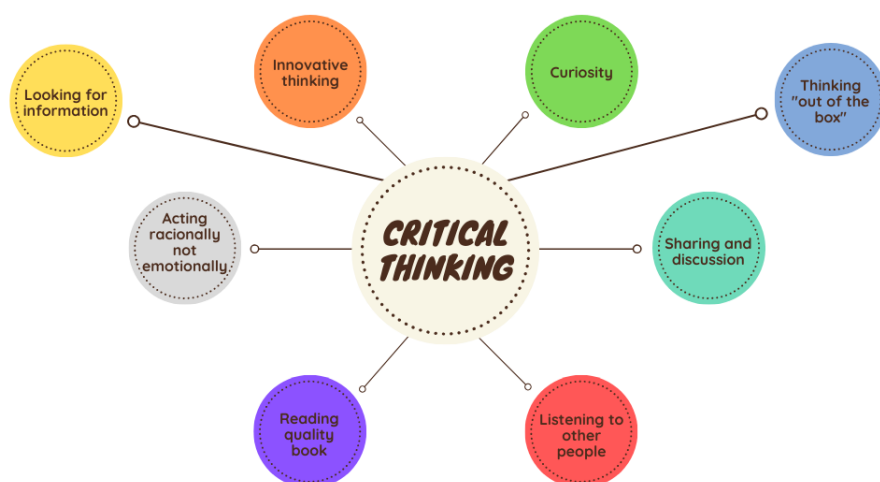
Give instructions

- ▲ As a group, we are going to create a mind map.
- ▲ Think of any associations you have with the term of critical thinking. The teacher will complete the mind map on the whiteboard.
- ▲ Based on the brainstorming – the mind map we have created today, write down your definition of critical thinking and read it.

Make reflections Are you satisfied with all your ideas? Would you improve the mind map in any way?

Conclusion The mind map we have just created is a starting point of our fascinating journey into the topic of critical thinking. It will certainly help us discover new ideas, share opinions and acquire practical skills!

The mind map can look like the following example, but the number of “bubbles” or branches would depend on students’ ideas



Also used

... in General Module, Trainer Toolkit 2.2.1



CRITICAL THINKING – WHAT DOES IT MEAN IN REAL LIFE?

This activity is supposed to demonstrate what exactly we know about critical thinking and its usage in everyday life. It can provide the trainee with time and space for reflection on his/her skills and abilities to think critically.

Proposed to use as Input / in-depth

Objectives ... to identify substantial features of critical thinking
... to identify how critical thinking skills are applied in the own life
... to reflect on the own skills and abilities
... to share ideas with a fellow trainee

Methods frontal explanation, group discussion, pair work

Improved critical thinking skills expressing opinions, recognizing patterns, self-reflection

Duration 15 minutes

Material a whiteboard and markers

PROCEDURE

Lead in Critical thinking may sound abstract, but it is a highly practical skill, which can improve our life considerably. Now we will focus on critical thinking in everyday life.

Ask & motivate What are your associations with critical thinking?

Give instructions

- In pairs, we are going to think about typical critical thinking skills (Task 1). Study the chart with the list of skills, activities and characteristics of critical thinking in your worksheet.
- Work in pairs. Decide which of the skills and characteristics are typical of you. Underline them.
- Give examples of how they are manifested in everyday life. Share your ideas with your partner in pairs.



<p>To have my personal budget under control</p> <p>To be tolerant</p> <p>An ability to give proper reasons</p> <p>To think independently</p> <p>To distinguish between facts and opinions</p> <p>To know how to dress appropriately for a situation or an event.</p>	
<p>. To know a lot and to have extensive knowledge</p> <p>Always know how to react quickly</p> <p>To be modest and to admit own mistakes</p> <p>To be eloquent and witty</p> <p>An ability to evaluate obtained information</p> <p>An ability to listen attentively</p> <p>To know how to drive a car.</p>	
Make reflections	<p>Which new facts did you learn about critical thinking in everyday situations?</p> <p>Study the underlined skills and abilities again. Which new critical thinking skills and abilities would you add to the table (Task 2) now?</p>
Conclusion	<p>We had the opportunity to see that there are many ways of how critical thinking can be manifested in our everyday life. The following classes will undoubtedly confirm that critical thinking is one of the most important practical skills. We have to make ten times more decisions than our parents did. That means the constant stress and a feeling we have no enough time for anything. A number of decisions still increases. CT can help you and your trainees with overload...</p>
Also used	... in General Module, Trainer Toolkit 2.2.2

Why is critical thinking so important?

THEORETICAL INPUT

Just accepting things and not thinking about them often seems much easier than really and critically thinking about an issue. But anyone who accepts everything that is presented and argued to her or him without thinking about it is very manipulable. In this section we look at the added value of critical thinking.

- What can be (better) achieved through critical thinking?
- What impact does critical thinking have on the way we live?
- What influence does it have on our personality?

Read more here: [General Methodology: Why is critical thinking so important; p. 5f.](#)



ACTIVITIES

WHAT IS THE AUTHOR'S MESSAGE?	
The activity intends to apply critical thinking meaningfully when analysing people, objects or situations around us.	
Proposed to use as	Lead in
Objectives	<p>... to explain the approach of the author and his/her intentions</p> <p>... to identify and analyse the typical features of a cartoon/photo/picture in practice</p> <p>... to compare the own answers with other members of the group</p>
Methods	a system of questions, evaluation, verification
Improved critical thinking skills	a formulation of a solution, a finding of connections, description of pluses and minuses, judgment
Duration	20 minutes
Material	cartoon
PROCEDURE	
Lead in	<p>We do not pay a lot of attention to visual impulses we come across every day. But now, let us try to think thoroughly about the picture we have in front of us. (Each trainee will have own picture/or use the screen for all. The picture is selected intentionally - it provokes and brings some emotions to viewers.)</p> <p>What can you see in the cartoon/picture/photograph?</p> <p>Which activity or event is there?</p> <p>(The trainer makes a discussion with trainees about a problem without any conclusions, just to stir their experience, memory and interest.)</p>
Ask & motivate	What do you imagine under the word "poverty"? How do we know that people are poor? What are the reasons for such a situation?
Give instructions	<ul style="list-style-type: none"> ➤ The trainer makes sure a trainee pays attention to figures: their description, age, their look, dress and that they think individually about them. ➤ At the same time, the environment is also important: buildings, streets, activities, feelings and their description – look at and think about them. ➤ Look at the picture on your own and put down the answers. Focus on the atmosphere, describe individual parts, their function (Task 1) and then the whole work (Task 2). Then we make a discussion. ➤ Work in pairs: compare, ask each other questions, and express your feelings, attitudes, moods and experience.



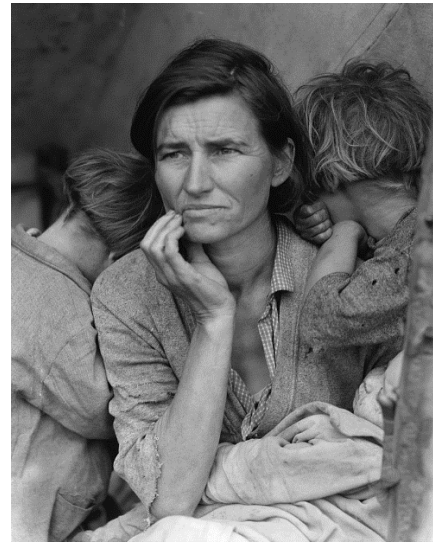
Make reflections What is the role of a father, a mother and children in families? Is there another idea or emotion connected with the situation in the picture? How should we solve a problem of poverty in our country (share experience - personal, media, what you have heard, read about) and their pros and cons?

Conclusion Sum up feelings, opinions, experience and knowledge of the trainees in a class discussion. If there is a message in the work, what we can learn from it (Task 3)? Focus on a variety of answers and put some of them on a whiteboard. This activity is about an acceptance of a diversity of opinions. Everybody is different and thinks differently. We need to accept that.



Source:

<https://freesvg.org/poor-mother-and-kids>



Source:

https://en.wikipedia.org/wiki/Florence_Owens_Thompson

Questions:

- ▲ What is the environment like?
- ▲ Where are they going?
- ▲ How are they feeling?
- ▲ What are they thinking about?
- ▲ What is missing in the photo? Think of people, objects...
- ▲ Which situation is shown? What is your opinion of that reality?
- ▲ What about now? How do we solve this problem? Successfully? Why yes/no?
- ▲ What would you do if you or somebody close to you would be in a similar situation?
- ▲ What is the message of the work for you?

The trainer focuses on a trainee to mention more possibilities and s/he supports the perception of the situation in the picture by asking questions about experience, media examples, and situations in foreign countries.

Also used

... in General Module, Trainer Toolkit 2.2.5



Why should we want trainees to improve and practice critical thinking?

THEORETICAL INPUT

The NEWS curriculum focuses on adult learners 45+ and 60+. This raises the legitimate question of why critical thinking should be taught or deepened in this target group of all people, when they in any case have a certain amount of life experience or even wisdom. An answer will be worked out together in this section.

- What influences our thinking with increasing age?
- How does critical thinking develop and change throughout life?
- Why does it make sense to foster critical thinking skills in this target group?

Read more here: [General Methodology: Why should we want trainees to improve ...; p. 6f.](#)

ACTIVITIES

IS CRITICAL THINKING A CREATIVE PROCESS?	
The activity strengthens the acquired knowledge and skills in the field of critical thinking through inspiring stories and creative tasks for the application in our life.	
Proposed to use as	Analyse activity
Objectives	... to describe soft skills and to explain their meaning for real life ... to illustrate with own example the use of elements of innovation and creativity in critical thinking compared to the successful personalities who inspire the group
Methods	cooperative learning, a discussion
Improved critical thinking skills	deduction, communication, argumentation, comparison of opinions
Duration	30 minutes
Material	worksheets, handouts, pens, skills ranking in 2020, pictures of personalities from the creative world (science, technology, art)
PROCEDURE	
Lead in	Critical thinking is a creative and dynamic process that covers several abilities and skills. It builds a culture of expression and discussion: formulating a relevant idea and question, being able to argue and respond to them.
Ask & motivate	Do you know how Rob Janoff used his invention and creativity to produce the famous Apple logo? Which of the famous personalities of the creative world, hung on the walls of the room, is successful and innovative because he/she has used critical thinking? Who, from your acquaintances or social networks, is for you personally an example of how to use your strengths in your professional and personal life?



- Give instructions**
- From the list of top 10 skills, individually select 3 of your skills that are your strengths and weaknesses that you want to strengthen. Write them down in the table. (Task 1).
 - In pairs, agree on the choice of one of the personalities and together choose 5 skills thanks to which she/he became successful. The pairs come together, form a quartet and make a sequence of significance from the selected 5 skills.
 - Each quartet presents its proposal, discusses and seeks parallels in professional and personal lives. Observations, opinions are written on a flipchart and posted on the wall.
 - Which personality (from the world or colleagues) inspired you to determine a plan for a change in your life after this discussion? What exactly inspired you (Task 2)?

Make reflections What did you learn from individual and group work? Were your arguments during the task convincing? Which of your previous professional and life experience and skills did you use?

Conclusion Knowing your pros and cons is important for success in life. Creative personalities with a high degree of critical thinking can be an inspiration for our career growth plan (in balance with our personal life). Creativity is also a part of CT. Besides that, we need to know how to express our ideas, how to listen to other people and, consequently, to change our opinions. Listening is sometimes more difficult than speaking...

Ranking of the top 10 skills in 2020

- | | |
|----------------------------------|---|
| 1. Comprehensive problem solving | 2. Critical thinking |
| 3. Creativity | 4. Management of people |
| 5. Cooperation with others | 6. Emotional intelligence |
| 7. Judgment and decision making | 8. Orientation to services |
| 9. Negotiation | 10. Cognitive flexibility (an ability to consider several concepts at once) |

TASK 1: BALANCE STRENGTHS/WEAKNESSES - BALANCE AMBITIONS:

strong skills I have:

weaknesses
that I want to strengthen

Also used

... in General Module, Trainer Toolkit 2.2.3



THINK CRITICALLY ABOUT YOUR DAY

The activity intends to apply critical thinking meaningfully when planning changes in the life of the trainee.

Proposed to use as Apply activity

Objectives ... to compare the order of the actions in the own work or personal life
... to apply knowledge about critical thinking by proposing changes in the order
... to illustrate how these findings can be used in the own real work or personal life

Methods analysis, discussion in pairs

Improved critical thinking skills application, comparing, attention to details, decision making, making proposals

Duration 30 minutes

Material a worksheet with charts, pens, stickers, a flipchart

PROCEDURE

Lead in We all feel that some moments in our lives were wasted. These moments are unfortunately inevitable. However, we can minimize the amount of time we waste by thinking critically about how to improve it.

Ask & motivate Have you ever had a moment in your personal or work life you wasted? Can you describe one of such moments? How did you feel?

Give instructions

- Write down, step by step, into Chart 1: What did you do yesterday in your personal life/work?
- Divide these actions according to Chart 2 (each trainee writes examples on the board):

	Urgent	Not Urgent
Important	I <ul style="list-style-type: none"> > Crises > Pressing problems > Firefighting > Major scrap and rework > Deadline-driven projects 	II <ul style="list-style-type: none"> > Prevention > Production capability activities > Relationship building > Recognizing new opportunities > Planning > Re-creation
Not Important	III <ul style="list-style-type: none"> > Interruptions > Some calls > Some mail > Some reports > Some meetings > Proximate pressing matters > Popular activities > Some scrap & rework 	IV <ul style="list-style-type: none"> > Trivia > Busywork > Some mail > Some phone calls > Time-wasters > Pleasant activities

- Work in pairs: compare the order of the actions in the first and the second chart (trainee explains Chart 2).
- Make proposals mutually: How would the order the actions to be changed to live in the best way? Write your proposals into Chart 3a.



	<p>▲ Think over: Which changes would you apply into your everyday work or personal life now? Write your proposals into Chart 3b. Inform others.</p>
Make reflections	What new facts have you learned? How do you feel when you see your chart with urgent/not urgent/important and not important actions?
Conclusion	<p>To make changes in our life, we need to think critically and start with small changes. Someone else's ideas can also be helpful and enriching.</p> <p><i>Explanation of Chart 2:</i></p> <p>If people focus on quadrant 1, they will never be ready with anything.</p> <p>If people concentrate on quadrant 3 and 4, they have a basically irresponsible life.</p> <p>The basis of effective personal management is quadrant 2.</p>
	<p>For further information look at:</p> <p>https://www.youtube.com/watch?v=xaTmv67WpRM</p> <p>Resources: adapted by Covey, S. R.: 7 habits of highly effective people</p>
Also used	... in General Module, Trainer Toolkit 2.2.4

How to teach critical thinking?

THEORETICAL INPUT

We are now at the point where we have worked out what we mean by critical thinking, how and why we apply it in our everyday lives, and that it can be learned, internalised and encouraged. But now the question arises what this means for the teaching and learning process. How can critical thinking be imparted?

- Which sub-steps are necessary to internalise critical thinking?
- What is the role of the group and collaborative learning in this process?
- What does it mean to actually apply and implement critical thinking in the process of teaching?

Read more here: General Methodology: How to teach critical thinking/
Collaborative learning and critical thinking; p. 7ff.
General Methodology: Critical thinking and trainers/
How to improve this competence; p. 39ff.



ACTIVITIES

SECRET OF ADVERTISEMENT	
The activity aims to improve and strengthen critical thinking using following creative tasks and learning through experience to use critical thinking in personal and professional life and to use it creatively.	
Proposed to use as	Evaluation / Creation
Objectives	<p>... to compose elements and parts into a new unit.</p> <p>... to analyse real values, expresses opinions, to defend it and to provide reasons</p> <p>... to compare, to evaluate and to give statements, to evaluate the impact of advertising on shopping habits</p> <p>... to make conclusions, to state the pros and cons and to create own designs of advertisements and slogans.</p>
Methods	a set of open questions, analysis, problem description and a solution explanation
Improved critical thinking skills	induction, deduction, formulation of solutions
Duration	10+10+20+25 minutes
Material	pictures/photographs, video, a listening activity
PROCEDURE	
Lead in	How often do you face advertising during TV shows, movies, games, events...? Is it a lot? Let us look at advertising and what it is connected with, in detail.
TASK 1	
Ask & motivate	Which advertising has caught your attention lately? Why?
Give instructions	<p>The trainer provides three well-known slogans and asks questions:</p> <ul style="list-style-type: none"> Which brand and product do you imagine with certain statements? (You may find own slogans or statements.) <p>Slogans:</p> <ol style="list-style-type: none"> Have a break... Have a Kit Kat." Nestlé "You are not you when you are hungry." Snickers "JUST DO IT." Nike <ul style="list-style-type: none"> Which of the slogans is the most innovative or most "catchy" for you? Why? The trainer makes sure that each trainee writes down the answer. He/she uses the whiteboard to note down ideas and to sum up the first activity. He/she can select a trainee to do it. There exists so-termed spontaneous awareness or brand awareness, i.e., which brand do you think of when we say "beer", "a bar of



	chocolate”, “a car”. You immediately match a brand with a product. Have a try with your trainees.
Make reflections	Which advertising/commercial do you like best? Why? Is it thanks to its idea, creativity or a brand that it contains? On the contrary, which advertising/commercial do you dislike or which disturbs you? Why?
Conclusion	The most favourite advertisements are those which can evoke emotions in people: they please you, make you angry, make you laugh or cry. They make a footprint in people: music, taste, hope... This is used by marketers to sell their products. We should be aware of them.
	You may use the source: https://www.youtube.com/watch?v=JKIAOZZritk
TASK 2	
Ask & motivate	Do you watch commercials? Does advertising affect you? What forms of advertising do you know? Which words or colours are used in advertising? Why? Trainees are supported by questions so that they find own definitions of advertising, its basic qualities and purposes (Task 1).
Give instructions	<ul style="list-style-type: none"> ➤ Name the aim, forms, colours and words used in advertising. ➤ Name some means used in advertising, e.g., famous person, models, designed products, etc. ➤ Have you ever bought anything you actually did not need? How do you buy things? Make a list of criteria to follow when and how you decide what to buy (Task 2).
Make reflections	Explain your criteria in front of other trainees. Use a whiteboard to make a summary of the criteria in the group.
Conclusion	Gradually we find out that advertising is not our servant, but it serves somebody else.
TASK 3	
Give instructions	<ul style="list-style-type: none"> ➤ Trainees will solve the task on their own and then they will discuss in a group. ➤ Match the pictures with the tricks and based on own experience state other tricks and products (Task 1). Which of them have you already followed? ➤ Note down tricks and their principles (Task 2). ➤ Tell us about your experience and explain which trick worked in your case and why. The task is about fixing knowledge. They are the same tricks, now verbalized and with an example.
Make reflections	Tell us about another from your experience and prevention. Which of the above-stated tricks are efficient? Why? How would you protect yourself against it? Do you know any other tricks in the advertisement?



Possible sources for advertisement images

Ingredients: <https://de.wikipedia.org/wiki/Datei:Activia.jpg>

Professionals recommend:

<https://www.flickr.com/photos/159358942@N07/42879892490>

Elite:

https://en.wikipedia.org/wiki/Trump_Steaks#/media/File:Trump_Steaks.png

Sale: <https://pxhere.com/en/photo/1450203>

TASK 4

Give instructions

- Work in groups. Choose the products for the group.
- Make own slogan, use a technique of manipulation and present your product by means of the representative (Task 1).
- Use manipulative techniques and half-truths to persuade your potential customer. The emphasis is on words now, their usage in marketing and presentations. Look at the issue from several standpoints, i.e., as an author of the advertising and as its recipient. They express positives and negatives, they try to sum the issue up and find a connection with reality.
- Use any marketing trick (not just from those mentioned above) and choose a representative of your group who will try to sell the product to trainees in a class (Task 2).
- Vote for the best slogan and advertising campaign and make a Top 5 list. Answer the questions (Task 3).

Make reflections

Try to evaluate the success of your advertising. Write down the result of the preference on the whiteboard. Discuss together why the advertisement ranked no.1 is the best. Find examples in practice.

Conclusion

The advertising is not only bad. Today, values in marketing are also present, e.g., airline companies claim that too frequent flights may be harmful to our environment or car producers provide car sharing. Profit is not always first. Discuss other examples of positive effects of advertising these days. This is one of things we need to consider when we make our choices.

Also used

... in General Module, Trainer Toolkit 2.2.6



SO, WHAT EXACTLY IS CRITICAL THINKING ?

This activity is a conclusion of the first part. It is supposed to evaluate and compare the beliefs and opinions of trainees in terms of critical thinking. They will compare their mind maps in the beginning with their understanding of critical thinking at the end of the first part of the course.

Proposed to use as Summary

Objectives

- ... to identify typical features of critical thinking
- ... to express the own understanding of critical thinking
- ... to create an own definition of critical thinking
- ... to summarize their knowledge of critical thinking.

Methods frontal explanation, mind map creation, pairwork

Improved critical thinking skills expressing opinions, discussion skills, analytical thinking

Duration 7 minutes

Material a whiteboard and markers

PROCEDURE

Lead in We are approaching the end of the first part of your course. Can you return to the beginning and check the mind map of critical thinking you created?

Ask & motivate What are your associations with critical thinking at the end of the first part? When somebody says critical thinking, what does it mean to you?

Give instructions

- ▲ You are going to revise the mind map you created in the beginning.
- ▲ Think of any associations you think are necessary for better understanding of the term critical thinking and complete the original mind map with them.

Make reflections How would you explain what critical thinking is to your child or a grandchild? Explain to your partner in a pair.

Conclusion The mind map you have just revised will help you in the following part of the course, to explore further what CT means in real life and how we can apply it better.

Also used ... in General Module, Trainer Toolkit 2.2.7



Resources & Tools

Here you will find in-depth information, further inspiration and useful tools on the topic.

Resources	available in ...
Friend, C. M. & Zubek, J. P. (2016). The Effects of Age on Critical Thinking Ability . http://geronj.oxfordjournals.org/	English
Mulnix, J. W. (2010). Thinking Critically about Critical Thinking . Educational Philosophy and Theory, 44 (5), https://www.academia.edu/678248/Thinking_Critically_about_Critical_Thinking	English
Scriven, M. & Paul, R. (2008). Our Concept of Critical Thinking , Foundation for Critical Thinking. Retrieved from: http://www.criticalthinking.org/aboutCT/ourConceptCT.cfm	English
McGregor, D. (2007). Developing Thinking, Developing Learning . p. 349. Retrieved from http://vct.qums.ac.ir/portal/file/?180494/Developing-thinking_-developing-learning.pdf	English
Trabalíková, J. (2017). Učiteľ a kľúčové princípy kooperatívneho učenia . EDIS Žilinská univerzita.	Slovak
Tsankov, N. (2017) Development of transversal competences in school education (a didactic interpretation) . Int. J.Cogn. Res. Sci. Eng. Edu 5, 129–144.	English
Veličkovič, U. (2019). Critical thinking skills . https://epale.ec.europa.eu/en/blog/critical-thinking-skills	English
UNESCO (2016), Background paper prepared for the 2016 Global Education Monitoring Report, Education for people and planet: Creating sustainable futures for all. Non-cognitive skills: Definitions, measurement and malleability . https://unesdoc.unesco.org/ark:/48223/pf0000245576	English
Vaughn, L. (2005). The Power of Critical Thinking. Effective Reasoning about Ordinary and Extraordinary Claims . Oxford University Press.	English
D.R. Garrison (1991) Critical thinking and adult education: a conceptual model for developing critical thinking in adult learners , International Journal of Lifelong Education, 10:4, 287-303, DOI: 10.1080/0260137910100403 http://dx.doi.org/10.1080/0260137910100403	English
Publication with riddles for development of critical thinking : DISPEZIO, M. A. 2002. Hlavolamy pro rozvoj kritického myšlení. Praha: Portál, 2002. ISBN 80-7178-647-0	Czech
Brčić Kuljiš M. (2016). Uloga kritičkog/refleksivnog mišljenja stručnjaka u obrazovanju odraslih - filozofija i obrazovanje odraslih https://www.researchgate.net/publication/323244910_Uloga_kritickogrefleksivnog_misljenja_strucnjaka_u_obrazovanju_odraslih_-_filozofija_i_obrazovanje_odraslih	Croatian



Ingolf Erler, Daniela Holzer, Christian Kloyber, Erich Ribolits: Kritisch denken: für eine andere Erwachsenenbildung. schulheft, 37. Jahrgang 2012. Innsbruck-Wien-Bozen: StudienVerlag https://schulheft.at/wp-content/uploads/2018/02/schulheft-148.pdf	German
Principles of developing critical thinking integration into Lithuania "General education system" Center for Contemporary Didactics, Open Society Institute, 2010 https://kurybingumas.ugdome.lt/wp-content/uploads/2017/10/tyrimas.pdf	Lithuanian
Gitana Tolutienė : "Critical thinking self development opportunities of andragogy speciality students in the university study process" Klaipėdos University, 2010 https://vb.ku.lt/object/elaba:6089188/6089188.pdf	Lithuanian, English
Reading a writing activities with implemented critical thinking techniques: MEREDITH, K., STEELE, J., TEMPLE, CH. 1998(a). Rámec pre kritické myslenie vo vyučovaní. Projekt Orava a projekt Čítaním a písaním ku kritickému mysleniu. Príručka I. Bratislava: Združenie Orava pre demokraciu vo vzdelávaní, 1998.	Slovak
A study programme provided by University of Žilina http://ucv.uniza.sk/ucv/?ur1=5&ur2=169&ur3=404	Slovak
Slovak Journal for Educational Sciences https://www.casopispedagogika.sk/	Slovak English
Portal for Education and Self-development https://eduworld.sk/	Slovak
A webpage with various activities with critical thinking application in real-life situations: http://www.pouzimerozum.sk/category/kriticke-myslenie/	Slovak
A webpage with various activities with critical thinking application in real-life situations: https://kritickemyslenie.sk/	Slovak



3. Basics of adult education – What does it mean to be an adult educator?

Target group: Adults

THEORETICAL INPUT

Who are our learners? This section is about taking an in-depth look at the target group of adult learners. On the one hand, we look at the prerequisites that the learners bring with them. On the other hand, we deal with different types of learners. These are essential prerequisites for being able to offer meaningful, useful and effective learning opportunities in which the learners enjoy participating.

- How can adult learners 45+ and 60+ be characterised?
- What does this mean for the design of learning opportunities and learning environments?
- What does this mean for your own role, behaviour and attitude as a trainer?

Read more here: [General Methodology: Trainers. Trainees: 45+ and 60+; p. 27ff.](#)

ACTIVITIES

HOW DID I LEARN AS A CHILD, HOW DO I LEARN TODAY?	
This activity aims to encourage participants to reflect on and share their own learning experiences at different stages of life. At the same time, they compile the specifics of children and adults as learners in order to analyse the differences above all.	
Proposed to use as	Lead in
Objectives	... to reflect own learning experiences at different stages of age ... to abstract from one's own experience to a general statement ... to identify differences between children and adults as learners ... to draw conclusions for one's own behaviour and attitude as a (future) teacher
Methods	Pairwork, T-chart, group discussion
Improved critical thinking skills	expressing experiences, active listening, discussion skills, analytical thinking
Duration	30 minutes
Material	a whiteboard and markers
PROCEDURE	
Lead in	We all have our own experiences of learning, as learners and with teachers. We were in school as children, have completed training and perhaps participated in one or the other (online) course for personal or professional



development. Do we still learn today the same way we did as a child? Are we still the same learner as we were at school?

Ask & motivate What are the differences between children and adults as learners? What does this mean for the teacher?

Give instructions The group is divided into two halves. One half focuses first on their own learning experiences as children, the other half on their own learning experiences as adults.

- ▲ Work in pairs.
- ▲ Share with your partner how you learned as child/as adult:
 - Do you remember a particularly beautiful, impressive experience? Or a particularly bad, unpleasant one?
 - Do you remember a particularly good teacher? Or a particularly bad one? Why did you feel that way about him/her?
 - How did/do you learn particularly easily or particularly gladly?
- ▲ Listen to your partner and ask.

Back in the whole group, work on a common T-chart: Keywords are collected which - based on the learning experiences of the participants - describe and summarise learning in childhood or as an adult.

Children	Adults

Make reflections What are the significant differences between children and adults as learners? What does this mean for teachers in adult education as opposed to teachers in schools? What needs to be considered in terms of attitudes and behaviours? - Discuss in the group.
Try writing your own little note: What I should always remember as an adult educator?

Conclusion There are very significant differences between children and adults as learners, which also results in different demands on the teachers of these two target groups, on their attitudes and behaviours. Keep your little note safe for yourself and remind yourself of it from time to time.



WHAT IS MY WAY OF LEARNING?

This activity is introductory and motivational. It is the basis for developing the competence of learning to learn. It creates a space for discussion about unique learning styles of learners aged 45+ and 60+.

Proposed to use as Lead-In / Selfreflection

Objectives ... to summarize the own experience in learning new knowledge
... to be inspired by pictures of learning styles and to evaluate the own learning methods

Methods brainwriting , discussion work

Improved critical thinking skills creative , discussion skills

Duration 15 minutes

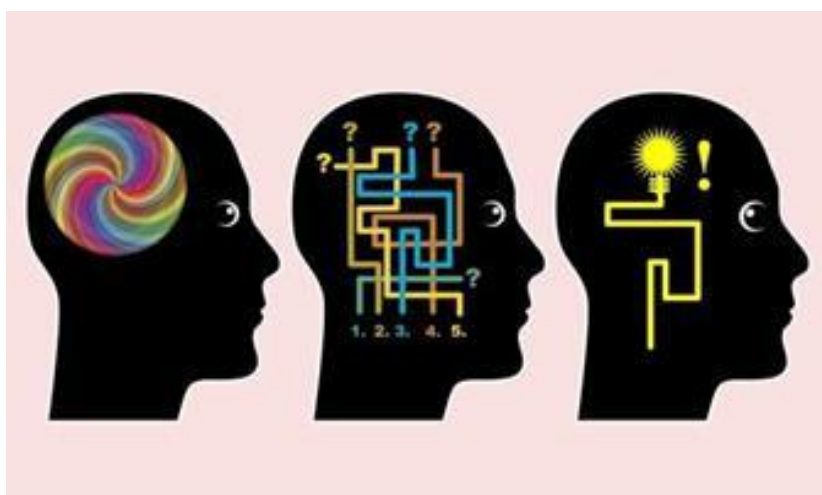
Material worksheets , pencils , handouts

PROCEDURE

Lead in Each of us learns differently, has an individual learning style and the way to store new information. The preferred methods of learning and learning styles depend on the brain hemisphere dominance which is not the same with all of us.

Ask & motivate How can we achieve better results in learning new knowledge? Do we know our own learning style?

Give instructions ▲ Take a look at the picture, which shows three types of learning styles. Which of them is closest to you? What associations does it evoke in you? Any personal or work experience?



▲ Write down 2 examples of how you learn or have learned new things. In a visual or auditory way, their combination or through practical experience? Underline the ones that are dominant. Introduce one of them.



- Make reflections** What did you find out about your learning style? We can summarize our findings as follows:
- **visual type** - good at remembering images, colours, patterns and texts
 - **auditory type** - good at remembering lyrics, music, rhythm, etc.
 - **kinesthetic type** - learns information best when creating models, through role-playing, drawing diagrams, charts, etc.

If we involve more senses into the learning process, our learning will become effective and we will keep new knowledge in mind longer.

Conclusion If we involve both hemispheres in learning, i. e. words, graphs, images, sounds, colours, training, movement, we are more likely to learn new knowledge. Most of us remember:

- 20% of what we hear,
- 30% of what we see,
- 60% - 70% of what we hear and see at the same time,
- 80% of what we hear, see and talk about,
- 90% of what we hear and see and actively do.

When was the last time you applied or experienced a combination of all learning styles/ methods? Get inspired by the image of the hemispheres and think of your personal experience.

Also used

... in General Module, Trainer Toolkit 6.1

Dynamics of groups

THEORETICAL INPUT

The fact that critical thinking can basically only be promoted and improved in a group and in the form of collaborative learning has already been elaborated elsewhere. Now we will focus on this group, which we as trainers will guide, motivate and support.

- What are the communication and behaviour patterns within a group?
- How does a group form and change?
- What is the role of the trainer in this?

Read more here: [General Methodology: Group communication/ Dynamics of groups; p. 29ff.](#)

-



ACTIVITIES

HOW DO I SEE MY FELLOW LEARNERS?	
This exercise aims to reflect on one's own role and that of fellow learners in the group. At the same time, an appreciative, motivating atmosphere in the group is to be promoted and developed.	
Proposed to use as	Motivation / Reflection
Objectives	<p>... to take a moment to reflect on each learner and give him/her appreciative feedback.</p> <p>... to receive feedback from others about oneself and the own behaviour.</p> <p>... to reflect on the own role in the group</p>
Methods	Individual messages
Improved critical thinking skills	expressing opinions (as a personal feedback), dealing with feedback, self-reflection
Duration	15 minutes
Material	Little notes
PROCEDURE	
Lead in	We are a group here. We know each other more or less, we work together, we learn from each other, we interact with each other and of course we have an opinion about each other. But as a rule, we tell the others far too rarely what we appreciate about them.
Ask & motivate	What do I value in my fellow learners? What do I want from them?
Give instructions	<p>The trainer brings lots of small pieces of paper and distributes them to the participants.</p> <p>▲ Use a small piece of paper for each of your fellow learners and write on it:</p> <p><i>What I particularly appreciate about you:</i></p> <p><i>What I would like to see from you here (for our work/our group):</i></p> <p>▲ You can write your name underneath or remain anonymous - as you wish (unless you have agreed otherwise in the group).</p> <p>▲ Fold the piece of paper and write the name of the learner you want to send this message to on the outside.</p> <p>▲ Do this for all your fellow learners (if the group is too big, it can be split).</p> <p>▲ Collect the notes in the group and distribute them to the "recipients".</p>
Make reflections	Take your time to read all the messages that others have sent to you. What are you particularly happy about? What did you not expect? What touches you in particular? What makes you think? Can you and do you want to draw conclusions for your behaviour and your role in the group?



Conclusion An appreciative and respectful atmosphere in the group is very important so that everyone feels comfortable and can contribute equally. Showing appreciation and respect should therefore be made explicit from time to time.

Key competences in adult education

THEORETICAL INPUT

"Key competences" is a term that is used almost inflationary. We all know that they exist. And we all know that we should definitely develop and foster them. But what does it actually mean? What does it mean - for us as trainers and for our learners?

- What is defined as a key competence and how?
- What is competence-based learning?
- Which key competences are the focus here?

Read more here: General Methodology: Critical thinking and key competences, p. 10ff.
General Methodology: Key competences – Theoretical Minimum for Trainers and Trainees; p. 33ff.

ACTIVITIES

WHAT CONSTITUTES THIS KEY COMPETENCE?	
This activity aims to guide learners, starting from their everyday understanding, towards systematic and shared definitions of the key competences that are at the heart of the NEWS curriculum.	
Proposed to use as	Reflection
Objectives	... to reflect on their own understanding of different key competences ... to formulate and to argue one's own understanding ... to contribute to and to agree on common definitions in the group
Methods	Group work, group discussion
Improved critical thinking skills	expressing opinions, arguing, active listening, compromising and reaching agreement
Duration	30 minutes
Material	Whiteboard and markers
PROCEDURE	
Lead in	We all have a rough idea and opinion about so-called key competences or soft skills such as digital competences, communication, problem solving or learning to learn. We encounter them all the time, sometimes explicitly named and demanded in professional life, sometimes implicitly and naturally applied in private everyday life. But what really constitutes them?



Ask & motivate	What makes a competence a key competence? And what constitutes it?
Give instructions	<ul style="list-style-type: none"> ▲ Work in four groups. Each group deals with one of these four competences: Digital competence, Communication, Problem solving, Learning to learn. ▲ Discuss in the group: <ul style="list-style-type: none"> - What belongs to this competence? - What constitutes it? - What should one know/be able to do in order to be competent in this sense? - Why and for what is this competence important? ▲ Present the result of your discussion as a short summary to the whole group and write down the main points on the whiteboard.
Make reflections	Discuss, add to and complete the definitions together in the group: What understanding regarding these key competences can you agree on?
Conclusion	This understanding of the relevant key competences is important, both in relation to one's own learning and to the learning of future course participants.

For a more in-depth discussion of selected or all transversal key competences, you'll find relevant sections in the General Methodology and the Trainer Toolkit.

THEORETICAL INPUT

The theoretical introductions of the relevant transversal key competences look at where this competence occurs in real life and in adult education, how it can be improved in the context of critical thinking and what this means for the teacher or implementation in a course.

Communication → General Methodology, p. 42ff.

Problem solving → General Methodology, p. 47ff.

Digital Competence → General Methodology, p. 51ff.

Learning to learn → General Methodology, p. 56ff.

ACTIVITIES

The transversal key competences are each assigned a section in the Trainer Toolkit with different activities from lead-in to summary.

Communication → Trainer Toolkit, Chapter 3

Problem solving → Trainer Toolkit, Chapter 4

Digital Competence → Trainer Toolkit, Chapter 5

Learning to learn → Trainer Toolkit, Chapter 6



Resources & Tools

Here you will find in-depth information, further inspiration and useful tools on the topic.

Resources	available in ...
European Commission (2018, January 17). Proposal for a COUNCIL RECOMMENDATION on Key Competences for LifeLong Learning. Interinstitutional File: 2018/0008 (NLE), p. 105. http://data.consilium.europa.eu/doc/document/ST-5464-2018-ADD-2/EN/pdf	English
Van Lakerveld. J. (2014). Acquiring the Key Competence . Output of YEDAC project. Available at: http://www.yedac.eu/media/5436/Definition-of-competences.pdf	English
Van Lakerveld. J. (2014). Acquiring the Key Competence . Output of YEDAC project. Available at: http://www.yedac.eu/media/5436/Definition-of-competences.pdf	English
Forming, Storming, Norming, and Performing. Tuckman's Model for Nurturing a Team to High Performance https://www.mindtools.com/pages/article/newLDR_86.htm	English
Giannoukos G, Besas G, Galiropoulos Ch, Hioctour V. (2015). The Role of the Educator in Adult Education . Journal of Education and Learning. Vol. 9(3) pp. 237-240. https://pdfs.semanticscholar.org/291a/626f1265b78eaf7f5f508ea5bfa727dc875a.pdf	English
Lifelong learning: The contribution of education systems in the member states of the European Union . Survey [online]. : Eurydice, 2000. Sweden, s. 129-139. [cit. 2010-05-22] , ISBN 2-87116-294-8. http://www.eurydice.org/eurybase/ https://eacea.ec.europa.eu/national-policies/eurydice/	English
Ovesni K, Alibabić Š. (2012). Obrazovanje odraslih: Ključni čimbenici i novi izazovi u procesu profesionalizacije . Andragoški glasnik. Vol 16(1) pp. 7-20. https://hrcak.srce.hr/103405	Croatian
VYCHOVÁ, H. Vzdelávání dospělých ve vybraných zemích EU . [on-line]. 2008, [cit. 2010-06-10]. VÚPSV http://praha.vupsv.cz/Fulltext/vz_281.pdf	Czech
ČORNANIČOVÁ, R. 2007. Edukácia seniorov. Vznik, rozvoj, podnety pre andragogiku . 2. dopl. vyd. Bratislava : Univerzita Komenského, 2007. 156 s. ISBN 978-80-223-2287-4	Czech
Adult education: competencies, analysis, principles, third age universities, adult learning resources . Qualifications and Vocational Education and Training Development Centre, 2021 https://www.kpmc.lt/kpmc/suaugusiuju-svietimas-3/	Lithuanian
Legislation, qualifications, requirements for the profession. Lithuanian Ministry of education, science and sport, 2021 https://www.smm.lt/web/en/education_1	Lithuanian, English



<p>Julija Melnikova: Adragogue-leaders in the process of competence development EPALE Ant, 06/05/2018 - 12:00 https://epale.ec.europa.eu/lt/resource-centre/content/adragogu-lyderiu-kompetencijos-ugdymo-procese</p>	Lithuanian
<p>Julija Melnikova: Basics of andragogy EPALE Pir, 12/04/2017 - 12:00 https://epale.ec.europa.eu/lt/resource-centre/content/andragogikos-pagrindai</p>	Lithuanian
<p>Implementation of non-formal adult education in Lithuanian regions National Network of Educational NGOs https://svietimotinklas.lt/tyrimas/neformaliojo-suaugusiųjų-svietimo-igyvendinimas-lietuvos-regionuose/</p>	Lithuanian
<p>VETEŠKA, J. 2016 b. Přehled andragogiky. Úvod do studia vzdělávání a učení se dospělých. Praha : Portál, 2016. 320 s. ISBN 978-80-262-1026-9.</p>	Slovak
<p>Dossier: Lernen in Gruppen mit zusätzlichen Wissensbausteinen zu Gruppenarbeit, Gruppendynamik und heterogenen Lerngruppen, mit Interviews, Fallbeispielen und Checklisten https://wb-web.de/dossiers/lernen-in-gruppen/lehren-und-lernen-in-Gruppen.html</p>	German
<p>Werner Sauter: Kompetenz zählt – Die Zukunft des Lernens. Achteilige Blog-Reihe auf wb-web. https://wb-web.de/aktuelles/kompetenz-zaehlt-die-zukunft-des-lernens-folge-1.html</p>	German
<p>MATULCÍK, J. Od pedagogiky dospělých k andragogike. Andragogická revue. 2009, 1, c.1, s. 26-33. ISSN 1804-1698</p>	Slovak



4. Concept & Structure of a lesson and a course – How do I plan my lesson?

Phases of a lesson

THEORETICAL INPUT

In order to be able to plan and implement a course and the concrete lessons, some preliminary considerations about the structure and set-up are necessary. The NEWS curriculum follows **Bloom's taxonomy of educational objectives** and also **Fink's taxonomy of significant learning**. This section will focus on how the content of a course or lesson can be divided and organised in such a way that both teaching and learning can be facilitated and the improvement of critical thinking can be effectively achieved.

- How do I find and define learning objectives?
- Which tasks demand and promote which skills?
- How do I arrange tasks in relation to each other and build on each other?

Read more here: [General Methodology: Module goals, p. 22ff.](#)

ACTIVITIES

WHAT IS PART OF A LESSON?	
This activity aims to get participants to reflect on their own experiences of (good) lessons and to identify essential components of a lesson. This is the starting point for a collaborative compilation of essential lesson parts, their function and arrangement.	
Proposed to use as	Lead-In
Objectives	... to reflect on the own experience of (good) lessons and their parts ... to identify and to describe essential components of a lesson ... to contribute to and to discuss in order to come to a collaborative compilation
Methods	Work in pairs, mind map, group discussion
Improved critical thinking skills	expressing experiences and opinions, arguing, active listening
Duration	30 minutes
Material	Whiteboard, magnets, moderation cards, pens
PROCEDURE	
Lead in	We all know lessons from the learners' point of view. Naturally, we have also become familiar with the various components of a lesson. From our experiences - in their entirety, but also from individual experiences that stand out - we can compile what such components are and what they are good for.



Ask & motivate	What are essential components of a lesson? What could or should they be arranged?
Give instructions	<ul style="list-style-type: none"> Together with your partner, compile essential/important components of a lesson, write each of them down on a moderation card (1 component = 1 card) and briefly explain to each other why you think it is essential/important Collect all the cards in a mind map and if possible arrange them according to similarity/coherence. Again, briefly explain why each lesson component is essential/important. Then try together to put the components in a logical order by describing, justifying and discussing the respective function in the group.
Make reflections	Look at your "plan of a lesson" together. Is something missing? What and why?
Conclusion	One's own experience is important as a reference point for how a lesson could or should be structured. The relevance of individual components and their function becomes easier to understand. With the common collection, a good starting point is created to deal with the systematic approaches according to Fink and Bloom.

Course structure of the NEWS curriculum

THEORETICAL INPUT

If you work with the NEWS curriculum, this has the great advantage that all modules are already structured and described in detail here. They are therefore basically ready for immediate use. However, it is not in the spirit of a critical thinking course if you would only adopt the modules without first studying them intensively. This paragraph focuses on the NEWS curriculum and its structure.

- How is the curriculum structured?
- What steps are used in the modules and for what?
- How are the teaching/learning activities described?

Read more here: [General Methodology: Overview of Course Design, p. 13ff.](#)

ACTIVITIES

THE NEWS CURRICULUM IN DETAIL	
The aim of this activity is for learners to explore the NEWS curriculum in depth. By working intensively on a part of it and presenting it to the group, they understand and internalise its objectives, structure and implementation.	
Proposed to use as	Deepening
Objectives	<p>... to understand and work with a specific part of the curriculum</p> <p>... to present this part to the group</p>



	... to discuss several parts of the curriculum and their implementation in the group
Methods	Work in Pairs/small groups, presentation, group discussion
Improved critical thinking skills	Presentation, arguing, active listening
Duration	60 minutes
Material	Technical equipment for presentation (regarding the needs of the working groups)
PROCEDURE	
Lead in	You should already slip into the role of a teacher today and deal intensively with a part of the NEWS curriculum. What is to be taught in this part? What should be achieved? How should or how could it be implemented? What other ideas do you have about this? Present "your" part of the curriculum to the others!
Ask & motivate	What should be taught in this part of the curriculum and how?
Give instructions	<ul style="list-style-type: none"> ▲ learners work in pairs or small groups ▲ they choose an activity from the curriculum/they are assigned a chosen activity by the teacher and work on it together ▲ they prepare a practical, convincing presentation for the group: <ul style="list-style-type: none"> ○ What should be taught in this activity and how is it embedded in the module? ○ How can this activity be implemented? ○ What complementary/modifying ideas do you have for it? ○ What are the particular challenges of this activity? What needs to be paid special attention to? ▲ Present and discuss all activities in the class
Make reflections	Did the others understand the activity and its objective? What are the complementary ideas for implementation? Where and why might particular challenges arise in practice with this activity?
Conclusion	A curriculum often reads very well, coherently and comprehensibly. Only when you think about the concrete implementation of the components and critically question them, you are able to really understand it and make it your own teaching content.



Resources & Tools

Here you will find in-depth information, further inspiration and useful tools on the topic.

Resources	available in ...
Fink, L. D. (2003) What is Significant Learning? University of Oklahoma. Jossey-Bass.	English
Turek, I. (2006). Základy vysokoškolskej didaktiky . STU v Bratislave.	
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wb-web Wissensbaustein: Lernziele und Lernergebnisse Definition, Umsetzung und Anwendung, vielfältige Literaturhinweise https://wb-web.de/wissen/lehren-lernen/lernziele-und-lernergebnisse.html	German
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Tools	available in
Course Planning App as result of the Erasmus+ project DEMAL http://www.demalproject.eu/outcomes.html	German English Spanish Greek Romanian Hungarian
Online lesson planner and gradebook Chalk.com Education Inc. https://www.chalk.com/planboard/	English



5. Implementation & Personality – How do I conduct my lesson?

Teaching and learning methods in the NEWS curriculum

This chapter is about the teaching and learning methods used in the NEWS curriculum. They are not simply presented, rather the aim is to show for what purpose which method is used in the different modules. On the one hand, this serves the transparency of the NEWS approach, because it makes it understandable why the authors chose a certain methodological implementation for a certain learning objective. On the other hand, it should support the users to develop an understanding of the advantages of the methods and their own feeling for the selection of teaching and learning methods and their application. In this way, they have a certain variety of methods at their disposal and can later design their courses in a goal- and learner-oriented way by specifically selecting those methods in the implementation that best suit their target group, the topic, the learning goal and the setting.

The different colours for the methods serve as orientation:

- Method used in the general module on Critical Thinking
- Method used in the module ICT
- Method used in the module on media education
- Method used in the language learning module

This chapter "breaks" with the usual structure so far, because in the following all methods used in the curriculum are listed, briefly explained and referred to why they are used in which module. Thus, this chapter is not divided into "theoretical input" and "activities" as usual, but both are thematically intertwined.

ACTIVITIES

Nevertheless, here are two suggestions for possible activities with the trainee adult educators to explore the topic in more depth:

1. **Brainstorming about methods** and their (experienced) advantages and limitations: Learners recall the methods you have used in training up to this point. In pairs or small groups they reflect on the advantages and disadvantages of the respective methods. How did they experience the method, the learning with this method? What did they like about it? What was difficult/unpleasant/boring ...? For which settings (target group, learning environment) do they consider this method - abstracting from these experiences - to be particularly suitable? - Afterwards, all working groups compile their results.
2. **Poster presentation:** The learners in pairs/small groups choose a method from the following compilation (self-selected or assigned). For this method, they deal with the characteristics, advantages and possible limitations, concrete application examples from the NEWS curriculum, discuss them and create a short overview digitally or as a poster for their fellow learners. Time should be planned for mutual study of the overviews and for individual questions.



Method: Cooperative Learning

Cooperative learning basically takes place whenever people share their learning experience in some way and thus learn together. Johnson and Johnson (1991) defined cooperative learning more specifically to include four necessary components: Face-to-face interaction, positive goal dependence, individual accountability, and demonstration of interpersonal and small group skills.

Used method	Cooperative Learning
Title of the activity	Is critical thinking a creative process?
Module where the activity is located	General Module: STEP 3_ACTIVITY 2 (understand)
Objectives of the activity	<i>The trainee describes their soft skills and explains their meaning in real life. The trainee illustrates with own example the use of elements of innovation and creativity in critical thinking compared to the successful personalities who inspire the group.</i>
Improved key competences	Critical thinking
Improved critical thinking skills	deduction, communication, argumentation, comparison of opinions
Reason for choosing this method	<i>Cooperative learning involves trainees working together to accomplish shared goals. In their learning journey, they depend on each other which supports team spirit and increases motivation. Not only their cognitive abilities are strengthened in this way, but also their tolerance, ability to listen and share, and other interpersonal skills.</i>
Suitable for ...	<i>Especially suitable for activities where trainees apply, practise and evaluate knowledge and skills.</i>
Possibly adaptations	<i>Adaptations depend on the trainer, trainees, aims and equipment. It can be supplemented by handouts, online material, digital presentations, videos, etc. The size of groups may vary, depending on the aspects listed above.</i>

Method: Work in groups

One advantage of group work is that the participants' motivation to learn is increased. The prerequisite for this is that they experience support within the group, meet with interest and have the feeling of being recognised. However, the motivational potential that can develop from the group dynamic is only fully utilised if the participants not only enjoy working together, but also do so efficiently. For this to happen, it is essential to have a clear work structure on the one hand, and an understanding of the purpose of cooperation on the other.

It is very helpful to establish clear rules for group work: The task must be clearly set and formulated, including a clear time limit. The group should be jointly responsible for the result. The functions within the group can and should be distributed: research, leading the discussion, presentation ... Group work must be evaluated, whereby the work of the group as a whole should always be appreciated and the cooperation process openly reflected upon.



<i>Used method</i>	Work in groups
<i>Title of the activity</i>	Scientific experiment
<i>Module where the activity is located</i>	3. Media literacy module, Activity 1 Why do we believe in science?, Step 1
<i>Objectives of the activity</i>	The trainee practices and understands how different biases and fallacies work on misleading information. The trainee understands the importance of the Scientific Community in the society. The trainee reflects on the need for a Community that helps distinguish good from bad information.
<i>Improved key competences</i>	critical thinking, scientific literacy
<i>Improved critical thinking skills</i>	acceptance of criticism, recognizing patterns
<i>Reason for choosing this method</i>	In order to identify falsehoods or inaccuracies in the information that is read, it is important to empathise with the mind of the perpetrator of the cheating. Therefore, in this activity, participants put themselves in the shoes of people who cheat and put into practice ways of manipulating data in a way that they visualise it concretely.
<i>Suitable for ...</i>	When participants have difficulties in understanding what a cognitive bias or fallacy is.
<i>Possibly adaptations</i>	Instead of a scientific experiment with cheating, the learners can write a news story, or give an oral presentation in which they manipulate information in an obvious way. However, it is important to have feedback from the other participants who are trying to find the fraud and feedback from the trainer who explains what type of bias or fallacy it is.

<i>Used method</i>	Writing, group work
<i>Title of the activity</i>	Verb pyramid
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees recall their knowledge on different verb tenses. Trainees practice working in a team.
<i>Improved key competences</i>	Language learning, Verb tenses
<i>Improved critical thinking skills</i>	Using critical thinking while discussing the answer among the group
<i>Reason for choosing this method</i>	This method was chosen because it is recommendable to learn/revise grammar in the form of games. When there is a competition and a winner, trainees are more motivated to successfully complete the task.
<i>Suitable for ...</i>	This activity is suitable for all age groups of trainees.
<i>Possibly adaptations</i>	This activity can be adjusted for all language levels of trainees. The task can be adapted by choosing different grammatical structures



	that are being written into the pyramid. There can also be a vocabulary version of this game.
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<i>Used method</i>	Work and discussion in groups
<i>Title of the activity</i>	Link and use vocabulary
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees form word pairs in groups and thereby train their vocabulary skills and also their critical thinking skills.
<i>Improved key competences</i>	foreign language communication, vocabulary learning, critical thinking
<i>Improved critical thinking skills</i>	reflection, expressing opinions, discussion skills
<i>Reason for choosing this method</i>	This activity and the integrated methods are designed to help learn vocabulary in a fun way, but at the same time challenge critical thinking by thinking about vocabulary from different perspectives.
<i>Suitable for ...</i>	This activity requires some basic understanding of English terms, but it is easily varied in difficulty. For example, difficult words could be substituted to reduce the level. Trainees should have at least a basic knowledge of A2.
<i>Possibly adaptations</i>	The activity could be modified by increasing or decreasing the difficulty of the word pairs so that this activity can adapt to the age and knowledge of the trainees.

Method: Work in pairs

Work in pairs or partner work is a learning method in which two learners work together on a task. The focus is on social learning and the development of solutions. Partner work is a method that can be used quickly and does not require lengthy preparation within the classroom. Important for the success of constructive work is the partner formation phase, in which it must always be kept in mind that heterogeneous partner formation (according to performance, gender, prior knowledge, etc.) is particularly successful for learning. This leads to real exchange, discussion and joint learning.

<i>Used method</i>	Work in pairs
<i>Title of the activity</i>	Critical Thinking – What does it mean in real life?
<i>Module where the activity is located</i>	General Module: ACTIVITY 1_INPUT (know)
<i>Objectives of the activity</i>	The trainee identifies substantial features of critical thinking. The trainee identifies how critical thinking skills are applied in his/her life. The trainee reflects on his/her skills and abilities. The trainee shares his/her ideas with a fellow trainee.
<i>Improved key competences</i>	Critical thinking



<i>Improved critical thinking skills</i>	expressing opinions, recognizing patterns, self-reflection
<i>Reason for choosing this method</i>	Key is a partner in this activity and also the support by a teacher. Pair-work is good for short-term activities with a clear structure. It is about problem-solving, comprehension, small projects. It is also about socialisation, a possibility to share your ideas, to listen to the other and to work together to reach a common goal. Trainees can distribute tasks, roles and they share their common victory.
<i>Suitable for ...</i>	We increase student talk time, social interactions, and switch up the energy in class. We facilitate to form relations, a basis for cooperation or team work.
<i>Possibly adaptations</i>	We must make sure the instructions are clear. As trainer, you are a voluntary help, facilitator or manager. Trainees should feel free to express their opinions. You can possibly turn it into a telephone conversation or role-playing.

<i>Used method</i>	Work in pairs
<i>Title of the activity</i>	So, what exactly is critical thinking ?
<i>Module where the activity is located</i>	Module General: STEP 4_ACTIVITY 7 (summarize)
<i>Objectives of the activity</i>	A trainee identifies typical features of critical thinking. A trainee expresses his/her understanding of critical thinking. A trainee creates his/her definition of critical thinking. A trainee summarizes their knowledge of critical thinking.
<i>Improved key competences</i>	Critical thinking
<i>Improved critical thinking skills</i>	expressing opinions, discussion skills, analytical thinking
<i>Reason for choosing this method</i>	Key is a partner in this activity and also the support by a teacher. Pair-work is good for short-term activities with a clear structure. It is about problem-solving, comprehension, small projects. It is also about socialisation, a possibility to share your ideas, to listen to the other and to work together to reach a common goal. Trainees can distribute tasks, roles and they share their common victory.
<i>Suitable for ...</i>	We increase student talk time, social interactions, and switch up the energy in class. We facilitate to form relations, a basis for cooperation or team work.
<i>Possibly adaptations</i>	We must make sure the instructions are clear. As trainer, you are a voluntary help, facilitator or manager. Trainees should feel free to express their opinions. You can possibly turn it into a telephone conversation or role-playing.



<i>Used method</i>	<i>Pair work, group work</i>
<i>Title of the activity</i>	<i>Team-work and feedback tools</i>
<i>Module where the activity is located</i>	<i>ICT Module</i>
<i>Objectives of the activity</i>	There are a lot of tools that make it easier to collect, process and present data. Nowadays, you can use web-based tools for group work, which makes the work process easier to follow and easier to draw conclusions from. There are also several ways to get feedback from your students.
<i>Improved key competences</i>	Knowledge and understanding, application, problem solving, communication and cooperation, critical thinking, learning to learn.
<i>Improved critical thinking skills</i>	Apply knowledge and understanding of information and communication technologies in different situations. Divide the problem into parts of its solution and merge the parts of the problem into one. Propose, explain and apply alternative solutions, consider their advantages and disadvantages.
<i>Reason for choosing this method</i>	Pair work or group work gives an opportunity to make every opinion heard, one has to justify one's opinions, and argumentation skills are developed.
<i>Suitable for ...</i>	Allows you to discuss specific topics in a narrower circle.
<i>Possibly adaptations</i>	There are many different ways to manage group work, you have to look at the dynamics of the group and see what is the best approach.

Method: Role play

Role play is about playfully presenting and "experiencing" a relevant topic (possibly conflict). This method should be used above all when it is a question of promoting aspects of action and adopting lifelike observer positions. In particular, perception, empathy, flexibility, openness, cooperation, communication and problem-solving skills can be developed. In addition, role-playing primarily trains self-observation and the ability to observe others.

<i>Used method</i>	<i>Role play</i>
<i>Title of the activity</i>	<i>Scientific congress</i>
<i>Module where the activity is located</i>	<i>Media literacy module, Activity 1, Why do we believe in science?, Step 2</i>
<i>Objectives of the activity</i>	The trainee practices and understands how different biases and fallacies work on misleading information. The trainee understands the importance of the Scientific Community in the society. The trainee reflects on the need for a Community that helps distinguish good from bad information.
<i>Improved key competences</i>	critical thinking, scientific literacy
<i>Improved critical thinking skills</i>	acceptance of criticism, communicating information, active listening, analyzing information



<i>Reason for choosing this method</i>	Role-play is a method that allows participants to develop their communication skills by doing an exercise in expression in which they lose their fear of making mistakes, as it is part of the game to play a character who makes mistakes. In addition, by having to detect mistakes that are known to be there, critical thinking skills are put into practice.
<i>Suitable for ...</i>	This method can be especially useful for creating a good learning environment, as it serves as an ice-breaker at the same time. Also with groups of people who are insecure or very afraid of making mistakes, as the game allows for more flexibility.
<i>Possibly adaptations</i>	The interpretation scenario may be different from a scientific conference, but it is important that other participants are involved as arbiters of misinformation.

Method: Frontal / Oral presentation

Presentations are used for the quick presentation and transmission of information. Such presentations are not only carried out by teachers, but time and again also by learners in the context of learning groups. Such presentations become problematic when they lead to a frontal system in terms of time, in that many presentations are worked through frontally to the audience with a lot of material in too short a time without the participation of the learners.

Presentations should therefore be organised in a time-limited manner as an open form of information transfer as far as possible. They should be as dialogue-oriented as possible and not only allow questions from the participants, but also stimulate and encourage them. Participants should always be able to contribute to the content and methods presented and this should be included in the presentation. In presentations, it is important to bear in mind that the attention of the participants can dwindle very quickly, especially in the case of abstract content.

<i>Used method</i>	Frontal explanation
<i>Title of the activity</i>	What is Critical Thinking?
<i>Module where the activity is located</i>	General module: STEP 1_ACTIVITY_LEAD IN
<i>Objectives of the activity</i>	A trainee identifies typical features of critical thinking. A trainee expresses his/her understanding of critical thinking. A trainee creates his/her definition of critical thinking.
<i>Improved key competences</i>	Critical thinking
<i>Improved critical thinking skills</i>	expressing opinions, discussion skills, active listening
<i>Reason for choosing this method</i>	The role of the frontal explanation is to provide teaching in which the trainer faces the class as a whole and where the material is taught using presentations and explanations and motivation. It also enables to react promptly to unexpected situations, needs or questions by trainees. It also helps to make sure everybody is motivated and knows what to do and how to proceed.



<i>Suitable for ...</i>	Suitable for lead-in activities or when it is necessary to provide information for the whole class and to check the response of all the trainees.
<i>Possibly adaptations</i>	Adaptations depend on the trainer, trainees, aims and equipment. It can be supplemented by handouts, online materials, digital presentations, videos, etc.

<i>Used method</i>	Frontal explanation
<i>Title of the activity</i>	Critical Thinking – What does it mean in real life?
<i>Module where the activity is located</i>	General module: STEP 2_ACTIVITY 1_INPUT (know)
<i>Objectives of the activity</i>	The trainee identifies substantial features of critical thinking. The trainee identifies how critical thinking skills are applied in his/her life. The trainee reflects on his/her skills and abilities. The trainee shares his/her ideas with a fellow trainee.
<i>Improved key competences</i>	Critical thinking
<i>Improved critical thinking skills</i>	expressing opinions, recognizing patterns, self-reflection
<i>Reason for choosing this method</i>	The role of frontal explanation is to provide teaching in which the trainer faces the class as a whole and where the material is taught using presentations and explanations and motivation. It also enables to react promptly to unexpected situations, needs or questions by students. It also helps to make sure everybody is motivated and knows what to do and how to proceed.
<i>Suitable for ...</i>	Suitable for lead-in activities or when it is necessary to provide information for the whole class and to check the response of all the students.
<i>Possibly adaptations</i>	Adaptations depend on the trainer, trainees, aims and equipment. It can be supplemented by handouts, online material, digital presentations, videos, etc.

<i>Used method</i>	Frontal explanation
<i>Title of the activity</i>	So, what exactly is critical thinking ?
<i>Module where the activity is located</i>	General module: STEP 4_ACTIVITY 7 (summarize)
<i>Objectives of the activity</i>	A trainee identifies typical features of critical thinking. A trainee expresses his/her understanding of critical thinking. A trainee creates his/her definition of critical thinking. A trainee summarizes their knowledge of critical thinking.
<i>Improved key competences</i>	Critical thinking



<i>Improved critical thinking skills</i>	expressing opinions, discussion skills, analytical thinking
<i>Reason for choosing this method</i>	short explanation: The role of frontal explanation is to provide teaching in which the trainer faces the class as a whole and where the material is taught using presentations and explanations and motivation. It also enables to react promptly to unexpected situations, needs or questions by students. It also helps to make sure everybody is motivated and knows what to do and how to proceed.
<i>Suitable for ...</i>	For which situations/settings, for which teachers, for which learners/groups is it particularly suitable? Suitable for lead-in activities or when it is necessary to provide information for the whole class and to check the response of all the students.
<i>Possibly adaptations</i>	Which adaptations, e.g. for other target groups, other content focuses, a virtual implementation of the activity..., are useful? Adaptations depend on the trainer, trainees, aims and equipment. It can be supplemented by handouts, online material, digital presentations, videos, etc.

<i>Used method</i>	Oral presentation
<i>Title of the activity</i>	Lies, damned lies, and statistics.
<i>Module where the activity is located</i>	Media literacy module, Activity 2
<i>Objectives of the activity</i>	The trainee gets in contact with most common manipulations based on statistics.
<i>Improved key competences</i>	critical thinking, media literacy
<i>Improved critical thinking skills</i>	analysing information, self-reflection
<i>Reason for choosing this method</i>	Oral presentation is a good way to introduce a topic to be practised on later. When the topic is very broad, new or complex, it is advisable to introduce it in a pleasant way and then combine theory and practice until the learning process is complete.
<i>Suitable for ...</i>	Introduction of a new or complex topic
<i>Possibly adaptations</i>	The trainer can modify the presentation as he/she deems necessary for his/her convenience.

<i>Used method</i>	Group discussion, frontal explanation
<i>Title of the activity</i>	Building a Depth and Complexity Frame
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees discuss what is important in learning vocabulary. Trainees express their opinions. Trainees play the game and identify their strengths and weaknesses.



<i>Improved key competences</i>	Critical thinking, foreign language education
<i>Improved critical thinking skills</i>	discussion skills, reflection
<i>Reason for choosing this method</i>	This method was chosen because Depth and complexity frames support vocabulary learning and word grouping while helping to develop critical thinking skills.
<i>Suitable for ...</i>	The language level of the trainees must be advanced (B1 would be recommended), as the text requires a certain knowledge. However, by using a text that is at a lower difficulty level, this task can be used for lower language levels.
<i>Possibly adoptions</i>	The task can be changed in many ways. Other quotes and a different text can be chosen to increase or decrease the level.

Method: Comprehensive reading

Comprehensive reading means the ability to process a text, to understand its meaning and to link it to known knowledge. In order to support the learners, it can be helpful to thematise and activate existing knowledge, to have the main information of the text summarised, to ask concrete questions about the text or to formulate them together, to visualise essential contents of the text etc.

<i>Used method</i>	Comprehensive reading
<i>Title of the activity</i>	Who is responsible for climate change?
<i>Module where the activity is located</i>	Media literacy module, Activity 3, Step 1
<i>Objectives of the activity</i>	The trainee applies knowledge about critical thinking for comprehensive reading. The trainee applies knowledge about detecting fallacies.
<i>Improved key competences</i>	critical thinking, media literacy
<i>Improved critical thinking skills</i>	detection of fallacies, critical reading
<i>Reason for choosing this method</i>	It is often easier to understand fallacies and bad arguments when they are explained, but it is more difficult to identify them in everyday life. This activity helps you learn how to identify bad arguments in a text.
<i>Suitable for ...</i>	To complement a frontal explanation of the types of fallacies and argumentative biases.
<i>Possibly adoptions</i>	Any topic that is interesting and topical can be chosen by simply inserting bad arguments among the valid ones. The activity can be carried out individually.



Method: Mind Map

With the method of mind mapping, you can enter into a topic, collect ideas, query results, stimulate discussions ... etc. It makes sense to choose this method of visualisation especially for complex issues, because here connections can be made and new approaches can be identified.

In the mind mapping method, a topic is to be visualised in all its facets. The core topic is written as a concept in the middle of the paper and a closed circle is drawn around it. The learners find associative sub-topics and terms and express them in the plenary. For each sub-topic, the teacher draws a line/branch on the circle and writes the sub-topic at the end of the line. Again, a circle is drawn around this. The learners name further associations for each sub-topic, which are also added to the corresponding sub-topic with a line/branch. This is continued. There should be no further sorting, evaluation or criticism, but as much as possible should be collected. Associations mentioned can lead to further associations.

<i>Used method</i>	Mind map creation
<i>Title of the activity</i>	What is Critical Thinking?
<i>Module where the activity is located</i>	General module: STEP 1_ACTIVITY_LEAD IN
<i>Objectives of the activity</i>	A trainee identifies typical features of critical thinking. A trainee expresses his/her understanding of critical thinking. A trainee creates his/her definition of critical thinking.
<i>Improved key competences</i>	Critical thinking
<i>Improved critical thinking skills</i>	expressing opinions, discussion skills, active listening
<i>Reason for choosing this method</i>	One of very efficient and enjoyable education strategies usually assists trainees to make better notes, improve understanding and enhance creativity. It helps to find associations, connect them and explain them with an application of their visual sense. It helps to remember the issue and to start dealing with it critically.
<i>Suitable for ...</i>	"Everything is connected to everything else." Da Vinci. When you make a mind map, you establish a connection between ideas. It is not about facts, issues, definitions. It shows principles HOW things work. It helps us to answer questions WHY and to apply the answers to the issues around us.
<i>Possibly adaptations</i>	A visual part is also important, we have to pay our attention for clarity, it should be made, developed and explained by trainees. A good idea is to form a mind map on your own and then to form a group mind map.

<i>Used method</i>	Mind map
<i>Title of the activity</i>	Who is responsible for climate change?
<i>Module where the activity is located</i>	Media literacy module, Activity 3, Step 2



<i>Objectives of the activity</i>	The trainee applies knowledge about critical thinking for comprehensive reading. The trainee applies knowledge about detecting fallacies. The trainee shares his/her ideas with a fellow trainee. The trainee creates a collage to show a simplification of the problem.
<i>Improved key competences</i>	critical thinking, media literacy
<i>Improved critical thinking skills</i>	detection of fallacies, critical reading, communication, argumentation, comparison of opinions
<i>Reason for choosing this method</i>	Making a collage of arguments and phrases allows participants to put together ideas on a complex topic to get an overview of the problem. Working in pairs fosters communication and argumentation skills. By having to agree on the mind map before its realisation, participants are encouraged to look for common ground and rational arguments, not only based on emotions.
<i>Suitable for ...</i>	It is a relaxing and creative activity that can be used to vary the working method when the group is tired.
<i>Possibly adaptations</i>	If participants have little confidence in their creative abilities, they can be offered a clear outline of how to order ideas. For example, choose three arguments with which they agree and three with which they disagree.

Method: Group / Open discussion

Leading discussions can be one of the most rewarding, but also challenging, teaching methods. Using discussion as a teaching method allows you to stimulate critical thinking in a very targeted way. By building a relationship with and between your learners, you can show them that you value their contributions while asking them to listen actively, value each other's opinions, think more deeply and formulate their ideas more clearly.

Similar to group work, clear rules should be established so that everyone has an equal chance to speak, feel comfortable and take something away. It is not about discussing for the sake of discussing. The discussion must be prepared and guided.

<i>Used method</i>	Group discussion
<i>Title of the activity</i>	Critical Thinking – What does it mean in real life?
<i>Module where the activity is located</i>	General Module: ACTIVITY 1_INPUT (know)
<i>Objectives of the activity</i>	The trainee identifies substantial features of critical thinking. The trainee identifies how critical thinking skills are applied in his/her life. The trainee reflects on his/her skills and abilities. The trainee shares his/her ideas with a fellow trainee.
<i>Improved key competences</i>	Critical thinking



<i>Improved critical thinking skills</i>	expressing opinions, recognizing patterns, self-reflection
<i>Reason for choosing this method</i>	Trainees participate by answering questions and providing examples, it supports an interaction and motivation. An auditorial element plays an important role. The trainer makes sure that all is explained and everybody understands not only facts, but also reasons and connections. Trainees remain focused and learn how to express their ideas in front of classmates.
<i>Suitable for ...</i>	Traditionally, it is perceived as a lecture, but it is not. Questions force students to be active, concentrated and express ideas. They pay attention to other participants and we come to a conclusion together. Sometimes, only active trainees respond, we have to give an opportunity to other trainees as well.
<i>Possibly adoptions</i>	The rearrangement of a classroom to a circle so that everybody is facing everybody. Prepared questions in advance to provide time to think answers and back up opinions, a parliament-like session with a chairperson. A division of trainees into groups according to opinions, etc.

<i>Used method</i>	Discussion
<i>Title of the activity</i>	Is critical thinking a creative process?
<i>Module where the activity is located</i>	General module: STEP 3_ACTIVITY 2 (understand)
<i>Objectives of the activity</i>	The trainee describes their soft skills and explains their meaning for real life. The trainee illustrates with own example the use of elements of innovation and creativity in critical thinking compared to the successful personalities who inspire the group.
<i>Improved key competences</i>	Critical Thinking
<i>Improved critical thinking skills</i>	deduction, communication, argumentation, comparison of opinions
<i>Reason for choosing this method</i>	The method of discussion of one of the oldest and most efficient methods when it comes to building and developing the student's critical thinking skills. It also enhances student creativity, verbal expression, and cognitive abilities.
<i>Suitable for ...</i>	It is particularly suitable in the application and/or evaluation phase of the class.
<i>Possibly adoptions</i>	Adaptations depend on the trainer, trainees, aims and equipment. The discussion can take many forms, depending on the class/group size and, primarily, the learning objectives. In large groups, discussion can sometimes be hindered by domineering, extroverted students or students' reluctance to speak. In that case, the teacher should intervene and support participation and discussion.



<i>Used method</i>	Open discussion
<i>Title of the activity</i>	The need for professional journalism
<i>Module where the activity is located</i>	Media literacy module, Activity 4
<i>Objectives of the activity</i>	The trainee reflects on the reliability of different sources of information The trainee shares his/her opinions with the rest of participants.
<i>Improved key competences</i>	critical thinking, media literacy
<i>Improved critical thinking skills</i>	application, discussion, active listening
<i>Reason for choosing this method</i>	In discussions, different skills and abilities are trained at the same time: active listening and understanding, expressing one's own opinion, activating knowledge and arguing. At the same time, they are suitable for collecting and combining different knowledge components and arguments. As a teacher, you also get an insight into the level of knowledge of a group.
<i>Suitable for ...</i>	It is suitable for the introduction of a new theme.
<i>Possibly adaptations</i>	In groups where participation is very unbalanced, the trainer can offer other tools for reflection, such as filling in a sheet with the key points of the issue, or starting the reflection in small groups. He or she can also organise speaking turns so that each person participates at least once.

<i>Used method</i>	Group discussion
<i>Title of the activity</i>	Introduction
<i>Module where the activity is located</i>	ICT Module - Introduction
<i>Objectives of the activity</i>	<ul style="list-style-type: none"> - Introduction, training topics - Digital competences of an adult educator - Discussion - how has distance learning background shaped the landscape of adult training?
<i>Improved key competences</i>	Critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication.
<i>Improved critical thinking skills</i>	Active listening, analyzing information, knowledge of information and communication technologies, deeper understanding and application of this knowledge in different situations. Critical evaluation of information. Reasoned answer to problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.
<i>Reason for choosing this method</i>	The group discussion allows to find common emphases and points out which ideas are similar for the members and which are different.
<i>Suitable for ...</i>	Finding common thoughts and ideas, sharing opinions, finding solutions to questions and problems arisen.



<i>Possibly adaptations</i>	Group work and discussion can be done in different ways, if necessary also online.
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<i>Used method</i>	Silent reading, Group discussion
<i>Title of the activity</i>	Famous Person's Biography
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees practice their reading skills. Trainees practice their knowledge of grammatical forms. Trainees apply their knowledge on grammar forms and understand which grammatical tense is best used for storytelling.
<i>Improved key competences</i>	Grammatical knowledge, Critical thinking
<i>Improved critical thinking skills</i>	Expressing opinion, Discussion skills
<i>Reason for choosing this method</i>	Finding verb tenses in famous person's biography was chosen because biographies are a form of a story and storytelling is a universal human activity. Readers usually exert little cognitive energy to understand a biographical text, so they can devote more attention to its content and language (in this particular case; to verb forms). https://files.eric.ed.gov/fulltext/EJ1191435.pdf
<i>Suitable for ...</i>	This particular biography is suitable for students of high school and adult learners because they need background knowledge on Nazi Germany in order to be able to understand the text and later on to produce a fruitful discussion with the critical approach to the topic.
<i>Possibly adaptations</i>	In order to use this activity with younger students, trainers can choose some other famous person with whom the students in question have already been familiar.

<i>Used method</i>	Group discussion, frontal explanation
<i>Title of the activity</i>	Building a Depth and Complexity Frame
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees discuss what is important in learning vocabulary. Trainees express their opinions. Trainees play the game and identify their strengths and weaknesses.
<i>Improved key competences</i>	Critical thinking, foreign language education
<i>Improved critical thinking skills</i>	discussion skills, reflection
<i>Reason for choosing this method</i>	This method was chosen because Depth and complexity frames support vocabulary learning and word grouping while helping to develop critical thinking skills.
<i>Suitable for ...</i>	The language level of the trainees must be advanced (B1 would be recommended), as the text requires a certain knowledge.



	However, by using a text that is at a lower difficulty level, this task can be used for lower language levels.
<i>Possibly adaptations</i>	The task can be changed in many ways. Other quotes and a different text can be chosen to increase or decrease the level.

Method: Discussion in pairs

Discussion in pairs is a special form of partner work (see above).

<i>Used method</i>	Discussion in Pairs
<i>Title of the activity</i>	Think Critically About Your Day
<i>Module where the activity is located</i>	General module: STEP 3_ACTIVITY 3 (apply)
<i>Objectives of the activity</i>	The trainee compares the order of the actions in her/his work or personal life. The trainee applies knowledge about critical thinking when proposes changes in the order. The trainee illustrates how these findings can be used in her/his real work or personal life.
<i>Improved key competences</i>	critical thinking, problem-solving, communication
<i>Improved critical thinking skills</i>	application, comparing, attention to details, decision making, making proposals
<i>Reason for choosing this method</i>	short explanation: With this type of activity, sharing ideas in pairs can be particularly suitable. As the content of student work - the table with information on personal life can be considered sensitive, pair discussion can enhance sharing and communication without being too exposed to others.
<i>Suitable for ...</i>	For which situations/settings, for which teachers, for which learners/groups is it particularly suitable? Pair discussion is a popular classroom method which can meet many learning objectives. Its variation is Think-Pair-Share, also applied here. It is generally applicable with various types of learners and for various purposes. It might work well with timid students that do not like to share their ideas in larger groups. Also, it might lead to deeper, more complex exchange of ideas.
<i>Possibly adaptations</i>	Which adaptations, e.g. for other target groups, other content focuses, a virtual implementation of the activity..., are useful? Adaptations depend on the trainer, trainees, aims and equipment. Here, discussion in groups of 3-4 students can also be considered applicable, based on the trainer's decision.



Method: Brainstorming

Brainstorming (originally: using the brain to storm a problem) is a frequently used method to collect ideas, prior knowledge and associations on a certain topic that can become important in the course of a teaching and learning process. It makes use of the group's diversity of perspectives. Brainstorming is recommended at the beginning of working on a topic, but also in a phase of stagnation. As many ideas as possible should be collected in a short time. Free associations are encouraged. Evaluation or criticism of the expressions is not allowed. After the creative phase has ended, an evaluation and structuring of the results takes place.

<i>Used method</i>	Brainstorming
<i>Title of the activity</i>	What is Critical Thinking?
<i>Module where the activity is located</i>	General module: STEP 1_ACTIVITY_LEAD IN
<i>Objectives of the activity</i>	A trainee identifies typical features of critical thinking. A trainee expresses his/her understanding of critical thinking. A trainee creates his/her definition of critical thinking.
<i>Improved key competences</i>	Critical thinking
<i>Improved critical thinking skills</i>	expressing opinions, discussion skills, active listening
<i>Reason for choosing this method</i>	This strategy applied by a teacher will generate maximum participation, responses and presenting of views, ideas and opinions. It is applied to encourage the origin of new ideas, socialising and motivation.
<i>Suitable for ...</i>	It is appropriate and desired anytime a group needs to provide new ideas. It can also be applied when we intend to analyse and further discuss or develop the issue or provide a solution to a problem
<i>Possibly adaptations</i>	It is possible to use it even in the online reality, or even the rearrangement of the classroom may help to stir the brain activity. Seeing the expressed ideas can lead to connections, enrichment or development of the issues. It can be performed orally, in a written or a digital form.

<i>Used method</i>	Brainstorming
<i>Title of the activity</i>	Introduction
<i>Module where the activity is located</i>	ICT Module - Introduction
<i>Objectives of the activity</i>	<ul style="list-style-type: none"> - Introduction, training topics - Digital competences of an adult educator - Discussion - how has distance learning background shaped the landscape of adult training?
<i>Improved key competences</i>	Critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication.



<i>Improved critical thinking skills</i>	Active listening, analyzing information, knowledge of information and communication technologies, deeper understanding and application of this knowledge in different situations. Critical evaluation of information. Reasoned answer to problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.
<i>Reason for choosing this method</i>	For an initial overview, everyone is asked to share their experience and practice in order to better understand the situation of colleagues within different backgrounds. Everyone will get to share their views and ideas.
<i>Suitable for ...</i>	Changing and discovering new ideas within a group.
<i>Possibly adaptations</i>	It's easily adaptable to different situations, also suitable for web-based session, good opportunity to use web-based tools.

<i>Used method</i>	Brainstorming
<i>Title of the activity</i>	Team-work and feedback tools
<i>Module where the activity is located</i>	ICT Module
<i>Objectives of the activity</i>	There are a number of tools that make it easier to collect, process and present data. Nowadays, you can use web-based tools for group work, which makes the work process easier to follow and easier to draw conclusions from. There are also several ways to get feedback from your students.
<i>Improved key competences</i>	Knowledge and understanding, application, problem solving, communication and cooperation, critical thinking, learning to learn.
<i>Improved critical thinking skills</i>	Apply knowledge and understanding of information and communication technologies in different situations. Divide the problem into parts of its solution and merge the parts of the problem into one. Propose, explain and apply alternative solutions, consider their advantages and disadvantages.
<i>Reason for choosing this method</i>	In order to get an idea of the best practices of each participant, ideas and thoughts are shared, which reveal the patterns, the most popular choices.
<i>Suitable for ...</i>	Changing and discovering new ideas within a group.
<i>Possibly adaptations</i>	It's easily adaptable to different situations, also suitable for web-based session, good opportunity to use web-based tools.



Method: Analysis

Analysis is about an in-depth, intensive, systematic examination of a problem/topic under a specific question or with the aim of solving a problem. It rarely stands alone, because the learning experience for the individual results only partly from their own analysis results, but much more from the comparison and discussion of their own results with those of other learners, i.e. in collaborative learning.

<i>Used method</i>	Analysis
<i>Title of the activity</i>	Think Critically About Your Day
<i>Module where the activity is located</i>	General module: STEP 3_ACTIVITY 3 (apply)
<i>Objectives of the activity</i>	The trainee compares the order of the actions in her/his work or personal life. The trainee applies knowledge about critical thinking when proposes changes in the order. The trainee illustrates how these findings can be used in her/his real work or personal life.
<i>Improved key competences</i>	critical thinking, problem-solving, communication
<i>Improved critical thinking skills</i>	application, comparing, attention to details, decision making, making proposals
<i>Reason for choosing this method</i>	Critical thinking involves the ability to carefully examine all the aspects of the problem and draw conclusions out of it, i.e. to analyse it. We believe that practising this method may substantially strengthen critical thinking skills in trainees.
<i>Suitable for ...</i>	It is particularly suitable after the students received the input in the form of necessary information, i.e. in the application, practise and evaluation phase of the class.
<i>Possibly adoptions</i>	Adaptations depend on the trainer, trainees, aims and equipment. It can be supplemented by handouts, online material, digital presentations, videos, etc. The quality of the students' outputs significantly depends on the variety and quality of the input, i.e. provided information.

<i>Used method</i>	Problem description & solving explanation
<i>Title of the activity</i>	Secret of Advertisement
<i>Module where the activity is located</i>	General module: STEP 4_ACTIVITY 5 and 6, TASK C
<i>Objectives of the activity</i>	A trainee composes elements and parts into a new unit. A trainee analyses real values, expresses opinions, defends it and provides reasons. A trainee compares, evaluates and give statements, evaluates the impact of advertising on shopping habits. A trainee makes conclusions, states the pros and cons and creates own designs of advertisements and slogans.
<i>Improved key competences</i>	communication, problem-solving, critical thinking



<i>Improved critical thinking skills</i>	induction, deduction, formulation of solutions
<i>Reason for choosing this method</i>	Mutual inspiration of trainees' solutions of problems is important. In a case of the question: How would you protect yourself against tricks in advertisements? They explain and compare their own solutions to other trainees.
<i>Suitable for ...</i>	For the situations where the trainees are involved to describe the problem and explain how they would solve it in their real life.
<i>Possibly adaptations</i>	According to the target group a trainer can let trainees to characterize what was good in the presented solution and how they could solve the problem better. They can also explain their real solutions on the basis of their experience.

<i>Used method</i>	Analysis
<i>Title of the activity</i>	Introduction
<i>Module where the activity is located</i>	ICT Module - Introduction
<i>Objectives of the activity</i>	<ul style="list-style-type: none"> - Introduction, training topics - Digital competences of an adult educator - Discussion - how has distance learning background shaped the landscape of adult training?
<i>Improved key competences</i>	Critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication.
<i>Improved critical thinking skills</i>	Active listening, analyzing information, knowledge of information and communication technologies, deeper understanding and application of this knowledge in different situations. Critical evaluation of information. Reasoned answer to problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.
<i>Reason for choosing this method</i>	Each participant must analyze and assess their skills and knowledge using a digital competences model in order to understand the level of their competences in this area. This is necessary in order to see opportunities for further development.
<i>Suitable for ...</i>	Self-assessment and assessment-based analysis- Awareness of one's own result and seeing bottlenecks and finding solutions to them.
<i>Possibly adaptations</i>	Adaptations depend on the trainer and aims.

<i>Used method</i>	Raising problematic issues
<i>Title of the activity</i>	Time planning and management
<i>Module where the activity is located</i>	ICT Module
<i>Objectives of the activity</i>	<ul style="list-style-type: none"> - Learn to use convenient time planning tools - Critically evaluate the choice of tools



	- Encourage communication and collaboration through group work
<i>Improved key competences</i>	Critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication.
<i>Improved critical thinking skills</i>	Problem solving, use concepts and terms appropriately. Propose, explain and apply alternative solutions, consider their advantages and disadvantages, analyzing information, argumentation, knowledge of information and communication technologies, deeper understanding and application of this knowledge in normal and unusual situations. Reasoned answering problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.
<i>Reason for choosing this method</i>	To see what topics and issues need to be addressed, you need to be able to see the problem areas. Identifying and presenting them allows you to move on to the desired result.
<i>Suitable for ...</i>	When it is necessary to point out a specific topic and thematic problems of a group of people, from which to move forward and start solving them.
<i>Possibly adaptations</i>	It is possible to approach in different ways, through question-answer or discussion.

<i>Used method</i>	<i>Formulation of the problem</i>
<i>Title of the activity</i>	<i>Online communication tools</i>
<i>Module where the activity is located</i>	<i>ICT Module</i>
<i>Objectives of the activity</i>	<ul style="list-style-type: none"> - Learn to use convenient time planning tools - Critically evaluate the choice of tools - Encourage communication and collaboration through group work
<i>Improved key competences</i>	critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication
<i>Improved critical thinking skills</i>	Problem solving, use concepts and terms appropriately. Propose, explain and apply alternative solutions, consider their advantages and disadvantages, analyzing information, argumentation, knowledge of information and communication technologies, deeper understanding and application of this knowledge in normal and unusual situations. Reasoned answering problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.
<i>Reason for choosing this method</i>	Trainers need to be aware of the competencies of the trainees and to set further plans and training pressures accordingly. Future trainers who will be working on the topic must also be able to formulate the problem from where to continue finding solutions.
<i>Suitable for ...</i>	The results of the analysis show which competencies need more attention, what need more clarification etc.



<i>Possibly adoptions</i>	Depending on the issues raised, a suitable approach can be chosen, the trainees can be grouped if necessary, and each group can work on finding a solution to the problem.
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<i>Used method</i>	Song analysis
<i>Title of the activity</i>	Past Construction in a Song
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees analyse the song lyrics. Trainees elicit which verb tense is present throughout the whole song. Trainees together with the trainer form a rule for the usage of Past Simple.
<i>Improved key competences</i>	Critical thinking, Language learning, Listening skills
<i>Improved critical thinking skills</i>	Reflection, Discussion, Grammar analysis
<i>Reason for choosing this method</i>	This method was chosen because using song lyrics in English classes has positive impact toward students' understanding in grammar learning, and also positively improves their vocabulary, pronunciation and their listening skills. Song lyrics are fun and interesting media to learn grammar especially to the sons which are familiar and popular for the trainees. Moreover, because the students often listen to the song by reading its lyrics as well, they learn English tenses automatically. https://repository.ar-raniry.ac.id/id/eprint/4764/1/Datiin%20Dibya%20Tri%20Utami.pdf
<i>Suitable for ...</i>	This activity is suitable for trainees of all age groups and language levels
<i>Possibly adoptions</i>	This activity can be adapted for various age groups by choosing songs that are more suitable for the age of trainees in question. It can also be appropriate for different language levels by choosing more or less complex lyrics of the songs.

Method: System of questions

Working with a set of questions enables the teacher to direct the learners' focus on certain aspects, to encourage them to question problems/facts and to look for connections or have them presented in the result. Open questions are particularly suitable because they can usually only be answered exhaustively with a coherent explanation.

An even more open, participatory variant is to develop and collect the questions together with the learners.

<i>Used method</i>	System of Questions
<i>Title of the activity</i>	What is the author's message?
<i>Module</i>	General module: STEP 3_ACTIVITY 4 (analyse)



<i>where the activity is located</i>	
<i>Objectives of the activity</i>	The trainee explains the approach of the author and his intentions. The trainee identifies and analyses the typical features of a cartoon/photo/picture in practice and compares his or her answers with other members of the group.
<i>Improved key competences</i>	communication, problem-solving, critical thinking
<i>Improved critical thinking skills</i>	a formulation of a solution, a finding of connections, description of pluses and minuses, judgment
<i>Reason for choosing this method</i>	Here, the system of questions stimulates discussions, leads the trainees and enables them to consider the issue from various points of view. The appropriate questions are vital to this activity.
<i>Suitable for ...</i>	This method is suitable for all phases of the classes, it is most frequently applied in the lead-in and input activities. The questions provide orientation and direction to trainees, so the special attention must be paid to their selection.
<i>Possibly adoptions</i>	This method is generally applicable with any target group, content focus or type of implementation.

<i>Used method</i>	A set of open questions
<i>Title of the activity</i>	Secret of Advertisement
<i>Module where the activity is located</i>	General module: STEP 4_ACTIVITY 5 and 6, TASK A, B,C
<i>Objectives of the activity</i>	A trainee composes elements and parts into a new unit. A trainee analyses real values, expresses opinions, defends it and provides reasons. A trainee compares, evaluates and give statements, evaluates the impact of advertising on shopping habits. A trainee makes conclusions, states the pros and cons and creates own designs of advertisements and slogans.
<i>Improved key competences</i>	communication, problem-solving, critical thinking
<i>Improved critical thinking skills</i>	induction, deduction, formulation of solutions
<i>Reason for choosing this method</i>	To motivate trainees to participate in their own learning, to be concentrated it is very important to ask them: on their own experience, ideas, life experience, tacit knowledge etc. It is a reason why questions have to be opened – in such a case trainees have a chance to think it over preciously, Special or Wh-Questions and requiring explanation.
<i>Suitable for ...</i>	In the situations when it is important to improve and strengthen critical thinking using creative tasks, to strengthen learning through experience, to use critical thinking in personal and professional life and to use it creatively.
<i>Possibly adoptions</i>	Adaptations depend on the trainer and trainees, but a set of questions can be used in general everywhere where the supporting in-depth thinking is important.



<i>Used method</i>	<i>Raising questions</i>
<i>Title of the activity</i>	<i>Online communication tools</i>
<i>Module where the activity is located</i>	<i>ICT Module</i>
<i>Objectives of the activity</i>	<ul style="list-style-type: none"> - Learn to use convenient time planning tools - Critically evaluate the choice of tools - Encourage communication and collaboration through group work
<i>Improved key competences</i>	critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication
<i>Improved critical thinking skills</i>	Problem solving, use concepts and terms appropriately. Propose, explain and apply alternative solutions, consider their advantages and disadvantages, analyzing information, argumentation, knowledge of information and communication technologies, deeper understanding and application of this knowledge in normal and unusual situations. Reasoned answering problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.
<i>Reason for choosing this method</i>	Formulating questions is a good way to find out which areas need more attention.
<i>Suitable for ...</i>	Suitable for getting acquainted with a new topic, points out the general knowledge of the group and the starting point from which to move forward.
<i>Possibly adoptions</i>	If necessary, the results can be grouped and solutions can be found on a group basis.

Method: Games

Games loosen up the lessons and provide a welcome change from the learners' point of view. They promote lively and exciting lessons and enhance the teaching. The increased motivation to learn also increases learning success. Games are also very helpful and useful for getting to know each other in a new group and for team building.

Also and especially when using games, it is important that learners feel comfortable. The process, goal and rules must be clear to all. Games can be used for a variety of purposes: to get to know each other, to prepare for a new topic, to loosen up, to build teams, etc. Teachers can also use games to check learning success. For example, the results of a crossword puzzle/quiz can be discussed again with the class and the teachers can immediately see where there are still gaps in knowledge.



<i>Used method</i>	<i>Icebreaker games</i>
<i>Title of the activity</i>	Icebreaker
<i>Module where the activity is located</i>	For all modules Not present in the curriculum - games for getting to know each other, loosening up, motivating, team building etc. can and should be used as needed.
<i>Objectives of the activity</i>	Trainees get to know each other, the atmosphere is loosened up, the group finds each other.
<i>Improved critical thinking skills</i>	Communication skills, social skills, creative skills
<i>Examples</i>	<p>Neighbours Participants stand in a circle and each memorise the name (or a personal interest/hobby) of their neighbour. A participant in the middle points to a person and says "right"/"left", the corresponding name (interest) has to be mentioned. If the answer is wrong, the person changes places with the player in the middle.</p> <p>People Bingo Participants are given a bingo card where each square describes a personal characteristic/interest (has a pet, loves gardening...). The participants have to ask each other and find people who match the characteristics. The corresponding name has to be written in the square. Whoever has a row full first shouts BINGO.</p> <p>Two trues and a lie The participants - one after the other – tell three facts about themselves: two are true, one is invented. The others have to guess (and justify) which is not true.</p> <p>More ideas: https://www.quizbreaker.com/icebreakers-for-adults https://www.thoughtco.com/classroom-ice-breaker-31410 </p>
<i>Reason for choosing this method</i>	Especially the beginning in a new group is often not easy: the participants do not know each other, the trainer does not know the participants, the group exists only formally. Icebreaker games support getting to know each other in an unconventional, sometimes surprising way. A shared playful experience creates an initial group feeling, a WE feeling.
<i>Suitable for ...</i>	All groups, all ages ...
<i>Possibly adaptations</i>	Some of the Icebreaker games can also be used at later times, for example, when you want to draw attention to a topic and focus on the experiences/viewpoints of the participants, e.g. People Bingo.



<i>Used method</i>	<i>Activation games</i>
<i>Title of the activity</i>	Activation / Loosening up
<i>Module where the activity is located</i>	<i>For all modules</i> <i>Not present in the curriculum - games for getting to know each other, loosening up, motivating, team building etc. can and should be used as needed.</i>
<i>Objectives of the activity</i>	To (re)activate participants mentally and physically and to strengthen the group feeling.
<i>Improved critical thinking skills</i>	Communication skills, social skills, creative skills
<i>Examples</i>	<p>Pick a side Two areas are defined in the room (A & B), by slips of paper on the floor or by an adhesive strip ... The teacher prepares at least 10 "Would you rather..." questions with two polarising answers each. The participants spatially assign themselves to the answer that is closer to them. The teacher can arbitrarily ask an individual why s/he has chosen this side.</p> <p>Ready, set, reorganize The group is divided in half and stands in two rows facing each other. The teacher gives a category, for example birthday or surname. Then each group has to arrange themselves as quickly as possible, for example chronologically or alphabetically.</p> <p>More ideas: https://www.thoughtco.com/classroom-ice-breaker-31410</p>
<i>Reason for choosing this method</i>	Even in very varied lessons, however, the participants often sit a lot and for a long time. Physical activities not only revitalise the body, but also the mind - and after a short activity together while standing, working and thinking while sitting is often much easier again. In addition, such activities also loosen up the mind and train it at the same time, because it is necessary to make quick decisions, to combine quickly, to put things in order, and to think quickly.
<i>Suitable for ...</i>	All groups, all ages ...
<i>Possible adaptations</i>	"Pick a side" can also be played with other polarising question forms or content-related statements ("Freedom of expression is inviolably." - "Social media providers must have the possibility to delete individual posts for good reason.")



Used method	Teambulding games
Title of the activity	Appreciation: Gossip time
Module where the activity is located	<i>For all modules</i> Not present in the curriculum - games for getting to know each other, loosening up, motivating, team building etc. can and should be used as needed.
Objectives of the activity	Mutual appreciation, building and deepening of bonds within the group, strengthening the group feeling
Improved critical thinking skills	Communication skills, social skills, creative skills
Procedure	<ul style="list-style-type: none"> ➤ Pick one participant to be the first target, s/he must stand outside the room. ➤ All other participants write one thing (make sure it's a nice or complimentary thing!) about the target on a piece of paper. ➤ Collect all the pieces of paper and randomly select one to read aloud. The target must guess who s/he thinks wrote the 'gossip' about her/him. ➤ If the target's guess is correct, a new target is selected. However, if the target guesses incorrectly, then keep reading out the statements until the target gets it right! ➤ Play this game until every person has had a go at being the target.
Reason for choosing this method	Appreciation and trust in a group are important factors for a pleasant and open learning atmosphere. Therefore, it is advisable to include such activities that on the one hand loosen up a lesson and on the other hand strengthen the group feeling.
Suitable for ...	Groups that already know each other and in which there is a certain level of trust

Used method	Grammar game
Title of the activity	The Grammar Version of „Hot Potato“
Module where the activity is located	Module Foreign Language Education
Objectives of the activity	Trainees recall their knowledge on the types of words. Trainees test their speed of recalling different word types. Trainees practice their speaking skills in a fast-paced environment.
Improved key competences	Critical thinking, Language learning
Improved critical thinking skills	Reflection, expressing opinion, discussion
Reason for choosing this method	This grammar game was chosen because games are highly motivating and entertaining, and they can give shy trainees more opportunities to express their opinions and feelings. This method enables learners to acquire new experience within the foreign language, which is not always possible during a typical lesson. https://core.ac.uk/download/pdf/143964197.pdf
Suitable for ...	This activity is suitable for all language level and age groups.



<i>Possibly adaptations</i>	The activity can be adapted to different language level groups. For more experienced trainees, word types can be more complex, while less experienced trainees can work with word types like nouns, verbs, and so on.
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<i>Used method</i>	Grammar Bingo
<i>Title of the activity</i>	Grammar and Punctuation Bingo
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees practice their reading with purpose skills (scanning). Trainees practice their knowledge of grammatical forms.
<i>Improved key competences</i>	Grammatical knowledge, critical thinking
<i>Improved critical thinking skills</i>	Scanning (critical approach towards the text and finding only the information that is needed)
<i>Reason for choosing this method</i>	Because nowadays, a more dynamic view of grammar is favoured. Therefore, trainees will enjoy this fast-paced activity of searching for particular grammatical structures more than just underlining without some sort of the competition game included in the activity.
<i>Suitable for ...</i>	This activity is suitable for most language levels (depending on the complexity of the text) and those trainees that are already skilled readers (scanning should be performed as fast as possible).
<i>Possibly adaptations</i>	This method can be adapted by using shorter or longer texts and also by choosing more complex or less complex texts. It is even suitable for online lessons since everyone is working on their own text.

<i>Used method</i>	Speaking game
<i>Title of the activity</i>	The Moving Line
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees have conversation with all of the participants in the group. Trainees test their memory on the spot. Trainees practice their speaking skills in a fast-paced environment.
<i>Improved key competences</i>	Critical thinking, Language learning, Using grammar in speaking
<i>Improved critical thinking skills</i>	Critical approach towards other people's answers
<i>Reason for choosing this method</i>	This method was chosen because movement helps to develop social skills, which are important for critical thinking skills. In addition, realigning the body/brain connection helps re-energize learning. https://literacyandlanguagecenter.com/the-benefits-of-movement-in-the-classroom/



<i>Suitable for ...</i>	This activity is suitable for older trainees that already have some speaking proficiency.
<i>Possibly adaptations</i>	This activity can be adapted by giving trainees different questions to ask, depending on their language level (acquired verb tenses) and age group

<i>Used method</i>	Vocabulary game, interpret images
<i>Title of the activity</i>	Blackboard race
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees look at the picture and associate some first categories. Trainees train their speed in naming vocabulary.
<i>Improved key competences</i>	foreign language communication, vocabulary learning, critical thinking, creative thinking
<i>Improved critical thinking skills</i>	reflection, quick thinking
<i>Reason for choosing this method</i>	This activity strengthens vocabulary skills while requiring quick thinking. It is suitable for all ages and is easily changeable (in difficulty and length of the activity).
<i>Suitable for ...</i>	For this activity, trainees again need a basic understanding of English. Accordingly, it requires at least B2. Again, it is possible to adjust the difficulty by using different pictures that associate different concepts. It is also possible to have more in-depth discussions about the given pictures.
<i>Possibly adaptations</i>	By using a different picture to trigger different concepts, this activity can be perfectly adapted to the level of the trainees. For example, for more advanced trainees, a picture could be chosen that allows for multiple interpretations.

<i>Used method</i>	Puzzle solving, group discussion, writing
<i>Title of the activity</i>	Crossword Puzzles
<i>Module where the activity is located</i>	Module Foreign Language Education
<i>Objectives of the activity</i>	Trainees recall their knowledge on different grammatical structures. Trainees practice speaking and discussing in English. Trainees apply critical thinking while discussing which terms best fit for the certain question.
<i>Improved key competences</i>	Critical thinking, Language learning, knowledge in spelling
<i>Improved critical thinking skills</i>	Expressing opinion, discussion
<i>Reason for choosing this method</i>	This method was chosen because crossword solving involves several different skills including vocabulary, spelling, reasoning and grammatical thinking in this particular task. Other important skills needed for solving a puzzle include making inferences, evaluating



	choices and drawing conclusions, which all require critical thinking in its core. https://www.vocabulary.co.il/2007/09/teaching-with-crossword-puzzles/
<i>Suitable for ...</i>	This activity is suitable for trainees of all age groups that know how to write. Tasks can be adjusted with its questions for all language levels.
<i>Possibly adaptations</i>	This activity can easily be adapted for online learning since there are many different crossword puzzle creation software websites. They are easy to use so teachers can create curriculum-specific crosswords with little trouble.

<i>Used method</i>	<i>Evaluation games</i>
<i>Title of the activity</i>	3-2-1
<i>Module where the activity is located</i>	For all modules <i>Not present in the curriculum - games for getting to know each other, loosening up, motivating, team building etc. can and should be used as needed.</i>
<i>Objectives of the activity</i>	
<i>Improved critical thinking skills</i>	Communication skills, social skills, creative skills, reflection
<i>Procedure</i>	At the end of a lesson/unit, participants are asked to briefly note down the following: 3 things they have (newly) learned 2 things they would still like to learn 1 question they still have about the topic The participants take turns to read out their 3-2-1 points. Either they are all collected first and then answered together, or the teacher goes into each one directly. More ideas: https://wabisabilearning.com/blogs/assessment/15-assessment-activities-fast-formative
<i>Reason for choosing this method</i>	In order to be able to assess and evaluate the understanding of a topic, playful forms that stimulate self-reflection among the participants are also suitable. With this exercise, participants are encouraged to both reflect on what they have learned and communicate what they do not understand, as well as to develop an interest in connecting thematic aspects.
<i>Suitable for ...</i>	Groups that already know each other and where there is an open, familiar atmosphere (otherwise some participants may find it difficult to be open about what they still want to learn or what they have not yet understood).
<i>Possible adaptations</i>	"Pick a side" can also be played with other polarising question forms or content-related statements ("Freedom of expression is inviolably." - "Social media providers must have the possibility to delete individual posts for good reason.")



How to choose the "right" method?

THEORETICAL INPUT

This part is less about conveying "hard" facts and tested knowledge. It is more about giving learners a good feeling about how to prepare and design their lessons in the future and how to choose methods. Ultimately, learning objectives can usually be achieved through a variety of methods. But what questions should the teacher ask when preparing a specific lesson for a specific group of learners?

At the beginning of this manual it was already mentioned that your personal knowledge, experiences and insights as a teacher are essential for us to implement this training of new adult educators. In this section we explicitly ask you to let your learners benefit from these experiences and insights and to explain your strategies as ONE way of choosing methods.

It would be great if you would not be afraid to tell also about mistakes and mishaps in your career as a teacher, because in doing so you will teach your learners several lessons at the same time: 1. Mistakes are human and happen to everyone. 2. It is essential to recognise a mistake and learn from it.

- Which factors and conditions are essential for the choice of a method?
- What questions can I ask myself to make an adequate choice?
- How can I evaluate my choice and use the experience for my future work?

ACTIVITIES

TELL ME WHY ...	
This activity is about opening up the teachers' wealth of experience and knowledge for the future adult educators by allowing them to formulate and ask their questions. It requires a great willingness to provide information and openness on the part of the teacher, but at the same time enables the future teachers to be valued through a discussion at eye level.	
Proposed to use as	Evaluation/Conclusion
Objectives	... to formulate question to find out relevant experiences of the teacher ... to discuss experiences in learning and teaching ... to draw conclusions for their own (future) work
Methods	Set of questions / discussion
Improved critical thinking skills	formulating questions, active listening, deduction
Duration	45 minutes
Material	---
PROCEDURE	
Lead in	As a teacher with a few years of professional experience, you have a lot of tacit knowledge, a real wealth of experience that is often so internalised that you are no longer even aware of it. On the other hand, prospective adult



	educators often have lots of questions, the answers to which seem self-evident to the experienced. The easiest way to make the wealth of experience of long-time teachers accessible is to ask these questions concretely and directly.
Ask & motivate	How do you choose the most appropriate method for the preparation of your lesson?
Give instructions	<ul style="list-style-type: none"> ▲ In pairs or small groups, learners first collect aspects they want to know more about from their teacher. From this, they formulate concrete, open questions and rank them in order of importance. ▲ This is followed by an open round of questions to the teacher. For an equal, open atmosphere, it is advisable to sit in a circle. ▲ The questions are asked in turn; follow-up questions and short discussions are of course possible. ▲ The teacher should keep an eye on the time and make sure that all groups get a chance to ask questions.
Make reflections	In a flashlight round the learners name very briefly which statement/experience/knowledge of the teacher was most interesting/helpful/useful for them.
Conclusion	These experiences of the teacher are a valuable resource for future adult educators. Perhaps you as a group will find a way of establishing short open question rounds to the experienced trainer in your joint work in the future.

HOW TO CHOOSE THE BEST METHOD?

The idea of this activity is to collect together as a group all the relevant points that can and/or should influence the choice of a method. From this, questions are developed that can later serve the learners as a kind of checklist in their choice of method.

Proposed to use as	Evaluation/Conclusion
Objectives	<ul style="list-style-type: none"> ... to reflect on known methods and own learning experiences with them ... to formulate and to argue one's own opinion ... to find and agree on a set of relevant questions as a group
Methods	Brainstorming
Improved critical thinking skills	expressing opinions, arguing, active listening, formulating questions
Duration	30 minutes
Material	Whiteboard and markers
PROCEDURE	
Lead in	They have a lot of knowledge about teaching and learning methods. They have used and experienced them as learners and have learned a lot about



	their application as future teachers. Now the question is: How do you choose the most appropriate method from all these methods?
Ask & motivate	How do I choose the most appropriate method in my lesson preparation?
Give instructions	<ul style="list-style-type: none"> ▲ In a joint brainstorming session, collect and write down all relevant thoughts/considerations that can or should influence the choice of a method ▲ Sort and organise them together. In doing so, summarise them thematically and, if possible, prioritise them. ▲ Find together and formulate questions from their previous points that can help you later as a checklist in your choice of methods
Make reflections	Read list of questions again. Have all the considerations been taken into account? Are the questions formulated in such a way that they lead to the essential points? Are they understandable and comprehensible for you personally - even with some distance to today's lesson?
Conclusion	This checklist will help you to constantly question your choice of methods and thus to be able to make them consciously.

Resources & Tools

Here you will find in-depth information, further inspiration and useful tools on the topic.

Resources	available in
A guide for designing, structuring and tutoring an adult class LUMB, R.C. 2011. A Guide to Planning and Implementing Instruction for Adults. The College at Brockport: State University of New York. https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1389&context=bookshelf	English
Linda Thistlethwaite: Five Levels of Cooperative Learning Activities for Adult Learners https://literacy.kent.edu/cra/cooperative/coop.html	English
Johnson, D. W., & Johnson, R. T. (1991). Learning together and alone: Cooperative competitive. and individualistic learning. 3rd Edition. Englewood Cliffs, NJ: Prentice Hall.	English
Comprehension: The Goal of Reading https://www.readnaturally.com/research/5-components-of-reading/comprehension	English
Teaching with Discussions https://ctl.wustl.edu/resources/teaching-with-discussions/	English
Popović A. M., et. al. (2012). Vodič ustanovama za obrazovanje odraslih – Od ideje do javne isprave https://www.asoo.hr/UserDocImages/Vodic_ustanovama_za_obrazovanje_odraslih.pdf	Croatian



MUŽÍK, J. 1998. Profesní vzdělávání dospělých . Praha: CODEX BOHEMIA, 1998. ISBN 80-85963-93-0.	Czech
Unterrichtsmethoden im konstruktiven und systemischen Methodenpool. Lehren, Lernen, Methoden für alle Bereiche didaktischen Handelns http://methodenpool.uni-koeln.de/frameset_uebersicht.htm	German
Gruppenarbeit. Voraussetzungen für erfolgreiches Lernen in Gruppen https://wb-web.de/wissen/methoden/gruppenarbeit.html	German
Handlungsanleitung: Mindmapping. https://wb-web.de/material/medien/mindmapping.html	German
Brainstorming: Frischer Wind fürs Denken https://wb-web.de/material/medien/brainstorming-frischer-wind-fur-das-denken.html	German
Methodological website "Competence development": Competence development practice. Methods, examples of application of methods https://www.ugdome.lt/kompetencijos5-8/pagrindinis/kompetenciju-ugdymo-praktika/aktyvaus-mokymo-ir-mokymosi-metodai-ir-ju-taikymo-pavyzdziai/	Lithuanian
Albinas Kalvaitis: The quality of education improving modern lesson aspects. National Education Agency, 2020 https://www.nsa.smm.lt/wp-content/uploads/2020/07/Svietimo-kokybe-gerinantys-modernios-pamokos-aspektai-Lietuvos-bendrojo-ugdymo-mokyklose.pdf	Lithuanian
KRYSTOŇ, M, PRUSÁKOVÁ, V. (eds.) 2015. Andragogický rozvoj lektora. Banská Bystrica : Vydavateľstvo Belianum, Univerzita Mateja Bela. 235 s. ISBN 978-80- 557-1058-7	Slovak
Tools	available in
Online tools for technology use in classroom Brigham Young University https://ctl.byu.edu/tech-tips?page=1	Englisch



6. Conclusion & reflection – How do I end and evaluate my lesson?

Why reflection?

THEORETICAL INPUT

The reflection or evaluation part is about closing the circle, summarising the essentials and finding out if and what the learners take away. It is a critical examination of the teaching and learning experiences in the respective module. This enables the individual to draw conclusions about his or her own knowledge gain, provides insights into the further development of the whole group and helps the teacher to evaluate his or her methodological implementation.

This section is essential in that it is, in a sense, the final point of a learning unit. In retrospect, the essential contents of the unit are finally sorted out for the individual learner as well as for the group. Of course, it is possible and often common to assess at least part of the new knowledge in the form of a test with the learners. However, teaching critical thinking primarily includes joint reflection on learning outcomes and work as a group, self-reflection on new knowledge and skills ready for application, and feedback to the teacher and his/her methods. In other words, reflection enables the individual learner, the group and the teacher to learn together once again from the experiences of the module.

The end of a module is always also a small farewell, sometimes only to a topic, sometimes to the teacher, sometimes as a group. At least the latter farewells always include an emotional component that should be taken into account in the planning.

Methods of evaluation

THEORETICAL INPUT

Many of the methods presented in the previous chapter are (also) suitable for evaluation. For the selection of the "right" evaluation method for a specific situation and target group, the same considerations should be made as usual for the choice of methods and discussed before.

How to structure an evaluation and reflection activity? Here is a proposal that underlies the evaluation activities in the NEWS curriculum:

- Title:** Topic must cover and unify as many partial topics from the module as possible. It must be their "head".
- Methodological insight:** objectives, methods, developed key competences and developed critical thinking skills should be the sum/selection of the most important from the previous activities in the module.
- Duration:** to meet the limit of the module as the whole and to cover evaluation of the above-stated objectives, methods, competences and skills.



ACTIVITIES

WHAT REMAINS IN THE END AND FOR THE FUTURE...	
This activity is about looking again at the methods and finding out which ones are particularly suitable for reflection and evaluation.	
Proposed to use as	Evaluation/Reflection
Objectives	... to reflect again on methods ... to discuss their advantages regarding reflection and evaluation
Methods	Analyse, discussion
Improved critical thinking skills	analysing, active listening, deduction
Duration	45 minutes
Material	Whiteboard & markers
PROCEDURE	
Lead in	In the meantime, you have become acquainted with a wide variety of methods, both practically and theoretically. Now you can use this knowledge and your experiences to identify methods that are particularly suitable for reflection and evaluation at the end of the project and to explain your decision.
Ask & motivate	Which methods are particularly suitable for evaluating and reflecting on learning experiences and why?
Give instructions	<ul style="list-style-type: none"> ▲ In pairs or small groups, learners reflect about the known methods and analyse their usability for evaluation/reflection ▲ They can add further methods according to their experiences ▲ This is followed by a discussion with the whole group: the pairs/small groups present their findings ▲ The first group explain their favourite method and argue why it is particular useful/suitable. The other groups can add and comment. ▲ Then the next group explain ANOTHER method and argue why this is particular useful/suitable. And so on ...
Make reflections	What was the most important/most interesting/most surprising finding or experience for you in this course?
Conclusion	Time to say Good bye ... Maybe you can find a way to stay in contact for further exchange and discussion.



Resources and tools

Here you will find in-depth information, further inspiration and useful tools on the topic.

Resources	available in ...
A summary of lesson closure strategies. DUBEC, R. 2018. Closure Strategies - Ways to End a Lesson. Online. https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1389&context=bo-okshelf	English
A guide for designing, structuring and tutoring an adult class LUMB, R.C. 2011. A Guide to Planning and Implementing Instruction for Adults. The College at Brockport: State University of New York. https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1389&context=bo-okshelf	English
REITMAYEROVÁ, E. - BROUMOVÁ, V. 2012. Cílená zpětná vazba . Praha: Portál, 2012. 176 s. ISBN 978-80-262-0222-6.	Czech
Schlussituationen https://wb-web.de/wissen/methoden/schlussituationen.html	Deutsch
Online tool for evaluation Digital Promise (Bicoastal organization with offices in Washington, D.C., and California) https://microcredentials.digitalpromise.org/explore/evaluating-online-tools-for-classroom-use	English
Digital tools for the evaluation of the lesson https://mzo.gov.hr/vijesti/upute-za-vrednovanje-i-ocjenjivanje-tijekom-nastave-na-daljinu/3654	Croatian
Methodological website "Competence development": Competence development practice. Assessment and self-assessment, reflection methods, examples. https://www.ugdome.lt/kompetencijos5-8/pagrindinis/kompetenciju-ugdymo-praktika/aktyvaus-mokymo-ir-mokymosi-metodai-ir-ju-taikymo-pavyzdziai/vertinimo-ir-isivertinimo-refleksijos-metodu-aprasymas/	Lithuanian
Jolanta Dzikavičiūtė: Assessment in the educational process . Center for Educational Development https://www.upc.smm.lt/tobulinimas/renginiai/medziaga/mdienos6/gamta/J.Dzikaviciute_Vertinimas_ir_isivertinimas_ugdant_kompetencijas.pdf	Lithuanian



ANNEX

7. Good Practises – How do other teachers implement critical thinking in their activities?

In preparation for the creation of the NEWS curriculum, the project partners looked for examples in their national context of how critical thinking is already being implemented in individual adult education courses. This collection contains many approaches and ideas that can serve as inspiration and stimulation for teachers - be they prospective adult educators or experienced ones - in addition to the curriculum. Therefore, they can be found here in a sorted but uncommented form.

Enjoy browsing and discovering!

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EXAMPLE
1

Good Practices: General Methodology

How do people make decisions before making a purchase online or in the shop?

Description of the situation/problem:

Shopping has always been activity not only women of all ages looked forward to. It is not only about the pleasure of getting a new item, but it can also be seen as a social event. You have to get dressed properly as you meet other people, you (should) plan what to buy and what not to buy at all, you prepare for everything to keep proper purchasing behaviour. But is it so in our everyday life?

You get to the shop, look through the shopping windows, find the shoes you like, try them on and pay for them. Just like that. And the added value? Social contacts, a bit of adrenaline and later dopamine and a pair of shoes that will stay with you for a couple of years.

But what about our new generation? Kids are active on social media like Facebook and follow everything shared by friends. New clothes, meals or pets. My nephew went shopping in a way quite different from mine. He followed a new pair of shoes on the feet of his hero, a famous singer. He did not follow the suit fully and did not get shopping fever as most of his peers had. He found the brand and then he googled for reviews. He used several searching engines to compare reviews, prices, and delivery. Then he found some online shops to compare prices, services, and availability and then, in the end, he decided to buy the shoes. The new shoes were great and I am sure they will stay with him for a couple of years. However, they do not fit him properly...

Note: Besides the text you can add the video, graph, icon, gif, memes, cartoon, picture, etc.

Application in education:

Explanation: Trainees learn best when they do not know they are learning and real problems do not remind them they are at school. Even trainers are more connected with reality and they do not have to use abstract and unclear examples to demonstrate solutions and problems. Moreover, as in the example, there are several ways how to approach the problem and deal with it.

Instruction: The trainer asked the trainees to read an example. He divided trainees to the pairs randomly. They were role-playing. One of the pair was the adult and one was the nephew.

- a) The trainer asked adults to write advantages and disadvantages of shopping the shoes online and asked nephews to write advantages and disadvantages of shopping the shoes in the shop into the T-chart. The condition is to write the equal number of advantages and disadvantages in every role.
- b) After that they decided which way they would prefer if they want to buy the shoes together as a birthday gift for the nephew and they want to buy the best shoes at the best price. The task was to write down principles of such a purchase and to present them.



Methodological insight:

Universal steps in critical thinking:

Both (adult and nephew) used some of these steps of critical thinking, they:

- Identify a problem or issue
- Create inferences on why the problem exists and how it can be solved
- Collect information or data on the issue through research
- Organize and sort data and findings
- Develop and execute solutions
- Analyse what solutions worked or didn't work
- Identify ways to improve the solution

Methods: role-playing, T – chart, discussion,

Developed key competences: communication, decision making, critical thinking, learning to learn, problem solving, digital competences

Developed critical thinking skills: self-reflection, expressing opinions, discussion skills, presentation skills, tolerance, open-mind, argumentation, active listening, decision making, comparative reasoning

Note: However, the nephew has forgotten one of the key methods, to try the shoes on his feet. 😊. We sometimes all forget to use our common sense in the flood of methods, operations, science, etc. This example can also be used in relation to the generation gap issues, technology, relationships...

Success factors/weaknesses and restrictions

Using this method can be risky in some pairs. Some trainees may not be able to reach the consensus. They can strongly be against shopping online or in the shops. In such a case the next step is to support them to be open-minded and to write the equal number of advantages and disadvantages to try to understand people who have another opinion or experience.

Note: This example with the shoes is just a metaphor. There are several issues that are approached in a different way. We have to evaluate the process as well as the result.

Transferability possibilities

This situation can be used as an intersection in various fields, e.g., communication, ICT, media.



EXAMPLE
2

Why do we believe (most of the time) in Science

Description of the situation/problem:

When we add the word "scientific" to a piece of knowledge or information, it adds a degree of confidence in the receiver of the message. This is the case, for example, when we say "social science", "scientifically proven", "this has its science", etc.

A person with a white gown, information based on scientific experiments, or data reflected in graphs, makes us feel more confident, but in general it is a blind confidence, rather based on beliefs or social status.

Science can be very simple. Doing simple experiments in a practical way and using them to argue an idea can show students how science works and why we can trust it. The main idea is that what is important in science is not the geniuses who perform it, not even scientific experiments. What is important in science is the Scientific Community: a group of people who analyze, criticize and look for any possible error in a demonstration in order to make sure they find the right answers. In this way, it is possible to extrapolate what is required of science from other types of information.

Example: Float or Sink?

A basic experiment: what floats and what sinks?

The trial and error method is to throw objects into the water and simply see which ones sink and which ones float. This method is not scientific.

We can make it more scientific if we divide the work into several stages. Of course, scientists don't do that all the time, but as beginners it can work:

- Observation: We've been observing all our lives
- Question: What characteristics make an object float?
- Hypothesis: We let the students to emit theirs, we invite them to choose the most fun possible: duck shape, weight, size, color, beauty...
- Experiment: We place a series of objects and let them interact in a natural way to observe what happens.
- Result: What has happened, without further explanation.
- Conclusion: What we have learned.

It should be emphasized that it is very important not to confuse result with conclusion so as not to draw any hasty conclusions.

With simple, everyday materials, an experiment can be developed to test some of these hypotheses.

Application in education:

Explanation: The main objective is to show that the scientific community is fundamental in the development of scientific knowledge.

Performing theatre makes the activity more fun and relaxed.

Asking participants to prove something wrong will make them less vulnerable to criticism from other peers, as they will be prepared for the criticism.

Group work makes it easier for people who are unsure of themselves to go further in their thinking and feel good about having something to contribute, no matter how little it is.



**Instruction:**

- a) The trainer divided the class into groups of three or four people at random.
- b) The materials were presented and the phases of the scientific method were shortly explained. All the participants give hypotheses in a common discussion. They are invited to make the most absurd and funny hypotheses they can imagine.
- c) Each group chooses a hypothesis and must prove that it is correct using the material in the classroom. With only one condition: they **MUST** cheat. That is, they must choose a hypothesis that they know to be incorrect and do an experiment to prove that it is correct. Since this is impossible, they have only the possibility of cheating. The cheating can be of any kind they can think of; it will be the goal of the other groups to discover it. (More about Peer Review: https://en.wikipedia.org/wiki/Peer_review)
- d) It is explained that we are going to hold a scientific congress in which each group will show their work and the rest of the students will play the role of the Scientific Community. It is shortly explained what is the “peer to peer” review.
- e) A theatrical performance is done where each group presents its work in the most entertaining and funny way possible.
- f) After each of the presentations, there is a discussion in which the people who want to participate individually to criticize the experiment and detect the failures

*Methodological insight:***Universal steps in critical thinking:**

- Identify a problem or issue
- Create inferences on why the problem exists and how it can be solved
- Collect information or data on the issue through research
- Organize and sort data and findings
- Develop and execute solutions
- Analyse what solutions worked or didn't work
- Identify ways to improve the solution

Methods: Teamwork, Experiment, Theatre / role-playing, Discussion ...

Developed key competences: communication, critical thinking, learning to learn, problem solving, collaboration, explanation.

Developed critical thinking skills: observing, identifying patterns, humility, questioning evidence, skepticism, scientific method

Success factors/weaknesses and restrictions

Sometimes people are having so much fun acting that they forget about being critical in a real way. The trainer then should finish every presentation with his/her own point of view and explaining what real scientists do to solve their mistakes.



EXAMPLE 1

World Café as an involvement and group-work method

Description of the situation/problem:

There are variety of creative approaches to involve and engage participants into learning process, but in adult education we must be more flexible and effective for hosting large group dialogue. World Café method can be modified to meet a wide variety of needs.

As teachers and trainers we are increasingly aware of the importance of participation, but most people don't only want to participate, they want to actively contribute to making a difference. It is important to encourage everyone in our learning session to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening to do so.

Application in education:

Description of the process from the standpoint of didactics/pedagogy/methodology, reactions and work of students, possible problems, justification of the task and a selected approach.

Explanation:

The World Café method is designed to create a safe, welcoming environment in which to intentionally connect multiple ideas and perspectives on a topic by engaging participants in several rounds of small-group conversation.

Instruction:

Preparatory work:

- Set up the activity: Determine the topic for the World Café.
- Identify the question(s) that participants will be asked to answer
- Develop discussion questions

Materials:

- Facilitation agenda and talking points
- 3–4 large sheets of paper for every table
- Markers, crayons, and pens in multiple colors for every table
- Flip chart and markers

Process:

- 1) Identify and invite select participants to serve as “hosts.” In a World Café, each table has a “host” who remains at their table through the entire exercise. The host’s role is to welcome participants to the table, provide an overview of the discussion question, and summarize key ideas shared by previous guests at the table
- 2) Set the table.
- 3) Arrange the room so that it includes one table per small group



- 4) At the front of the room, provide a large flipchart or whiteboard and markers in several colors. Write out the discussion questions, one per page, on the flipchart
- 5) Assign each table a question
- 6) At each table, provide several large sheets of butcher paper and markers or crayons in multiple colors
- 7) Facilitation:

Introduction

Small Group Discussions (20 minutes per round, plus 2–3 minutes for re-settling)

At the end of each round of small group conversations, ask all participants except the host to move to new tables. Participants at one table should not all move to the next table together — instead, they should spread out, so that ideas spread around the room. The host should remain at his or her table to share insights from the first conversation with the next group

At the end of the final round, call everyone's attention together for a full group report-out.

Methodological insight:

The World Café method is useful when you want to be sure to explore a topic from multiple perspectives, to ensure that everyone in a room contributes in a conversation, and/or when you want to encourage participants to make new connections. It helps to strengthen relationships and build trust among participants.

Success factors/weaknesses and restrictions

Describe the pluses and minuses of the method/situation/outcomes/results. Think of a student, teacher, and method.

This method helps to identify participants' learning priorities.

It helps to break old thought patterns; catalyze new ideas and thinking; ensures equal footing among participant voices.

In the World Café process, people generally move. As we move, we leave behind our roles, our preconceptions, our certainty ... and become bigger. It is important to encourage everyone in your meeting to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening to do so.

Transferability possibilities

How can you transfer the situation into the education of different fields? Can you think of possible situations where the procedure above can be applicable?

World Cafe method can be used as a living network of collaborative dialogue around questions that matter. Knowing the purpose and parameters of your teaching activity enables to consider and choose the most important elements to realize the goals: e.g. who should be part of the conversation, what themes or questions will be most pertinent, what sorts of harvest will be more useful, etc



EXAMPLE 4

A neighbourhood dispute: How clean is clean enough for everyone?

Description of the situation/problem:

In this task it is primarily a matter of changing perspectives and finding a solution to the problem together with which all those involved can be satisfied.

A neighbourhood dispute, in which the participants take very different positions due to their different life, work and family situations and experiences, is a setting that is as close to life as it is comprehensible.

Four parties live in an apartment building:

- Mrs Smith, an elderly lady, on the first floor on the right (small apartment)
- Family Greenbeak with the children Johanna (1), David (3) and Peter (5) on the first floor on the left (big apartment)
- Mr Black, a young man, second floor on the right
- Mrs Silverapple and Dr. Meier on the second floor on the left
- There is a shop on the ground floor.

In the house there is a common staircase and there is an agreement that the cleaning of the common rooms (staircase, cellar corridors, yard) is taken over and carried out by all tenants. The two neighbouring tenants take turns cleaning the staircase leading to their apartments (for the first floor one week Mrs. Smith, the next week the Greenbeaks, then again Mrs. Smith etc.). For the other tasks (sweeping the cellar corridors, sweeping or snow-pushing and watering the flowers in the yard), all tenants in the house change weekly (with the exception of the shop owner, who does not use the cellar or yard), i.e. everyone has to do these tasks every four weeks. A sign on the apartment door shows who is on it in the current week.

The tenants perform the tasks very differently. The Greenbeaks, for example, always have very little time, wipe rather quickly. Mrs. Smith finds the big cleaning with cellar and yard especially difficult, she often "forgets" to push the snow. Mr. Black finds the dirty stairs on the first floor very distracting. After an unfriendly "conversation" with post-its on the respective apartment doors, all tenants now meet for a talk in the courtyard to discuss the problems and find a solution.

Application in education:

Explanation: The basic situation is a very common one in Germany, which is why the learners are able to put themselves in their place well. The teacher first explains the basic conditions described above. Then a role play is used to try to find a solution for the situation.

Instruction:

1. *Introduction*
The teacher explains the difficult situation in the house.
2. *Group division: The Roles*
The teacher divides the learners into four groups (either randomly selected by the teacher or at the request of the learners, which role is closest to them). Each group receives a role description.
3. *Slip into the role*
The learners in a group read the description of their role(s). [You'll find possible descriptions at the end.] They try to put themselves in the role, discuss the view/experiences/problems of



their person(s) and fill them with life. They consider what exactly the person's point of view is in the discussion that is about to take place, what they find most disturbing about the current situation, what solutions they could bring in, what they would never agree to and what the others will argue and bring in. They are completely free to define this role, they are only not allowed to change the given descriptions of the person(s). Each group decides which of them will play the role. The groups of the Greenbeak family and of Mrs. Silverapple/Dr. Meier has also to decide whether they attend with one or two persons at the meeting.

The teacher provides the groups with help and advice where necessary..

4. *Role play*

The situation, how all tenants meet to talk, is played. It's not about winning or losing, but about finding a common solution.

It is possible for the teacher to take part in the discussion in the role of the landlord and to take a moderating, solution-focused role.

The learners can agree on the following extra rule: For the players there is the possibility to interrupt the role play, e.g. if they do not know further or need the advice of their group. To do this, the player says a code word, e.g. STOP, and the role play is "frozen". The groups can consult briefly (max. 3 minutes, rather shorter) and the role play is continued at the same point.

The role play should be limited in time, for example to 30 minutes.

5. *Reflection*

After the role play, there will be a short feedback session on the following questions:

- Which moment of the discussion was especially important/decisive for you?
- Which solution to the problem do you like best (in everyone's interest, not just the role) and why?

Methodological insight:

The students...

- deal with a problem/topic from every day life
- put themselves in a perspective and collect arguments
- develop an argumentation strategy
- get to know other points of view on the topic and personal backgrounds and have to put themselves in their place in order to find a solution together
- must make compromises and weigh up their own interests against those of others
- reflect on the discussion and their personal position on it

Methods:

- Work in groups
- Role play
- Feedback round

Methodological variants/possibilities:

- dividing the group in two or three complete role plays so that everyone plays a person - these role plays should take part separately from each other (not to influence each other) and each role play group should give a brief summary of what happened at their "tenant meeting" before the feedback round
- the specific theme is variable - the description of the roles must only be adapted accordingly

Developed key competences: communication, decision making, critical thinking, problem solving/solution finding



Developed critical thinking skills: perspective changing, expressing opinions, discussion skills, tolerance, open-mind, argumentation, active listening, decision making, problem solving/solution finding, self-reflection

Success factors/weaknesses and restrictions

Advantages/success factors:

- ▲ Through the different roles, each learner will probably find himself a little bit - and also the views of other tenants. Thus, the learners are also emotionally addressed and directly involved.

Weaknesses/limitations:

- ▲ In the "tenants' meeting", personal facts may be brought in and play a role - but only those of the roles, not those of the people who play the role
- ▲ The discussion may well be conducted emotionally, but the forms of decency should also be respected in role play. To ensure this from the outset, it is possible for the teacher to take on the role of the landlord, who as moderator "leads" the meeting and makes sure that everyone has their say.
- ▲ The descriptions of the persons can of course be shortened if they seem too long to the teacher or contain elements that seem less important.

The description of the roles

Note: Each group only gets the description for its own role, not that of the others. This way, each group learns even a small part about the other tenants and learns new details in the discussion, which may also lead to new solutions.

Of course, the role descriptions can be adapted, rewritten, and supplemented by the teacher as desired - according to the regional context, "common" neighborhood dispute topics, group composition, etc.

Mrs. Smith, an elderly lady, on the first floor on the right

The elderly lady lives alone in her apartment on the first floor, next to the Greenbeaks. She lost her husband three years ago. He died of cancer. He was a gardener with a talent for house plants. Her apartment is a green paradise; she has already put some plants in the staircase because there is not enough room in the apartment. But with the care and the joy of the plants she still feels close to her husband.

Mrs. Smith is retired and very much at home. She loves to cook and bake (and very well!!!), but she rarely does it for herself. All the more she is happy when her son comes to visit with his family and she can spoil them.

Mrs. Smith would like to have more contact to the others in the house, especially to the young Greenbeak family. She finds it impressive how Mr and Mrs Greenbeak manage everything: their jobs, the household, the family ... They are very affectionate with their children and do a lot of things together (which you can see from the traces of dirty rubber boots in the staircase). Last summer, when Mrs. Smith was sitting in the yard and the family came out, she and the eldest son Peter were doing a puzzle together and had a lot of fun. Another time she and the younger David spent hours baking "cakes" in the sandbox. The boy could not get enough of her "baking ideas". Unfortunately there was no opportunity to play with the children after that.

Mr. Black, who lives above Mrs. Smith, sometimes reminds her of her own son, but her son was never that neat. She often thought about bringing him a piece of cake upstairs, but is afraid that he might find it intrusive, so she has not yet dared to do so. Mrs. Smith cleans the stairs every two weeks, but is annoyed by the fact that they are often quite dirty the other week when it's the turn of the Greenbeaks to clean them. Sometimes she has the feeling that the Greenbeaks do not clean the stairs at all. But she cannot be angry with the young mother for long, when she sees what she has to do.

Mrs. Smith sometimes has a hard time with the big cleaning in the cellar and in the yard. Everything is fine in summer. She likes to be in the yard, sweeping there, raking the sand in the sandpit, tidying the sitting area and looking after the plants. But she finds it very difficult to push the snow in winter. In the cellar, when it doesn't really get light outside in winter, the darkness is pretty scary for her. Therefore it can happen that she forgets one or the other task in winter ...

In recent weeks, Mrs. Smith has often seen that post-its were stuck on the door of the Greenbeaks. She could not recognize the writing (her reading glasses were back in the kitchen, of course), but she could see the big exclamation marks.

She only noticed the post-its because last winter she got a note stuck to the sign indicating that it was her turn in the week with the big cleaning. The post-it said: "But this time for real!!!" with the same angry exclamation marks.



Family Greenbeak with the children Johanna (1), David (3) and Peter (5) on the first floor on the left

Paula Greenbeak and her husband Adrian have been living in the large apartment on the first floor, next to Mrs. Smith, for almost four years. They were very happy when they got the beautiful apartment - Paula was very pregnant with her second child - especially the big yard with a cosy sitting area, sandbox and a lot of space to play was very appealing to them. Paula and Adrian both work: Paula part-time as a doctor's assistant, Adrian as a site manager. The three children are in day care, Johanna at a childminder, the boys in kindergarten.

The family is outdoors a lot. Especially on the weekends they try to go out into nature with the children as often as possible, spend time together and relax. Sometimes Paula feels quite stressed and almost overwhelmed by all the tasks and obligations. Then she takes a deep breath and thinks about what is most important. In her eyes it is less bad if the dust layer on the furniture is a bit thicker than if one of their children is unhappy. So sometimes things get uncompleted in the household. Adrian feels the same way, and would hate to miss out on a family outing because, for example, the ironing has to be done ...

The family has little contact with the other tenants in the house. Most often they see their neighbour, Mrs. Smith. Sometimes Paula has the feeling that the elderly lady is literally lying in wait for her when, "by chance", her door opens just at the moment when Paula comes up the stairs with the children. She feels a little sorry for Mrs. Smith because she is alone so much after the death of her husband. Paula remembers how delicious it used to smell often in the staircase in former times. But since she is alone, Mrs. Smith seems to cook and bake much less often, which is understandable. Last summer it happened twice that Mrs. Smith played with the children in the yard: once she was already sitting outside when Paula came out with the children. Peter had a puzzle with him, David was digging in the sand and Johanna was crawling in the meadow. As a matter of course Peter sat down with Mrs. Smith and asked her if she could help him. The two of them puzzled in peace and quiet and relaxed, while Paula could look after the two younger ones - a very relaxed afternoon. The second time they were already on the yard when Mrs. Smith came out. Paula had to go back to the apartment with Johanna and change her diaper after the little girl... well... She asked Mrs. Smith to keep an eye on the boys. When she came back downstairs, Mrs. Smith was sitting with David in the sandbox and the two of them were devotedly baking one cake after the other. Mrs. Smith always had new "recipes" ready, sent David for the ingredients and together they kneaded dough, cut out cookies, filled cake tins, stirred creams, decorated cakes ... David couldn't get enough of them and in the evening he still talked in bed about the many goodies.

However, when Paula or Adrian had their turn to clean the stairs every two weeks (which they found very annoying in itself), they would curse quietly at Mrs. Smith every time. The many flower pots in the stairwell did not make it easier to sweep and mop there. Most of the time they only cleaned around them and didn't move the many flower pots from the spot. Sometimes Paula had a guilty conscience when the children had trudged through the staircase with their dirty rubber boots and spread lumps of earth on all the steps. But as soon as they arrived at the apartment, the guilty conscience was usually forgotten and something else demanded Paula's attention.

The big cleaning with cellar and yard once a month was especially exhausting. Usually one of the two adults went with the children to the yard and did everything there (while the kids were "helping" or playing outside), while the other one cleaned the cellar. Basically Adrian and Paula completely agreed that they would prefer to commission a company to do the complete cleaning. However, others in the house didn't seem to think much of it, for example Mr. Black from the upper floor. He seemed to be a particularly meticulous and clean person. Probably the unfriendly post-its that had been stuck to the Greenbeaks' front door for several weeks were also made by him - with comments such as: "Here lives family Dirtyfinch !!" or "www.how-to-use-a-broom.de !!" or "The flower pots didn't grow tightly, they can be moved!!". And these were just the nicer ones... Paula and Adrian found the way extremely cowardly and therefore asked for an appointment with all tenants to discuss the problem openly and perhaps be able to clarify it. What Adrian didn't know: Last week Paula was so angry about a note that she also stuck a post-it on Mr. Black's door: "Better happy with cookie crumbs than clinically pure and lonely!"

Mr. Black, a young man, second floor on the right

Mr Black has lived in the small flat on the second floor for two and a half years, above Mrs. Smith. He works as a programmer in a small company. He enjoys his work a lot and especially he likes the friendly working atmosphere. In a larger company he could earn a lot more, but since Mr. Black does not take social contacts so easily, the familiar team is more important to him than a bigger salary. Nevertheless, he could use it: His dream is to travel through New Zealand for a few months. His savings are far from sufficient for that. This is also due to the fact that he has to pay alimony every month for his daughter, almost 2 years old. An unhappy story. The mother of the child, his first really great love, broke up with him before she knew she was pregnant. He only found out about his daughter through a letter from the Youth Welfare Office in which he was asked to pay the alimony. Thereupon he tried to get in contact with the mother again. Even though the relationship with her had no future, he at least hoped to play a role in the life of his child. But he quickly understood that her mother had a completely different opinion and did not want to have her intact family world with her new partner "destroyed". Mr. Black did not intend to do this, but every contact was interpreted in this way. So he only paid alimony, lived as economically as possible and knew that his dream of New Zealand would have to wait a little longer.

For him, cleaning the stairs every two weeks was almost a pleasure. He loved this physical work and usually wiped the stairs twice a week, because it was a pleasant balance to his "mental work" at the job, where on top of that you could see the result - cleanliness - directly. After mentioning this once to Dr. Meier from next door, he asked very carefully whether he could imagine taking over the cleaning of the stairs for the neighbours from time to time - for a fee, of course. Mr. Black thought this was a great idea and "earned" himself a quick 20 € extra sometimes. Usually Mrs. Silverapple or Dr. Meier stuck a post-it on his door if they wanted to take advantage of this "service". However, Mr. Black was completely horrified when these post-its were stuck to his door last week: "Better happy with cookie crumbs than clinically pure and lonely!" The writing looked different from that of the neighbours, the saying hit him emotionally very hard. All of a sudden he felt very uncomfortable in the house and wondered whether he should go to the meeting with the other tenants at all. However, it was about the cleanliness in the staircase and that was already important to him. Above all it was important to him that no company was hired for this job, because then he would have to pay for it on the one hand and would lose the small source of income on the other hand.

Otherwise Mr. Black has little contact with the other tenants in the building. Sometimes he had the feeling that Mrs. Smith was waiting for him, because her door opened very often by chance when he passed by. He was uncomfortable, but Mrs. Smith seemed a very nice older lady. He could hardly imagine that the unfriendly post-it came from her...



Mrs. Silverapple and Dr. Meier on the second floor on the left

Mrs Silverapple and Dr Meier have lived in their second-floor apartment next to Mr Black for five years. They both work a lot: Dr. Meier is a senior consultant in the children's ward at the local hospital, Mrs. Silverapple is a department head in a bank. Career is important to both of them, although Mrs. Silverapple sometimes wondered whether a child might not fit into their lives after all. But when she saw all the dirt that the children of the Greenbeaks always left on the stairs, she quickly thought of something better. Anyway, the Greenbeaks... why having three kids if you can't manage all that? You can always see it in the staircase: the stairs to the first floor are always kind of dirty. When it is the turn of the Greenbeaks to mop, you could always clearly see them mop around the flower pots in the stairwell. Mrs. Silverapple gets annoyed about this every time, and a few weeks ago, when the whole staircase was full of earth lumps from the children's boots and she stepped in with her good shoes, she wrote a post-it and stuck it on the Greenbeaks' door: "www.how-to-use-a-broom.de !!" And after she did that once,

sayings came to her mind again and again, which she immortalized on post-its at the door - usually she felt much better for a moment afterwards: "Here lives family Dirtyfinch !!" or "3x quick & dirty!!". She actually found it quite funny. Only sometimes, when she saw Mrs. Greenbeak with her children in the yard - she with a cup of coffee and the children a little bit grubby but happy - her life felt very empty for a moment...

Their themselves had found a very simple solution for the stairs: After Mr. Black from next door had told Dr. Meier that cleaning the stairs was almost relaxing for him, the neighbour took over for them whenever they stuck a note on his door. Once cleaning the stairs for 20 €, once big cleaning with yard and cellar for 50 €. If they had their way, a company could also do the cleaning - the main thing is that they don't have to put a bucket and mop down themselves. But Mr. Black seemed to be really happy about the additional income, so everybody was helped.

In a few days there is now the big meeting of all tenants, where this topic will be on the agenda. The date does not really fit, but of course at least one of them will attend.



EXAMPLE
5

Are all Roma in Međimurje criminals?

A debate about the problems with the Roma population in Međimurje County.

Description of the situation/problem:

During class, members of the Roma national minority provoked a conflict in which they accused members of the majority population (Croats) of insulting and demeaning them for being Roma, because they are prejudiced and believe that all Roma have behavioral disorders and deviant behaviour.

Application in education:

Description of the process from the standpoint of didactics/pedagogy/methodology, reactions and work of students, possible problems, justification of the task and a selected approach.

Explanation:

The task is to start a debate about whether all Roma have behavioural disorders and deviant behaviour and whether they are prone to stealing, violence and opioid abuse.

Instruction:

- The learners will be split into three groups. There will be an affirmative team, an opposing team and a group consisting of three members who will judge the debate, comment and decide which group had better arguments and proved they were right.
- The affirmative team: their task is to prove they are right using all means possible to prove they are right, using examples, evidence and practice.
- The opposing team: needs to prove and negate the facts of the affirmative team.
- The judges: decide which group was better in proving that their standpoint was correct and better.

Methodological insight:

Demonstration, discussion, group work and debate

Success factors/weaknesses and restrictions

Success: To increase security and use the acquired knowledge about debating rules on the internet.

Restrictions: Not knowing debating as a method.

Transferability possibilities

The situation can be applied to media education.





Good Practises: Foreign Language Teaching

How to prepare yourself for travelling abroad?

EXAMPLE
6

Description of the situation/problem:

When preparing to travel, people inform themselves about the country where they are travelling to. Be it through printed travel guides or travel guides found on the internet. The information they gather influence their sightseeing plans, what they eat, etc.

Which materials used in foreign language teaching give us more reliable information about travelling?

Travelling is one of the usual topics covered in foreign language teaching. This offers the learners an additional insight into the world and culture of the countries they are introduced to. The learners take a look at different information from various sources – printed travel guides as well as online travel guides.

Application in education:

Description of the process from the standpoint of didactics/pedagogy/methodology, reactions and work of students, possible problems, justification of the task and a selected approach.

Explanation: The learners are introduced to different materials on travelling, both printed and online resources. Based on the information they gather from printed materials - travel guides and online travel guides they draw conclusions about the reliability of information provided from these different sources.

Instruction:

1. During the warm-up exercise the learners brainstorm what they already know about a specific country, which is chosen depending on the language learned. This exercise is done individually and the learners focus on several key things, such as location, culture, landmarks and traditional food.
2. After the first exercise, there is a group discussion to see which information was gathered. The information is written down by the trainer and discussed among the group members. The group discusses the similarities and differences in the information gathered. The differences/similarities depend on the previous knowledge of the learners.
3. The group is divided into smaller groups. One group is given different printed travel guides to look up information about the country, the other group finds information on the internet about the country using online travel guides. Both groups have to work with at least 5 different sources of information. They look up the same kind of information they brainstormed in the introductory part.
4. Groups present the information they found. The information is analysed and compared by all of the learners. Based on the analysis, conclusions are drawn on the reliability of different sources of information, whether printed or online travel guides.





Methodological insight:

Methods:

- ▲ Brainstorming
- ▲ Group discussion
- ▲ Presentation
- ▲ Analysis

Success factors/weaknesses and restrictions

Success factors:

The learners develop critical thinking skills by analysing information about travelling from different sources. They also practice problem solving skills and communication in the foreign language.

Weaknesses/limitations:

The learners might already have a formed opinion about the reliability of the resources used.





Other countries, other customs

EXAMPLE 7

Description of the situation/problem:

When you talk to people from another country about customs and traditions, the question often arises as to why this or that is done in exactly the same way. In this way, through the exchange you can not only learn many new and exciting things about the customs and traditions of other countries, but also question and become more familiar with your own traditions.

What can't be missing from a wedding at your place?

Customs and traditions are something that are an essential part and create identity in every country, region, culture and family. Just as these customs and traditions (which are passed down from generation to generation) connect us to some, they also distinguish us from others.

In language teaching, the customs and traditions of the countries where the language is spoken are often taken up in order to provide knowledge about the country and a specific vocabulary. This exercise adds the question for the WHY. Where do the traditions come from? What do they mean or what did they once mean? What is behind them?

By using one's own familiar customs and traditions for a particular occasion - in our example: a wedding (Christmas or entering the adult world would also be conceivable ...) - are compared with those of another country, they are made more conscious and questioned. One learns not only about the others, but also about oneself.

Note: The actual preparatory work for this exercise has to be done by the language teacher him/herself: researching and working with the wedding customs in a country/culture where the language learned is spoken. Depending on the language level of the group, the teacher can/must either provide the material in the form of prepared texts or only search for appropriate original language sources. The advantage of a topic like marriage is that there is a lot of original language information on the internet (or in magazines, books...), because native speakers who want to get married are looking for and need this information too. In this way, the language learners can work with very "authentic" material.

Application in education:

Description of the process from the standpoint of didactics/pedagogy/methodology, reactions and work of students, possible problems, justification of the task and a selected approach.

Explanation:

A quick research on the Internet shows: the list of wedding traditions in your own country is long. But what is common in one country seems unknown in other countries. Depending on the group, the topic may be suitable to first briefly discuss one's own wedding experiences (as bride or groom or as a guest) and to compile "typical" wedding traditions known to the participants. If possible, the participants should only use the foreign language to explain; the teacher will contribute any missing words and phrases and write them down for all to see.

After collecting their "own" traditions, the group can sort them together, for example in categories such as clothing, food, traditions for the bride and groom, traditions for the guests, wedding night, first period after the wedding, only concerning the bride, only concerning the groom...

Then the students are divided into groups and each group deals with one of these categories in detail, researching the traditions in the foreign country and the origins of both their own and foreign





traditions in that category (the teacher should be aware of whether there are any corresponding traditions in the foreign country in this area)

Instruction:

1. Getting married in our country
Common collection of wedding traditions in the own country (and own experiences), explained in the foreign language, and their categorization - the teacher supports with missing vocabulary and phrases
2. Group division
The teacher divides the learners. Each group works on one category of traditions (clothing, food, concerning the bride, concerning the groom, for both, for the guests ...). The teacher distributes the relevant material or provides learners with suitable sources for their research.
3. T-chart: Wedding traditions here and elsewhere
Each group researches and collects traditions for their category in a T-Chart, both for their own country and for the country whose language they are learning. The working language is the foreign language. They then research and write down the origins and background of at least 3 of these traditions and customs. Are there perhaps similar origins / reasons for traditions, but which have led to different customs? Are there similar customs that are "explained" differently?
4. Presentation
Various forms are conceivable for the presentation of the results.
 - a) Oral presentation
Each group presents its results in a short oral presentation. Care is taken to ensure that as many learners as possible participate in the presentation and have their say. It is up to the groups to decide whether they want to explain the customs and traditions "only", use pictures or videos or perhaps present them in a role play. The teacher should only give a time frame for the presentation.
 - b) Presentation with a poster
If it is technically feasible (existing printer, large paper, other materials ...), each group creates a poster showing the main results of their work. When all the posters are finished, they will be displayed in the room and can be viewed and read by everyone.
5. The teacher supports the groups as needed. S/he notes new vocabulary and phrases continuously in the common list which can be viewed by all.
6. Questions and discussion
In oral presentations, the other learners and the teacher can then briefly ask questions, supplement and discuss. For presentations with posters, it is a good idea to have a short question and discussion session for each group after all participants have looked at all the posters (like in a gallery).
The discussions take place in the foreign language and the teacher again supports with missing vocabulary and phrases.
7. Reflection
In the reflection round, each participant briefly says which custom and/or origin of a tradition is most surprising / interesting for him/her and why. Here, of course, both the traditions of one's own country and those of a foreign country can be selected. It would also



be conceivable to ask which tradition one would like to experience at a wedding, which tradition has become much more understandable and comprehensible with the knowledge of its origin or which custom one finds particularly unpleasant/unfamiliar and why.

Methodological insight:

The students...

- acquire knowledge for themselves
- research with foreign language sources in the original
- question traditions and customs
- research, sort and evaluate facts
- prepare a brief presentation and decide about it's implementation
- get a more differentiated picture of a certain section of their own and the "foreign" culture
- reflect

Methods: T-Chart, Work in groups, Presentation, Discussion, Reflection round

Methodological variants/possibilities:

- Customs and traditions for other areas of life: Christmas, birth, entering the adult world, funeral...
- instead of customs and traditions, proverbs in the respective languages and their origins can be discussed

Developed key competences: communication (in a foreign language), intercultural competence, critical thinking, learning to learn, digital competences

Developed critical thinking skills: research skills, presentation skills, questioning of facts, expressing opinions, discussion skills, active listening, self-reflection

Success factors/weaknesses and restrictions

Advantages/success factors:

People who learn a foreign language are often also very interested in the country where the language is spoken. Here, a subject can be worked out in a true-to-life way and with original sources, whereby not only the relevant vocabulary is learned, but also its application is practised in a very practical way. In addition, the learners can choose which thematic aspect they wish to deal with more intensively - according to their interests and motivations

Weaknesses/limitations:

Working with original sources (in the foreign language) might be too much for learners, depending on their level



Discussion and brainstorming skills

Description of the situation/problem:

Students, especially 45+ may be hesitant when one needs to speak in foreign language. Then it is good to practice in more safe environment and with some funny touch

Aim: The main aim of the task to practice discussion skills and spontaneous writing skills as an alternative to essay-writing.

Skills/sub-aims: to demonstrate understanding jokes and hidden cultural discourse aspects in jokes in the target language, to enable students to develop their own statements for discussion and writing, to practice expanding the statement into a written paragraph; to use topic vocabulary, to give some experience with peer-editing.

Application in education:

Explanation: Students learn best when they do not know they are learning, it gives more relaxed approach.

Language level: at least B1 (according to the Common European Framework)

Supplementary materials: can be adapted to any topic and student book

Materials: a collection of comic strips and cartoons according to the topic, blank paper for writing

Time: 45 minutes

Preparation time for the teacher: 30 minutes

Preparation: decide the topic of the task and use the Internet and other sources available together approximately 10 different comic strips or cartoons demonstrating different aspects of the topic; arrange them so that it is possible to make a few copies of them, make copies of the set according to the number of pairs or small groups who will work with them; (projecting the comic strips on the screen would be an alternative to making copies)

Procedure:

- Stage I (5 minutes) Put the students into pairs or small groups. Introduce the general topic and explain that they are going to have a discussion on comic strips and cartoons, which is then followed by deriving statements for arguments, and that a short piece of writing on one of the statements as an individual work is a goal to reach in this lesson
- Stage II (5 minutes) Give students the set of different comic strips and cartoons and ask them to discuss in groups how they understand them, which ones they think are the funniest and which ones they do not understand. Monitor and encourage every students to contribute.
- Stage III (5 minutes) Ask different groups to present their ideas briefly to other groups, help with comments and additional information only after students have presented their ideas or asked relevant questions.
- Stage IV (5 minutes) Bring an example of a statement based on one comic strip that was discussed. Encourage students to derive and form their own statements on most of the comic strips in the set, stimulate student to form provoking statements. Write their statements on the blackboard.
- Stage V (15 minutes) Give every students a sheet of paper and ask them to choose one of the statements on the blackboard. Tell that they have only 10 minutes to write a short paragraph (minimum 80 words) to expand the statement. Tell that the content matter is in focus in that

EXAMPLE
8





stage, and that they can rely on the comic strips and cartoons of the discussion part. Monitor and help.

- ✦ Stage VI (5 minutes) Ask students to read their short pieces of writing in a small group, to compare each other's ideas and to improve the language structures and spelling as peer-editing task.
- ✦ Stage VII (5 minutes) Collect the students' writings in order to give more detailed feedback in the next lesson. Conclude the lesson by giving a brief positive feedback on students participation.
- ✦ Additional ideas: According to some students' feedback, let students find the topic-based comic strips themselves.
- ✦ One example is Television, a sample statement based on one comic strip is: "Television educates people", which is followed by students' ideas. The students' statements have been:
 - Television brings family together.
 - Television makes parents ignore their children.
 - Television is a distraction/ diversion of attention.
 - Television makes people fat.
 - Television has hypnotic power.
 - Television broadens your mind / horizon.
 - Television makes you passive.
 - Television turns you into a couch potato.
 - Television is unhealthy.
 - Television makes people less intelligent.
 - Television is a good entertainment.

Methodological insight:

Students are required to acquire the skills of expanding and arguing a statement by showing different aspects of it in a form of a monologue or an essay. The task was evoked by Jennifer Ur's idea that suggested using the visuals as a jumping-off point for longer narrative, descriptions or discussions (Ur 2009: 53; Ur, Penny. 2009. Teaching Listening Comprehension. CUP)

Success factors/weaknesses and restrictions

Explanation, analysis and feedback: students are required to have some background knowledge and vocabulary level in order to be able to discuss and understand the comics and cartoons.

Different websites can be used to compile a collection of comic strips and cartoons on topic. After finding suitable comics they are then arranged and resized in order to reduce the number of copies that are necessary. Finding a required number of satisfactory comics may be a drawback for teachers; nevertheless, once it has been done, one can use the same set of copies or a slide-show again with a new group of students or add new comic strips to the collection by making only a few additional copies.

Transferability possibilities

The task may be difficult, however, it still can be considered effective and age-appropriate, the main aim of the task is to polish discussion skills and exercise brief writing skills as well as practicing other sub-skills. Furthermore, the task is easily adaptable to any suitable topic.



Developing a critical view of the media, expanding our sources with language learning

EXAMPLE 9

Description of the situation/problem:

60% of the 10 million most visited pages on the Internet are written in English¹. In a global, interconnected world like the 21st century, not speaking at least English makes us virtually illiterate and limits the amount of information we can access.

In particular, one of our biggest limitations will come from only having the local media to be informed of the political situation and this, can be negative for some particular problems.

Example:

On 23rd June 2016 the United Kingdom voted in a referendum to leave the European Union. This conflict is probably one of the largest in the century on a continental level and has generated a great division of opinions not only within the UK, but also between the UK and the other EU member states. Finally, after tough negotiations, the UK left the EU on 31 January 2020.

The Daily Mail, one of the UK's most widely read newspapers, published this report (<https://www.dailymail.co.uk/news/article-7954151/Got-Brexit-UK-finally-leaves-EU-Britons-country-celebrate.html>) about that day, which was shown to be a great milestone in the country's recent history, and was welcomed by the population.

However, this contrasts with news from other British media and, above all, with the articles published in the major newspapers of the rest of the EU countries. An Internet search in these main media makes us realize the differences of opinion so evident.

This obviously responds to the political line of the media's editorial (in the case of the Daily Mail it is a conservative point of view), but nevertheless it also responds to the political interests of the other media, such as the European media in line with the EU's political opinion in this conflict.

This simple exercise in reading and analysis has brought us to several accounts:

- 1) The media are not objective, but respond to an editorial line with a certain political ideology, usually related to their funders.
- 2) It is important to read different sources in order to obtain a more complete and wide vision of the problem, as well as to listen to, analyze and understand each of the sides.
- 3) Keeping the sources in only one language usually hides a lot of the information, and shows us a biased reality.

It would be a matter, in this experiment, of realizing these three statements

Application in education:

Explanation: Let's use the previous article as a starting point. Through a research work by the students we will try to discover the editorial and ideological lines of different media regarding this topic and we will try to give them an explanation in the political context.

With this experiment we seek to improve some skills in the students:

- The ability to search for information on the web
- Reading comprehension and synthesis, as well as critical analysis of the text
- Teamwork





Instruction:

- 1) We read the text together, synthesizing the important ideas and discuss the ideas it wants to transmit.
- 2) The group is divided into several smaller working groups that will start the research work, divided into two parts:
 - a. The first one will look for information from other UK media showing the event in a different way from our original story. For each case we will do the same work of synthesis, focusing on the ideological differences between the two media.
 - b. The second consists of doing the same thing but with local news from our country, see if they are similar to our original source and try to associate the editorial line with the political opinion of the state in relation to Brexit.
- 3) Now we will all discuss what we have found and we will explain why we have different points of view. We will also try to answer the following questions:
 - a. Are the media objective?
 - b. Does keeping only in our language give us in a problem of understanding of all points of view?
 - c. Has reading sources in other languages and countries helped me to form a better opinion of the conflict?

The activity will be carried out entirely within the classroom, using any device with an internet connection to search the sources that interest us.

The initial and final discussions will be done in a big group, with the teacher as a facilitator.

The research work will be done in small working groups of 3 or 4 people where the student will be free to search and select the information he or she considers most convenient, only guided by the recommendations of objectivity and criticism that the teacher will comment on previously.

Methodological insight:

Universal steps in critical thinking:

- Identify a problem or issue
- Create inferences on why the problem exists and how it can be solved
- Collect information or data on the issue through research
- Organize and sort data and findings
- Develop and execute solutions
- Analyse what solutions worked or didn't work
- Identify ways to improve the solution

Methods: Teamwork, Discussion, Search for information

Developed key competences: communication, reading information, vocabulary, decision making, critical thinking, learning to learn, digital competences

Developed critical thinking skills: discussion skills, open-mind, argumentation, decision making, comparative reasoning, interpretation, questioning evidence, media literacy.

Success factors/weaknesses and restrictions

The main problem with this experiment is the prejudices or political ideologies that students may have. The teacher has to do everything possible during the moderation of the debate so it does not become a political discussion. They must be careful that students do not fall into their own value



judgments or omit parts of information by their own decision, trying to make the search and analysis as objective as possible.

Transferability possibilities

Of course, this method of working can be extrapolated to many fields with practically no variations. Some examples of this would be:

- ▶ Detecting fake news, using the suspicious article as a model and looking for other sources that do not allow you to determine the falsity of the news.
- ▶ Forming a more critical opinion with pseudoscientific knowledge: through the corroboration of data in reliable sources and the search for scientific information we can demonstrate the falsity of sensationalist articles that we can find on the net.





Developing a critical thinking in the English classroom: What is the key to happiness?

EXAMPLE
10

Description of the situation/problem:

What is happiness?

Do you know how to define happiness? Do you think happiness is the same thing to you as it is to others? What's the point of it all? Does it even make a difference in our lives?

In fact, happiness does have a pretty important role in our lives, and it can have a huge impact on the way we live our lives. Although researchers have yet to pin down the definition or an agreed-upon framework for happiness, there's a lot we have to learn about happiness.

This lesson will help you to look into the ripple effect of happiness, what it actually is, and why it matters.

Psychologists did a research which pinpoints to a ripple effect of happiness. Like when a pebble is dropped into the water causing ripples – our words, actions and feelings affect those around us, who in turn affect individuals who come into contact with them, and so on. Our emotional states are like a virus – we can spread the positive and negative experience to those around us, even with strangers.

The research done over a period of time found that the happiness of an individual extends up to three degrees of separation (that is - our level of happiness impacts the happiness levels of the friends of our friends' friends.) Similarly, if you have a friend, relative or neighbor who lives within a mile and becomes happy, this increases the probability that you will be happy by 25 percent.

Application in education:

Explanation: After raising students' interest with the facts about happiness, having a look at the ripple effect and making aware of topic importance, we are ready to develop the topic further. Moreover, students find out the importance of being happy and responsibility they carry if being unhappy. This way the lesson very much enhances students' critical thinking.

Instruction:

- 1) Give students a copy of worksheet.
- 2) Ask them to write down 10 things that make them happy.
- 3) Students join into pairs, compare their choices and pick 10 common ways to find happiness).
- 4) Afterwards, two pairs join together making a group of four.
- 5) Students share their thoughts in pairs and pick out the most popular common categories that make them happy (money, friendship, etc.)
- 6) Tudents write down the most popular categories of their group at the top of each column in the chart with examples.
E.g. Well paid job – money category,
4 children – family category,
First place in a song contest – hobby/career category.
- 7) Eventually students discuss their findings as a class and develop a class discussion of possible reasons for happiness and how important it is to choose the right things to make you happy.
- 8) Finally students outline possible effects of how their happiness/unhappiness can effect others, they give real-life exaples.





Methodological insight:

Types of activities:

- ▲ Reading
- ▲ Writing
- ▲ Listening
- ▲ Speaking

Ways of interaction:

- ▲ Group work
- ▲ Pair work
- ▲ Discussion

Methods: Brainstorm, Analysis, Evaluation, Problem solving

Developed competences: Vocabulary enhancement, Critical thinking, Communication, Decision making

Success factors/weaknesses and restrictions

The students will be facing the problem from their own perspective, i.e. they will take the situation personally, become aware of its importance, thus become actually involved in it. However, it could happen that they may touch upon some extremely sensitive topics and result in a setback.

Transferability possibilities

The possibility of transferring this lesson is real for different school subjects (native language (discussion, possible search for works of literature as examples), statistics, IT (making a table, ranking), ethics (discussion) as well as real life situations



What is the most efficient way of learning a foreign language?

EXAMPLE 11

Description of the situation/problem:

There are a lot of myths surrounding the methods of language learning. It is always good to explain to trainees there are no shortcuts, the only things that really work are motivation and hard work. However, we all need a boost of motivation and confidence. The video of the Slovak polyglot can provide this, it is fun to watch and can bring new insights into the problem and above all, give trainees new hope they are able to achieve their language learning goals.

What are some factors that influence our language learning decisions?

We might have various reasons why we want to learn a foreign language – to talk to our grandchildren abroad, to be able to read books in a foreign language, to share recipes in an English forum, to be able to talk to locals when travelling, you name it. However, we do not want to spend too much time learning or invest too much energy. We all understand that 'no pain no gain' applies here, but sometimes we wish there would be a miracle tool or a device for instant language learning.

What do you think about this? Do you have experience with similar programmes or devices?



The Magic English applies the latest worldwide knowledge from branches of science such as psychology, memory and brain functions and processes of learning and therefore its efficiency is greater than efficiency of any other foreign language learning tool for the English language. You will learn faster than anytime before how to speak and understand English.

Development speeds up and it takes too much time for new skills and knowledge to be taught at schools. By means of sets such as the Magic English at least progressive and well-informed people get an advantage in learning English easier and in a more comfortable manner.



Application in education:

Explanation: All students have long-time experience with language learning. It is important for them to share their real-life experience in a group, discuss it in order to see the problem with a fresh look.

Procedure:

- The trainer asks the trainees the following questions:
How long does it take to learn a new language?
Is it possible to learn a language in 2 weeks, 2 months, 2 years?
Does the knowledge depend on time?
What do you need to learn a language: a language gene, a lot of time, strong will, money, motivation? Anything else?
- The trainees work in pairs and share their experience with their past language learning – the methods that have worked the best with them and why.
The trainees then share the summaries of their experience with the group.





Methodological insight:

Methods: brainstorming, discussion, pair work

Developed key competences: communication, decision making, critical thinking, learning to learn, problem solving

Developed critical thinking skills: self-reflection, expressing opinions, discussion skills, presentation skills, open-mind, argumentation, decision making, comparative reasoning

Note: The trainer can alternatively use a video of a TED talk of a Slovak polyglot – Lýdia Machová: https://www.youtube.com/watch?v=o_XVt5rdpFY and explain her theory of language learning based on 4 pillars: enjoyment, methods, system and patience.

Further information

Some people can have strong beliefs about the only possible learning method. Trainers should be prepared to face strong disagreement. Also, people can be sceptical about the existence or non-existence of a language gene. Open discussion in a friendly tone and sharing experience and help overcome this. This activity can be especially helpful in the beginning of the course to describe past experience and identify the trainee expectations.

Note: If used, the method of 4 pillars explained is highly applicable in language learning as a basic frame. Moreover, the boost of motivation the trainees can experience when watching the TED talk can motivate them into starting to learn a new language or improve their knowledge of the language they have already started to learn.





Good Practises: ICT Education

Flipped Classroom in Adult ICT Education

EXAMPLE 12

Description of the situation/problem:

Usually adult learners have different levels of prior knowledge and some lack ICT skills. Flipped classroom method enables educators to adjust in-class time to individual's needs - focusing on basics with some learners and more advanced activities to challenge others. The personal contact is provided with sufficient autonomy, space and freedom for learners to design their own learning path.

Teachers must learn how to act as the "guide on the side" rather than the "sage on the stage" —and that takes time. Flipped classroom requires preparation and flexibility.

The class starts with lecture videos or presentations shared before class. The shift happens when students come to class, where they team up to work together on that day's assignment. This format encourages students to learn from one another, and helps students to not only learn the what the right answers are but also how to actually explain to a peer why those answers are right.

Application in education:

Explanation:

Flipped classroom can be described as moving from an instructor-centred learning environment to a student-centred learning environment.

One of the essential goals of the flipped classroom is to move beyond the lecture as the primary way to deliver information and knowledge and structure class time. A well-developed lecture can be effective, but instructors rely on it too heavily and often to the exclusion of other more meaningful teaching and learning strategies. A flipped classroom allows instructors to introduce new ways of doing things. In ICT education this method gives to teacher more possibilities to cope with different levels of learner's skills.

Instruction:

Teachers are required to evaluate what they need to teach directly so that classroom time can be used for other methods of teaching, such as "active learning strategies, peer instruction, problem-based learning.

It's effective to begin teaching with an experiential exercise (simulations, e-games, experiments) . This authentic, often hands-on learning activity fully engages the learners. Learners have the opportunity to access and interact with learning materials in a personalized manner.

Methodological insight:

Flipped classroom method presents an intense, efficient and creative way of learning.

The flipped classroom is based on the constructivist model. Learning is an active, social process. Learners can use their previous experiences and existing knowledge to build an understanding of the new material.

In ICT education this method must be used more as demonstration-focused.



Success factors/weaknesses and restrictions

The flipped classroom intentionally shifts instruction to a learner-centred model through which it is possible to explore topics in a greater depth and create more meaningful learning opportunities during the in-classroom activities, while educational technologies such as online videos are used to deliver content outside of the classroom.

Teachers must expect that learning time can be "somewhat chaotic and noisy" and that timelines and expectations for learning assessments will have to be flexible as well.

Digital divide may put undue pressure on some learners.

Transferability possibilities

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favour of a more collaborative and cooperative contribution to the teaching process. The flipped model puts more of the responsibility for learning on the shoulders of students. An effective flip requires careful preparation and teacher can move to it step-by-step.



An electronic health card - a prerequisite for optimal medical care or the sell-out of your own data?

Raising awareness of the handling of personal data

EXAMPLE
13

Description of the situation/problem:

Data security is a permanent topic of our time. But what are personal data? What do they say about us? This task is not so much about the concrete implementation of an ICT topic, but rather about raising awareness in a subject area that should be constantly present for people whose work is based on data.

In Germany, the introduction of an electronic health card for all citizens has been under discussion for several years. This card will store more or less all health-related data of a person, from personal data and affiliation to health insurance companies to medication plans, information on organ donation readiness and the electronic patient file. On the one hand, it is obvious that such a card can be life-saving in an emergency, for example, if an emergency team is immediately informed of an accident victim's diabetes by reading it in. On the other hand, data protectionists fear that information will be misused and that, for example, a person diagnosed with obesity who discontinues or completely rejects corresponding therapies will have to reckon with disadvantages on the part of the health insurance company, for example an increased contribution.

What should be the first priority here? How important is the protection of personal and in this case health-related data? How much power do we give by releasing data from our hands?

Note: Since the discussion has been going on for quite some time already, one can find many different opinions on the subject very quickly (Federal Ministry of Health:

<https://www.bundesgesundheitsministerium.de/themen/krankenversicherung/egk.html>; consumer centres, e.g. in Hamburg: <https://www.vzhh.de/themen/gesundheit-patientenschutz/die-elektronische-gesundheitskarte-gefaehrdet-ihre-gesundheit>; data protectionists such as digitalcourage: <https://digitalcourage.de/elektronische-gesundheitskarte/fuenf-gruende-gegen-die-egk>)

Application in education:

Explanation: The health card is familiar to all learners, not everyone may know the details of the new electronic health card, but this is not necessary to approach the subject. It is possible to start by asking the learners to take out their health card. Together with the teacher, the learners collect in a mind map what data are or could be stored on this card.

Instruction:

1. Mindmap: data on the electronic health card
The teacher collects all answers from the learners by creating a mind map.
2. Group division: Pro & Contra
The teacher divides the learners into two groups: one deals with the arguments FOR the electronic health card with all its functions, the other collects arguments AGAINST.
3. Research for arguments: Both groups search for arguments for their „point of view“, collect, sort and weight them. It's the preparation for a discussion with the other group. Each group





prepares a convincing input for the discussion with some (but not all!!) strong arguments for their point of view.

4. Discussion: The groups meet with their arguments in a discussion. First, each group may briefly present its point of view (max. 3 minutes), then the discussion is opened. The teacher acts as the leader of the discussion, making sure that the basic rules of the discussion are respected (not interrupting others, no personal attacks, no endless speeches, staying on topic, etc.). The aim of the discussion is not to find the "right" opinion, but to exchange and listen to arguments.

The discussion should be limited in time from the outset, e.g. 30 minutes.

5. Reflection in two flash rounds: After the discussion, there is a short flash round with all learners, in which each of them briefly says what was for her/him personally the most interesting/most powerful/most impressive/most surprising argument of the "other side". It may be possible to add a second flash round in which everyone states whether they personally see themselves more on the pro or contra side.

Methodological insight:

The students...

- deal with a problem/topic that concerns them personally
- research, sort and evaluate facts about it
- develop an argumentation strategy
- get to know different perspectives on the topic in the research and deal with it in the discussion
- reflect on the discussion and their personal position on it

Methods: Mindmap, Work in groups, Discussion, Flash round

Methodological variants/possibilities:

- Discussion in pairs, not in the whole group
- the specific theme is variable and can be chosen in a way that it is related to the learners in a national/regional/local/?? context

Developed key competences: communication, decision making, critical thinking, learning to learn digital competences

Developed critical thinking skills: research skills, evaluation skills, expressing opinions, discussion skills, tolerance, open-mind, argumentation, active listening, decision making, self-reflection

Success factors/weaknesses and restrictions

Advantages/success factors:

- Through the different methods (researching/collection/evaluation, reading/writing, argument/listening) the learners deal intensively with the arguments and different types of learners (visual/auditive...) are addressed
- The direct link to everyday life directly involves all learners



Weaknesses/limitations:

- The teacher should be able to moderate the discussion and involve as many learners as possible, without appearing forced
- If there are some very extroverted, discussion-strong learners, it is possible that they will dominate the discussion and not let others have their say - this is where the moderating skills of the teacher are needed. A (further) discussion rule may need to be established that limits the speaking time or the number of times an individual can speak.

Transferability possibilities

This topic is also conceivable outside ICT training. On the other hand, any other field involving the processing and storage of personal data can be dealt with in the same way, e.g. "collecting points" in bonus programs in retail (information about the detailed purchasing behavior of participants) ...



Commenting content on web portals and social networks

EXAMPLE 14

Description of the situation/problem:

How to post comments on web portals and social networks. To point to inappropriate language of media users when commenting media content on different web portals and social networks.

Unlike traditional media, new media allows a two-sided communication, or the ability of each media user to comment on media content. Such comments can be posted under one's own name and surname or very often under a pseudonym, which enables media users to protect their privacy. This is abused by many through posting derogatory and insulting comments and using vulgar language.

Application in education:

Explanation:

The learners' task is to write guidelines on what to avoid when writing comments on web portals and social networks. They should write their guidelines on a big poster which would then be put up on the wall in the classroom to remind them of the importance of respecting others in the virtual world.

Instruction:

To make the learners aware of the importance of polite and reasoned expression of their opinions in the virtual world, encourage them to choose news about people older than 45 from any web portal. After reading the news, their task is to analyse media users' comments and compare the frequency of the well-reasoned ones with inappropriate comments lacking arguments. Then the learners need to find at least three examples of quality and well-reasoned comments and explain why they chose these comments in particular and why they considered them to be positive examples. After completing this task, encourage the learners to look at comments almost or entirely lacking arguments or the ones in which inappropriate language was used by the media users. What are the characteristics of such comments?

Methodological insight:

Methods: Demonstration, discussion, group work and presentation

Success factors/weaknesses and restrictions

Success: to increase security and the usage of acquired knowledge about communication on the internet

Restrictions: not knowing the rules of conduct on social networks and portals

Transferability possibilities

How can you transfer the situation into the education of different fields? Can you think of possible situations where the procedure above can be applicable?

The situation can be applied in media education.



Are internet searches neutral?

EXAMPLE 15

Description of the situation/problem:

The activity seeks to provide the tools and show the problems of designing experiments as a method to approach problems of our day to day. Learning concepts through search and exploration to improve motivation and self-learning skills .

Do we trust in search engines too much?

Nowadays, whether it's for academic, professional or recreational reasons, most information is extracted from the Internet and our gateway to it are the search engines (Google, Yahoo, Bing, DuckDuckGo...). Do they condition the information we receive? How much they can influence the final result of our work, free time or even opinion? Since our gateway to the knowledge society are these search engines, in our day to day we ask ourselves, Which we use? Do we have access to all the information or are we missing part of it?

Statistics show us a fairly widespread use of Google compared to other search engines. The problem surely is not only in the engine used, but also in how we use it and the tools that can be used (VPN, private browsing mode) to condition the results of these searches. What do you think about these statements?

Application in education:

Explanation:

In this activity we will try to reflect on the use of search engines, an activity that is becoming more and more common every day. Through the design of an experiment, such as the one we could design in a science course, we will work to allow the students make their own hypothesis and obtain conclusions derived from the results of the experiment that they designed. At the end we will exchange the experiments and we will check if the results obtained are reproducible and therefore generalizable.

Instruction:

At first the educator will present the question if the search engines are neutral, were the encyclopedias neutral too? Can the engines condition the knowledge we reach at the end?

After sharing the previous ideas of the group we will separate in small groups. The educator will present the scientific method in a general way as the one in which we ask ourselves a question after observing what surrounds us, from this we extract an hypothesis that we try to verify through an experiment. Each group will have to design an experiment, here the educator will have to control that the experiment made by each group only tries to verify one parameter, for example if we make the same search with different engines we will have to do it in the same computer, or we can make the same search in different devices with different users using one search engine only, Another possibility is to make the search using any VPN tool to simulate different internet connecting points locations. The experiment is basically about searching for different scenarios in which we look for information with a search engine and compare if the results are the same. After this, we will ask the small groups to perform the experiment and extract conclusions. It seems that the activity has to be finished here but once the conclusions are delivered in big group we will discuss the need of reproducibility in the experiments. To check the validity of the experiments we will exchange them between the different small groups to perform them again and verify the results obtained.



Methodological insight:

- Identify a problem or issue
- Collect information or data on the issue through research
- Organize and sort data and findings
- Recognizing Patterns
- Collaboration and teamwork
- Develop and execute solutions
- qualitative Data Management
- Analyse what solutions worked or didn't work
- Identify ways to improve the solution

Success factors/weaknesses and restrictions

Using experiments to test hypothesis is a very good way of approaching problems but many times the real problem will be to find an experiment that is achievable, complex problems often cannot be analyzed in this way or finding an experiment for them can be a very difficult task.

The experience and familiarity of both the trainer and the student with performing experiments can make this a very complex activity that requires previous preparation by the trainer and/or the students.

Transferability possibilities

What is really important in this activity will not be the results obtained, it is teaching the students that the experimental design of the scientific method can serve us in more fields than experimental sciences. In the case of ICT we often work on algorithms with fixed rules that we do not know, experiments can be a great way to try to find and understand them.

In the educational field, experimental design does not seek to find conclusive results. What we are interested in is that students, through exploration, realize what they know and what they don't know, the complexity of the subject studied and the acquisition of knowledge in a non-directed and magisterial way, as well as providing them with a powerful tool to learn how to learn.





My favorite receipes

EXAMPLE
16

Description of the situation/problem:

Every 50+ learner has a lot of experience and wants to share it. We also encourage 50+ learners to share experiences that are interesting to them and used in everyday life. Therefore, the topic of this lesson is favorite recipes.

The result is improved computer literacy skills as students perform repetitive actions, thus consolidating memorization of commands and actions performed.

You can choose recipes suggested by learners and create an entire book of their favorite recipes. The book can then be printed so that the result of the lesson will be visible and usable by everyone.

In the field of information technology, training activities are based on consistency and logical thinking. By completing this task, learners will not only systematize the information they have, search for appropriate visual and textual information, and create more than one text document.

Receipe 1. Lithuanian Cold Beetroot Soup



Ingredients.

For the soup:

200 g | 7 oz boiled & cooled beetroot (about 2 medium beets)

100 g | 3.5 oz cucumber (about 2 large pickling cucumbers, either fresh or pickled)

6 spring onions or 10 green onion leaves

2 hard-boiled eggs

1.5 litres | 3 pints kefir (or 500 ml | 1 pint thick natural yoghurt and 1 litre | 2 pints buttermilk)

Bunch fresh dill.

Salt and some pepper to taste.

For the side dish: 7 potatoes.

Preparation.

Peel the potatoes and chop into bite-sized pieces. Place in a saucepan of boiling water, add a good pinch of salt and boil until a knife can easily pierce the flesh. While the potatoes are boiling, assemble the soup. Slice the beetroot & gherkins into fine julienne. Chop the eggs into small dice. Chop the scallions or onions leaves into 1 cm (½ inch) pieces. Finely chop the dill. Pour the kefir into a large bowl or saucepan and add the chopped ingredients and half of the lemon juice, holding back some of the dill for garnish. Taste and season salt and additional lemon juice as required. Ladle the soup into bowls and sprinkle with the remaining dill. Serve the potatoes on a side plate so that they do not heat the soup.





Receipe 2. Lithuanian Lazy Cake “Tinginys” with Condensed Milk

This is probably one of the most delicious Lithuanian sweets! It doesn't matter whether it is Lithuanian or a foreigner, a lazy cake is always liked by everyone.

Ingredients.

400 g (14 oz) sweet crispy cookies (like “Selga”, “Tostadas”,)
400 g (14 oz) sweetened condensed milk
190 g (1 2/3 stick) unsalted butter
2 tbsp. unsweetened cocoa
1 1/2 tbsp. sweetened cocoa
1 tbsp. granulated sugar



Preparation.

Break the cookies into the bowl (ones in bigger pieces, others in smaller). Melt the butter in a pot with a thick bottom, then add sugar, heat it over low heat, and stir until sugar dissolves and you get one mass.

Then add cocoa, condensed milk and heat it up, stirring continually, until the syrup has no clumps. Take off the pot from the heat and let it cool down a little. Add cookies in cocoa syrup, mix well and leave to cool completely. Lay down a plastic wrap on the table and form a roll from the cookie mass. Wrap it, press the ends firmly, place the roll in the refrigerator for at least 4 hours (the best is to leave it overnight). Slice it and enjoy this sweet!

Application in education

Instruction:

1. A text document is created, learning the basic tools of the “Microsoft word” program.
2. The Internet searches for visual information that matches the text. Learners become familiar with intellectual property and open access rights.
3. Searching for reliable information on the Internet with similar content.
4. Working with embedded graphic objects (resizing, color editing, cropping images, framing graphics, attaching to text, etc.)
5. Formatting the text of an existing document.

Methodological insight

Methods: Discussion, Brainstorming, Collect information and data, Collaboration and teamwork, Sharing experience

Developed key competences: Decision making, Critical thinking, Learning to learn, Digital competences, Communication

Developed critical thinking skills: Research skills, Argumentation, Decision making, Expressing opinions, Discussion skills, Self-reflection





Success factors/weaknesses and restrictions

Learners share their personal experiences and at the same time acquire IT skills. This lesson theme can be used with different groups of learners. But the lesson is especially suitable for 50+ learners. Because most 50+ learners are not very familiar with the copyright that applies to photos and information online.

Transferability possibilities

It is a non-competitive activity, it encourages cooperation, unlimited decision time. These activities can also be adapted to everyday activities, using examples suitable for the target group of students. Activities can also be used in foreign language, media lessons.





EXAMPLE
17

The Riddle

Description of the situation/problem:

In informatics you need algorithmic thinking and logical reasoning. These skills can be best practised using fun and interesting examples, riddles etc.

Using the following example, the trainees can also learn how to create a simple MS Word/Excel table that can be found helpful in solving the riddle.

Seniors generally like solving riddles, Sudoku, etc. so we suppose this task can be found amusing and motivating.

Example:

Solve this riddle using the cues below.

Find out where each of these people lives, what he/she smokes and which pet he/she keeps. Which of them keeps fish?

The Brit lives in a red house.

The Swede keeps a dog.

The Dane drinks tea.

The green house stands to the left from the white one

The owner of the green house drinks coffee.

The person who smokes Pall Mall, keeps a bird.

The owner of a yellow house smokes Dunhill.

The person from the middle house drinks milk.

The Norwegian lives in the first house.

The person who smokes Blend lives next to the person who keeps a cat.

The person who keeps horses lives next to the person who smokes Dunhill.

The person who smokes Blue Master drinks beer.

The German smokes Prince.

The Norwegian lives next to the blue house.

The person who smokes Blend has a neighbour who drinks water.

Nationalities: Briton, Dane, German, Norwegian, Swede

Colour of the house: white, red, blue, green, yellow

Cigarettes: Blend, Blue Master, Dunhill, Pall Mall, Prince

Drinks: tea, coffee, milk, beer, water

Pets: horse, cat, dog, fish, bird





Nationality					
Colour of the house					
Cigarettes					
Drink					
Pet					

Application in education

Explanation: The riddle is a variation of a famous Einstein riddle. The key to the solution is to use the table that will show the relationships among people and their characteristics. The visual representation of knowledge and relationships can help us understand it better. This is also the case of mind maps and similar visuals.

Procedure:

- The trainer explained the necessity of practising logical thinking and reasoning to the trainees.
- The trainees were provided with a sheet with the riddle cues. The trainer asked them to design a simple table to complete it with the data given. The trainees solved the riddles individually.
- The trainees analysed the method of solution they used.





Methodological insight

Methods: brainstorming, discussion, creation of a MS Word/Excel table

Developed key competences: decision making, critical thinking, problem solving, IT skills

Developed critical thinking skills: argumentation, decision making, comparative reasoning

Further information

Do not support competition, but cooperation, do not limit the time for solving it.

The activity can be also used in the English classes.

Adapted according to:

Hoferek, S. (2018). Einsteinove hádanky 34/37. Available at: greenie.elist.sk.





Good Practices: Media Education

How to lie with statistics

EXAMPLE 18

Description of the situation/problem:

When teaching how to interpret the information that students find in the media, it may be interesting to present the critical attitude as a fun thing. Looking for ulterior motives, miscommunication, argumentative tricks, biases, or how some information was manipulated can be taught as an entertainment that provides pleasure and fun. This activity is oriented to enjoy searching for manipulations in statistical information.

How to lie with maps

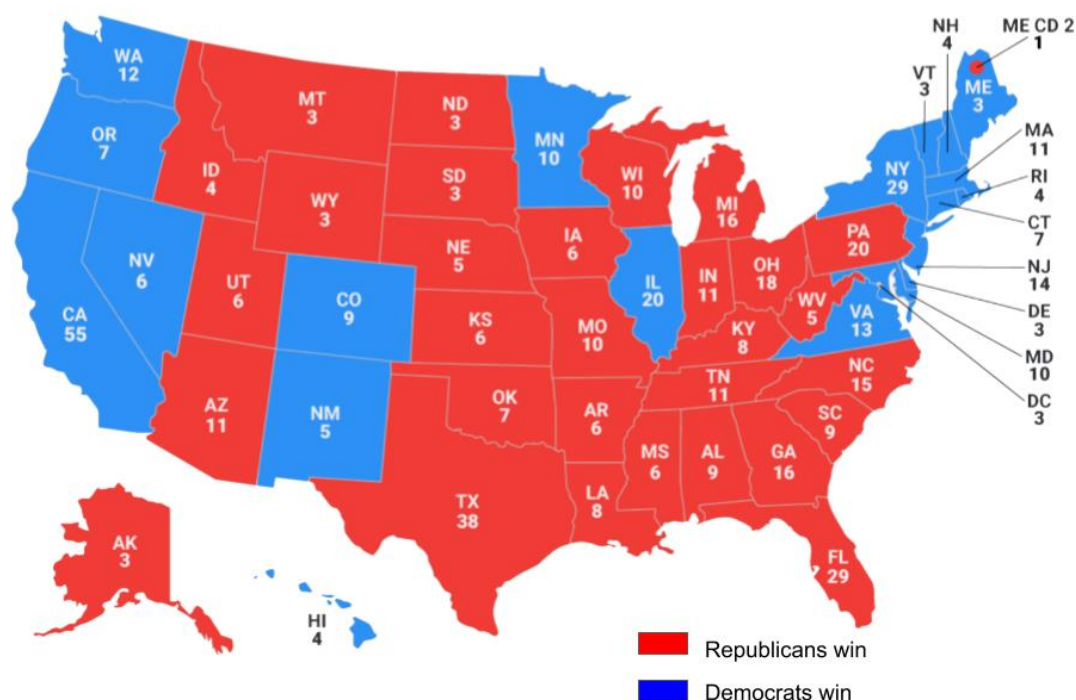
In 2016 there was a Presidential Election in the United States of America. The map in *Figure 1* was published in The New York Times: <https://www.nytimes.com/elections/2016/results/president>.

Red is for Republican candidate Donald Trump and blue for Democratic candidate Hilary Clinton. The image is actually based on real data. Donald Trump won this election and became the President of the United States of America, no doubt about it. And we can also deduce some more information from the image. The color red is predominant, which may mean that Trump won by an overwhelming majority. But, let's look at the information in a different way. The map in *Figure 2* shows the number of Democrats and Republicans voting in different counties. The size of the circle represents the total number of votes, and the color, the winning party in that county. This shows that the Democratic Party was the winner by number of votes in that presidential election, but the U.S. electoral system gives one elector for each county regardless of the number of votes in it. This led to the fact that, in the Electoral College, Donald Trump received 306 votes whereas Hilary Clinton got only 232, while the total number of citizen votes was 62,985,106 for the Republican Party and 65,853,625 for the Democrats. In addition, the second map was bleached for the exercise to show how strong colors can raise our emotions and thus drive our thoughts in an unconscious way.





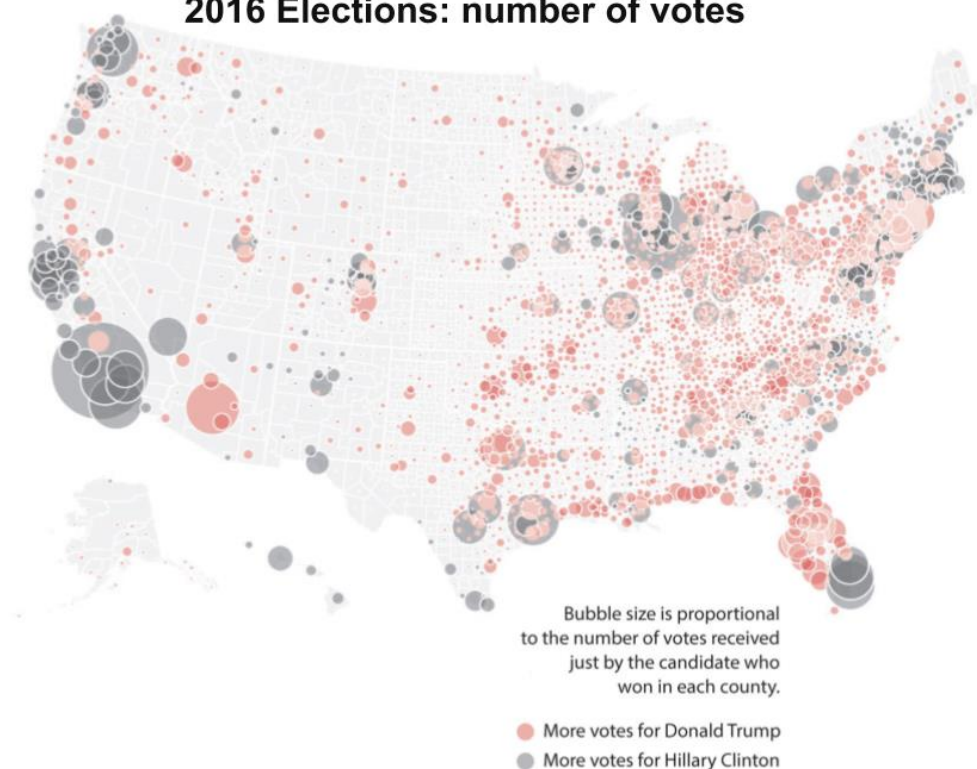
Final 2016 Electoral College map



Source: <https://www.businessinsider.com/final-electoral-college-map-trump-clinton-2016-11?IR=T>

Figure 1: 2016 Electoral College Map

2016 Elections: number of votes

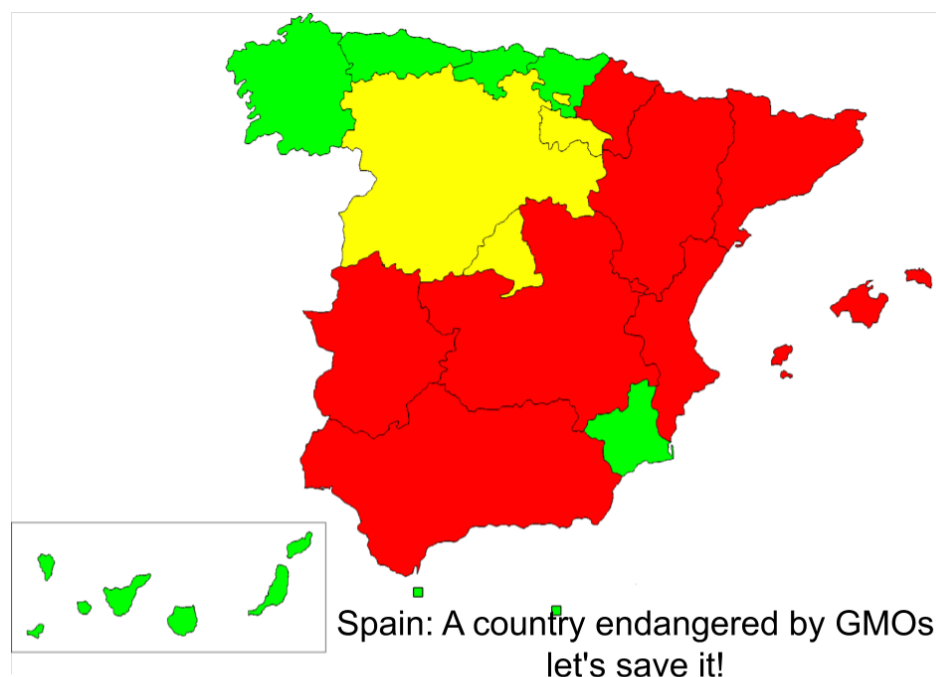


Source: How Charts Lie: Getting Smarter about Visual Information, Alberto Cairo.

Figure 2: Number of votes in 2016 elections

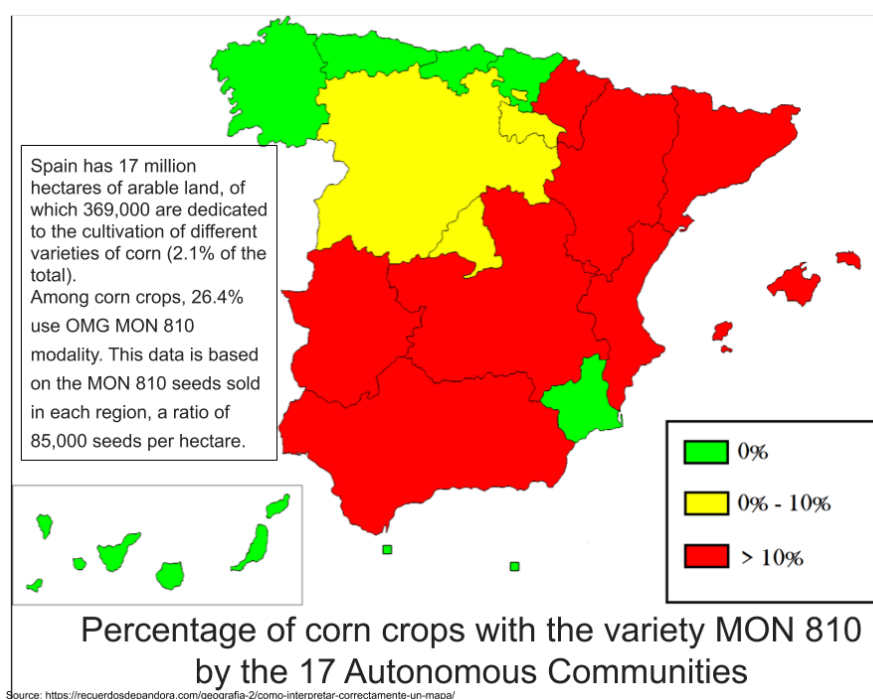


Figures 3, 4, 5 and 6 are based in the same data, but are shown in a different way for each one. The tricks used are similar to those in the previous maps.



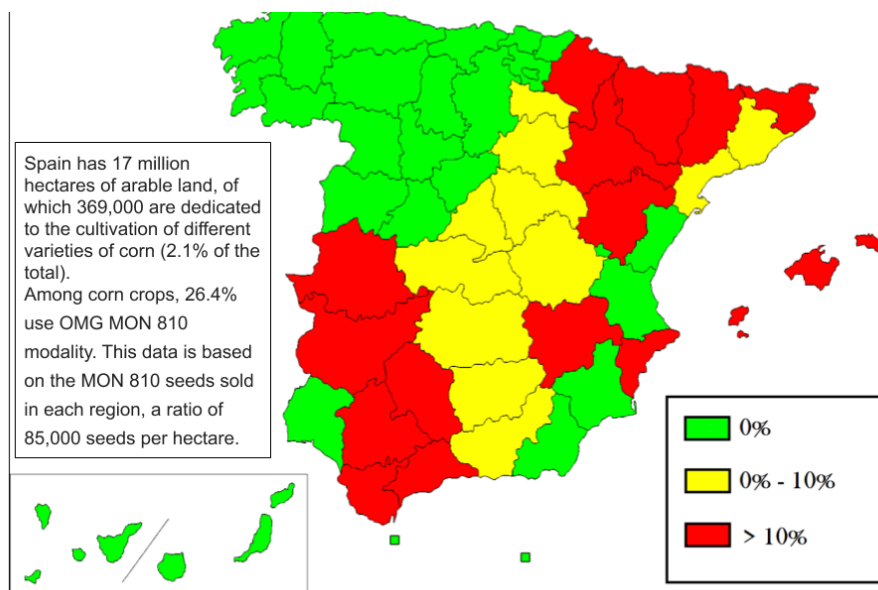
Source: <https://recuerdosdepadora.com/geografia-2/como-interpretar-correctamente-un-mapa/>

Figure 3: Spain, a country endangered by GMOs



Source: <https://recuerdosdepadora.com/geografia-2/como-interpretar-correctamente-un-mapa/>

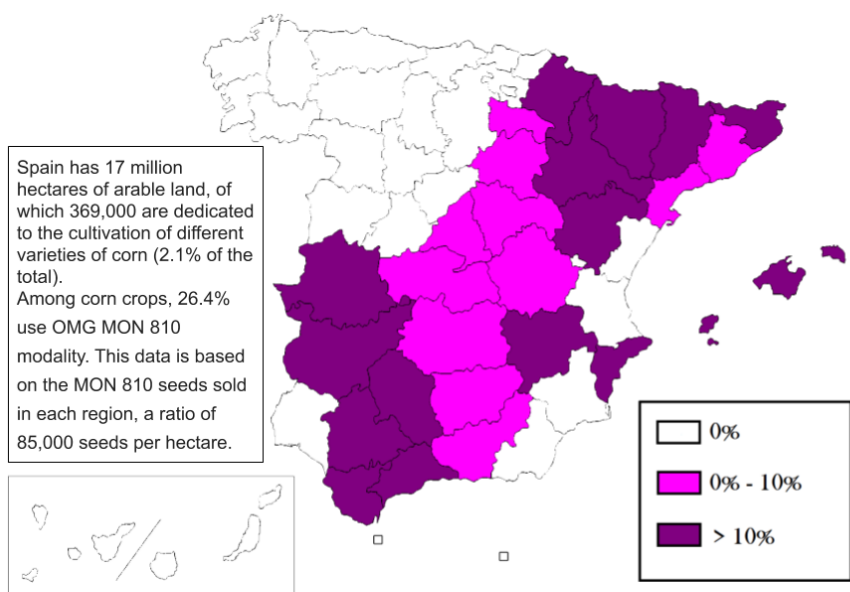
Figure 4: Percentage of corn crops with the variety MON810 by the 17 Autonomous Communities



Percentage of corn crops with the variety MON 810 by the 50 provinces

Source: <https://recuerdosdeandorra.com/geografia-2/como-interpretar-correctamente-un-mapa/>

Figure 5: Percentage of corn crops with the variety MON 810 by the 50 provinces



Percentage of corn crops with the variety MON 810 by the 50 provinces

Source: <https://recuerdosdeandorra.com/geografia-2/como-interpretar-correctamente-un-mapa/>

Figure 6: Percentage of corn crops with the variety MON 810 by the 50 provinces, different colour



Application in education:

Explanation:

The main objective of teaching critical thinking is to prepare our trainees for real life problems. In real life, when we read information, we do not know if and how it has been manipulated. A good way for trainees to improve their critical skills is to practice with exercises where the solution is not clear at first sight, as it is in real life problems.

Group work makes it easier for people who are unsure of themselves to go further in their thinking and feel good about having something to contribute, no matter how little it is.

Instruction:

- a) The trainer divided the class into groups of three or four people at random. The activity was presented as a TV quiz show, in which there are several envelopes with different challenges inside. The challenges consist of reading and analyzing information that has been distorted in order to draw hasty conclusions.
- b) Learners are told to read the information carefully and point out how the information was manipulated in each case. Each group should solve one problem at a time. They can solve as many problems as they want in a given time (i.e. 1 hour). In this particular case, on the outside of the envelope it says "How to lie with maps". The challenge is presented only with the two figures with no text. They should compare the information on both maps and point out how the tricks.
- c) In the second part of the challenge, the group must look at the four maps of Spain and use what they learnt from the president election maps to point the tricks used. It may be useful to advise the group to look at the four images at the same time and compare them.
- d) After a while, each group can share its findings with the rest of the class. Then they write a Decalogue on "How to interpret the information shown with maps".

Methodological insight:

Universal steps in critical thinking:

- Identify a problem or issue
- Create inferences on why the problem exists and how it can be solved
- Organize and sort data and findings
- Develop and execute solutions

Methods: Teamwork, Challenges, Discussion

Developed key competences: communication, reading information, critical thinking, learning to learn, problem solving, collaboration, explanation.

Developed critical thinking skills: observing, data analysis, interpretation, questioning evidence, skepticism, synthesizing, attention to detail, statistics literacy.

Note: Anyway, Donald Trump was the winner of the presidential election, so the first map was also realistic after all. It's not a black and white problem.



Success factors/weaknesses and restrictions

A group may have some difficulty understanding the exercise or finding the tricks in each particular case. The trainer can guide them to come to conclusions, and should interpret and show their difficulties as a misunderstanding of the exercise itself, rather than a lack of ability to find the solution themselves.

Groups may need more help in solving the first problem (election of chairperson) and then use what they learned for the GMO maps. Be sure to advise them to look at all four maps at the same time, so they can compare them.

Note: The particular case of “How to lie with maps” should be only one more in a number of challenges (at least three).



Why should Smart Cities be part of our future life.

EXAMPLE 19

Description of the situation/problem

Video opener 3 min. - What are smart cities? - <https://www.youtube.com/watch?v=Br5aJa6MkBc>

Environmental issues and globalisation force us to start thinking more creatively and plan ahead for the future.

Students provide examples of the current situation

Application in education

- 1) Introduction to the topic.
The challenge is to solve the problems of citizens living in a city of the future.
- 2) Classroom discussion (5 mins)
Students will discuss the video and share opinions.
- 3) Critical thinking: brainstorming – what can be done to create smart cities.
Students will complete a class brainstorming activity then work in groups to brainstorm ideas to make life better for the character personas.- 10 min.
- 4) Reflect (10 mins)
Students will reflect on their brainstorming activity then share their best and worst ideas.
Analyse what solutions worked or didn't work – Identify ways to improve the solution

Explanation: Technology is developing fast and environmental issues become more and more acute. That is why the community needs solutions.

Instruction: Watching video about sustainable Smart cities in the future:

<https://www.youtube.com/watch?v=zuPlyqUc9oA>

Methodological insight

Methods: discussion, group work

Developed key competences: communication, decision making, critical thinking, learning to learn, problem solving, digital competences

Developed critical thinking skills: self-reflection, expressing opinions, discussion skills, presentation skills, tolerance, open-mind, argumentation, active listening, decision making, comparative reasoning

Outcomes – NYC and Copenhagen:

NYC:

- The spaces around us are flexibly changing to match our needs
- We pay to use a space or an item and give it back, move it on our recycle after use
- Many people work from home switching between business and leisure
- Sensors throughout NY provide information essential to its running and to keep people safe
- All data is integrated and visualised, enables to run the city more efficiently





- Traffic lights and information systems are adapted to allow traffic to run more smoothly
- Citizens have a direct connection to public services and can participate at any level
- A city that responds to the needs of its population
- Building facades trap CO2 and produce methanol for use as fuel
- Renewable energy efficient buildings and clean transport have created the cleanest air since the industrial revolution

Copenhagen:

- A surplus of energy has been generated lowering prices
- The smart grid responses
- Communicating with all producers and consumers
- People consume electricity also generate and store it
- Drivers buy energy off peak when cost is low
- Parks are the green lung of the city
- Copenhagen harbour is clean enough for swimming
- The water is filtered by billions of oysters

Success factors/weaknesses and restrictions

Brainstorming, groupwork and discussion made students learn and analyse the present situation and future options.. They started to present arguments and debated on different points.

On the negative side probably not all students in the group were active and creative.

Transferability possibilities

The present topic and environmental issues can be also transferred to the lessons of biology or civics.





Facts or fake news?

EXAMPLE
20

Description of the situation/problem:

Distinguishing whether information is fact or fake news is a time of social media as difficult as it is important. Only if you are able to weigh up and check information, if you are able to expose fake news, you can actually inform yourself. In this exercise, the topic is taken up in an entertaining way.

On the Internet, especially in social media, some stories spread with particular speed and reach. Especially curious stories have great potential to be shared by many people and thus be passed on. But also information on current topics is taken up and spread further, not only by private persons but also by media.

But how can one check whether a message is correct or simply invented?

Application in education:

Explanation:

The teacher explains to the learners that he has brought 6 stories with him, but only some of them are true or actually happen, the others were made up. Before the teacher starts to read the stories one after the other, the participants take out a piece of paper to write down for themselves for each story whether they think it is true or false and why they have chosen to do so.

Instruction:

- 1) First impression
The teacher reads out the stories, one by one. In between, s/he gives the participants time to decide and write down whether the story is true or false and to give a short explanation of their decision (only for themselves on their own paper).
- 2) Mindmap: How to search for the truth?
The participants collect in a mind map possibilities how the individual can check the truth of a message. All suggestions are written down. The teacher moderates, asks questions and structures, but does not correct. The mind map thus created remains visible to all.
- 3) Group division
The teacher divides the learners and gives each group one (or two) of the stories for research..
- 4) Search for truth
Each group researches for their story(s) whether they are true or false. They use the mind map as a guide and discuss (and test) which possibilities are useful for checking their story and which are not.
If a story turns out to be true, the participants are requested to find out more details about the story, which they then present to the whole group together with the sources for their information.
If a story turns out to be false, the participants should present the sources or the research path that led them to that conclusion.





5) Presentation and discussion

Each group presents its result. The others can ask questions and discuss the group's research path together.

6) Reflection

After each story each participant checks for himself/herself how right he/she was with the first impression of the truth and what led him/her to the right or wrong decision.

If it is okay for the whole group, this can also be done in an open feedback round.

When all groups have presented, the mind map from the beginning is used again. The participants discuss which of the methods have proved to be useful/effective and which have not. The mind map can be adapted accordingly.

Methodological insight:

The students...

- deal with a problem/topic that concerns them personally
- question facts
- research, sort and evaluate facts
- review own research strategies
- prepare a brief presentation
- check their first own assessment with the help of facts and reflect on it

Methods: Mindmap, Work in groups, Presentation, Discussion, Reflection round

Methodological variants/possibilities:

- other stories, for example in a regional/national or a certain thematical/professional context
- presentation of the stories with different types of media
- a discussion on the credibility of sources can be added

Developed key competences: communication, decision making, critical thinking, learning to learn, digital competences,

Developed critical thinking skills: research skills, evaluation skills, presentation skills, questioning of facts, expressing opinions, discussion skills, active listening, decision making, self-reflection

Success factors/weaknesses and restrictions

Advantages/success factors:

By alternating between individual work (first assessment of the truth of the story/personal reflection) and work in small groups, all participants are well involved, even if they express themselves less often in the group as a whole

Since few people are likely to know the answer to the "True or False" question for the stories, the curiosity of the participants is stimulated and their motivation/interest to find the right answers

Weaknesses/limitations:

The teacher should be able to act primarily in a moderating and inquiring manner, thus giving the participants the opportunity for self-knowledge.



Transferability possibilities

This approach can also be used to encourage learners to deal with a specific topic and to do further research. In preparation, the teacher then searches for/invents various "facts" about this topic (in language lessons, for example, about wedding traditions and customs in another country; in ICT, for example, about how collected data from bonus schemes in retail are evaluated, used and resold) and uses the research results to deal with this topic more intensively.

The stories

These are just examples - the stories can be replaced by regional/national newspaper news. Of course you can also work with different types of media (tabloid journalistic newspaper articles, "serious" newspaper articles, articles with and without photos, social media post, videos ...)

1 Welcome, conqueror!

In 1898, during the conquest of the Spanish garrison of Guam, the Americans missed with their cannons so far that the harbour master thought they were saluting. He then went out in a boat to welcome them.

2 Rescued sounds

Unusual hobby: The Spaniard Carlos de Hita is a collector - he records sounds threatened by extinction.

3 Super Superman

The action hero Superman has saved another family - this time in real life. A family from the south of the USA had to vacate their house because of a foreclosure. While cleaning up the basement they discovered a Superman comic from 1938, which is now worth a fortune.

5 Password: 00000000

In 1962, US President Kennedy feared that his military officers would have too much freedom to launch a nuclear attack on their own and decreed that an eight-digit password would be required to launch missiles. The air force commanders, on the other hand, were more afraid of delaying a nuclear counterattack than of a colleague who had gone wild. So they set the same password for each missile - 0000000000 - and wrote this hard-to-remember combination on a piece of paper so that no one would forget it.

6 Dolphins back in Venice

Between all the news about increased COVID-19 case numbers, curfews and shortages of medical supplies, there has been some good news in recent weeks: Swans and dolphins have returned to the deserted canals of Venice.

4 Cheers!!!

A 20-year-old Chinese man has a strange and rare gift: he can tolerate an unusually large amount of alcohol. This has already made him a star in his home town of Shenyang. Doctors have now discovered the reason: the young man not only has one liver, but two.





The solutions

(Here only with German sources)

[1 Correct: The Spanish garrison on Guam had not been informed that Spain was at war with the USA. When the "USS Charleston" only missed them, they considered the fired cannons a salute. Because the port was not equipped for it, they could not return the salute and the harbor master went out with two other people to apologize. There they were informed about the war. Guam finally surrendered without a fight]

[2 Correct: <http://www.carlosdehita.es/>]

[3 Correct: <https://www.spiegel.de/kultur/gesellschaft/held-haelt-wort-superman-rettet-amerikanische-familie-a-710520.html>

<https://www.welt.de/vermishtes/kurioses/article8860603/Familie-findet-bei-Zwangsraeumung-Millionen-Comic.html>]

[4 Fake]

[5 Correct: <https://www.heise.de/security/meldung/00000000-Passwort-fuer-US-Atomraketen-2060077.html>; <https://www.wiwo.de/technologie/digitale-welt/it-sicherheit-das-gefaehrlichste-passwort-der-welt/7161110.html>]

[6 Fake: <https://www.nationalgeographic.de/geschichte-und-kultur/2020/03/venedig-delfinlos-virale-fakes-machen-falsche-hoffnung> - The swans from the viral message are regularly seen in the channels of Burano, a small island in the city of Venice - not only in Corona times. This is also where the photos were taken. The "Venetian" dolphins were filmed in a harbour in Sardinia - hundreds of kilometres away].



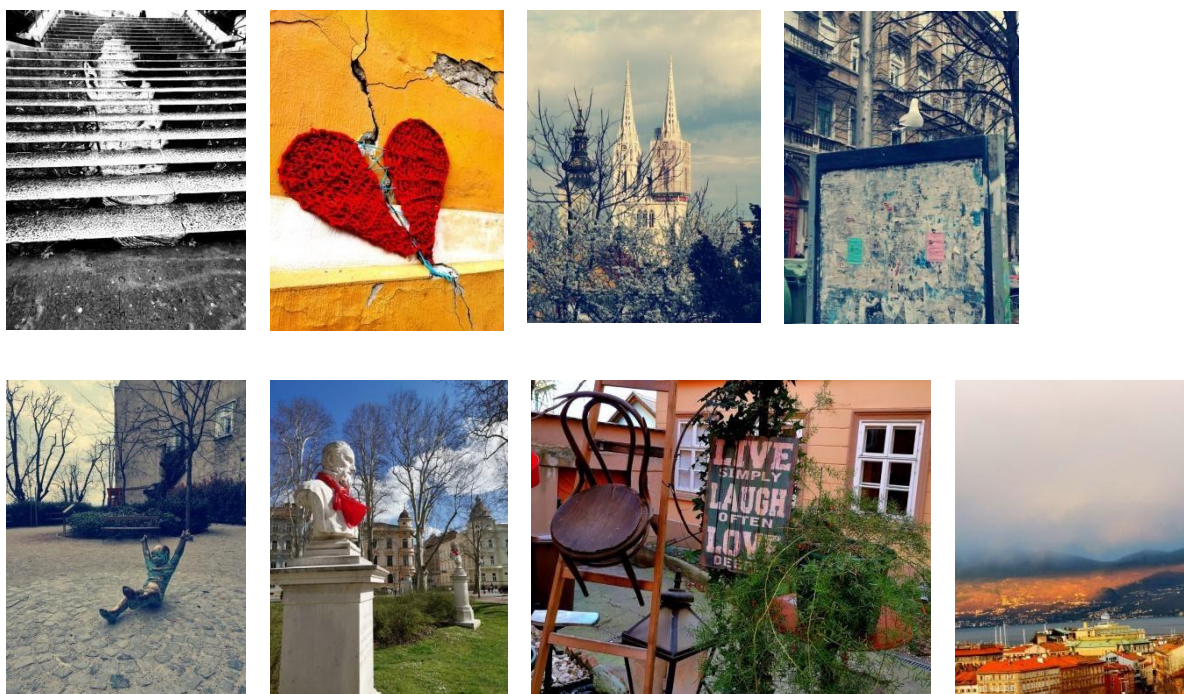
EXAMPLE
21

Photoreport

Description of the situation/problem:

Each media has its own language, or a combination of languages, that it uses to convey different meanings, for example, photography most commonly uses visual communication. By analyzing media works, we can better understand how the meanings of a work are created and how the technologies chosen affect the meanings being created. Usually, the media (photography) depicts a certain version of reality based on emotions, experiences, or simply conveys certain information. The question has to be answered: do developers want the media image to be realistic? What information is used and what is considered irrelevant? What information was not told? Does visual information affect our attitude towards certain phenomena, events, and people?

Example: Small wonders of the day



Application in education:

Explanation:

1. At the beginning of the lesson, learners are given eight photographs, describing the relevance of the information, the topic and the message they want to convey ("Small wonders of the day"). Learners work in pairs or groups of 3 and, after analysing the examples provided, interpret and present their media perception. After evaluating the submitted photographs, the learners express their opinion: what message and what emotion the author of the photo wanted to convey with this photo and how it succeeded.
2. Working in groups, learners come up with an idea that they want to convey in photography, anticipate the desired effect and what photography criteria they will use to achieve the desired result: colour composition, main details, etc. After anticipating an idea, using mobile phones or cameras (or choosing pictures in the internet), implements the invented idea for an agreed period of





time. The working group presents its idea of photography and the desired effect and comments on what criteria of photography were used to achieve the desired result, what measures were taken to achieve this goal and what was meant to be said. The photo taken by each group (or their cycle, as decided in the group) must have its own title that directly or indirectly reflects the idea of the photo.

3. All groups evaluate the product created by other groups and express interpretations of the presented images. An extremely important criterion is the emotion that a person feels when looking at a given photos.

4. The submitted photos can be printed and a photo exhibition can be organized later.

The task requires: smartphones or cameras, a computer, video projection equipment, if possible, a graphics editing program (optional), a printer (optional).

Note: If it is only a one-lesson session, then learners working in groups do not take photos themselves, but look for photos online.

Methodological insight:

Methods: Group work, Case studies, Brainstorming, Discussion, Reflection round

Developed key competences: Communication, Argumentation, Decision making, Problem solving, Critical thinking, Learning to learn, Digital competences, Media literacy

Developed critical thinking skills: Presentation skills, Expression of opinion, Discussion skills, Decision making, Self-reflection, Argumentation, Active listening, Comparison, Reasoning

Success factors/weaknesses and restrictions

Advantages/success factors:

- Smartphones are used creatively during this lesson, and the result can be applied in everyday life.
- Because of working in a team, ideas are always more refined than working individually.
- Learners will be able to take photos (or choose photos) based on their personal impression, learners' creativity will be developed.
- The teacher plays the role of coordinator in this task, initially presenting the importance of the media in modern life, later the teacher is only an assistant.

Weaknesses/limitations:

- Some learners may lack the courage or knowledge to express their emotion or opinion.
- The teacher should encourage learners to express their emotions through taking pictures.

Transferability possibilities

An example of this lesson can be used in foreign language teaching, social work, communication and IT lessons.





A Letter from the Prince

Description of the situation/problem:

EXAMPLE
22

URGENT BUSINESS PROPOSAL

WE HAVE THIRTY MILLION U.S. DOLLARS WHICH WE GOT FROM OVER INFLATED CONTRACT FROM CRUDE OIL CONTRACT AWARDED TO FOREIGN CONTRACTORS IN THE NIGERIAN NATIONAL PETROLEUM CORPORATION (NNPC). WE ARE SEEKING YOUR ASSISANCE AND PERMISSION TO REMIT THIS AMOUNT INTO YOUR ACCOUNT. YOUR COMMISSION IS THIRTY PERCENT OF THE MONEY.

PLEASE NOTIFY ME YOUR ACCEPTANCE TO DO THIS BUSINESS URGENTLY. THE MEN INVOLVED ARE MEN IN GOVERNMENT. MORE DETAILS WILL BE SENT TO YOU BY FAX AS SOON AS WE HEAR FROM YOU. FOR THE PURPOSE OF COMMUNICATION IN THIS MATTER, MAY WE HAVE YOUR TELEFAX, TELEX AND TELEPHONE NUMBERS INCLUDING YOUR PRIVATE HOME TELEPHONE NUMBER.

CONTACT ME URGENTLY THROUGH THE FAX NUMBER ABOVE.

PLEASE TREAT AS MOST CONFIDENTIAL, ALL REPLIES STRICTLY BY DHL COURIER, OR THROUGH ABOVE FAX NUMBER.

THANKS FOR YOUR CO-OPERATION.

YOURS FAITHFULLY,


PRINCE JONES DIMKA
3-4-95

This situation is a problem that you may encounter in your real life. Solving a situation or a problem requires sufficient knowledge and skills, as well as life experience from similar situations. The problems that are solved in teaching do not have to describe real situations. In the process of education, it is optimal to use case studies and role-playing methods to better understand the problem, empathize with the role and gain more views on possible solutions.

Are we critical in reading email messages with a sensational message?

Being critical of obscure and ambiguous news in the media or in personal email communication is one of the decisive competencies of a person. Being able to correctly identify the content of a report so that it does not endanger human security and finances is a subject of financial literacy. What is the reality in the life of an ordinary person?

The so-called "smugglers" look for trusting, people with low financial literacy and offer their "exceptional services". People with low critical thinking are victims of financial thieves and fraudsters and are forced to find police and law enforcement agencies for their "help".

Financial experts provide advice in the form of training, how not to "fly scumbag" and not lose cash, the security of your account and savings products.

Note: In addition to the text, you can add examples of police work during the intervention, graphs, statistics, video, pictures or case studies.





Application in education:

Explanation:

Trainers are optimally educated on the example of case studies. When dealing with model situations describing the abuse of trust and vulnerability of some people (not just the elderly), trainers will understand the importance of critical thinking: through role-playing, where they try out the roles of fraudsters / scumbags as well as the roles of victims. With such education, the trainer also has the optimal and authentic feedback from the trainees. The forms of experiential learning are applied and knowledge is evaluated on the basis of an experience of a real situation that fulfills the principles of remembering and preserving knowledge.

Approach:

The trainer asks one of the trainees to read the assignment.

The trainer asks the trainees to comment individually on the problem.

The trainer asks everyone how he would react to the proposal.

The trainer asks the trainee if he/she has ever received a similar letter or e-mail.

The trainer divides trainees into pairs or triplets for the role-playing method.

Methodological view:

We try to find out:

What critical thinking steps have both parties taken in role-playing?

What information or data have we gathered on this issue through our research?

We organize our findings and implementing of solutions

An analysis and synthesis of solutions (division into successful and unsuccessful) also takes place

Identification of ways to optimize the proposed solutions

Methods: role playing, case studies, discussion,

Developed key competencies: communication, decision making, critical thinking, argumentation, learning to learn, problem solving, digital competences

Developed skills of critical thinking: self-reflection, expression of opinions, discussion skills, presentation skills, tolerance, openness, argumentation, active listening, decision making, comparison, reasoning

Success factors/weaknesses and restrictions

Regarding minuses, one must mention shyness, a lack of experience in role-play activities.

Pluses are usually connected with relaxed atmosphere of playing, reality of an examples, "own skin" experience

Transferability possibilities

The example can be used in language learning, communication, ICT.