



METHODOLOGY

CRITICAL THINKING

INFORMATION COMMUNICATION

TECHNOLOGIES

MEDIA LITERACY

FOREIGN LANGUAGE SKILLS

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



Co-funded by
the European Union

PUBLISHED UNDER

ISBN 978-9916-4-0680-9

2021

PREPARED AND PRESENTED BY PROJECT PARTNERS

CONTENT

METHODOLOGY3

CRITICAL THINKING57

INFORMATION COMMUNICATION TECHNOLOGIES93

MEDIA LITERACY147

FOREIGN LANGUAGE SKILLS210





METHODOLOGY

CONTENT OF THE COURSE

1. INTRODUCTION	6
2. WHY CRITICAL THINKING?	7
3. AN OVERVIEW OF COURSE DESIGN	14
4. MODULE GOALS	22
5. TARGET GROUPS	26
6. KEY COMPETENCES - THEORETHICAL MINIMUM	31





DETAILED CONTENT OF THE METHODOLOGY

1. General Module

1.1 Introduction

What is a project NEWS about. What can you expect from NEWS. Intentions of the project. Project objectives. How can it influence your work/work position?

1.2 Why Critical Thinking?

What is critical thinking and why is it so important. Why should we want students to learn and practice critical thinking. How to teach critical thinking. Cooperative learning and critical thinking. How to measure the quality of critical thinking? Examples – what is and what is not CT.

1.3 An Overview of Course Design

How to use methodology of the NEWS. Target group. Module goals and intellectual outputs. Chapter structure and activity structure. Phases of the Course.

1.4 Module Goals

Bloom's taxonomy and Fink's taxonomy in improvement of critical thinking. Connections of the taxonomies and level of key competences.

1.5 Target Groups

Trainers. Trainees: 45+ and 60+. Dynamics of the groups.

1.6 Key Competences - Theoretical Minimum for Trainers and Trainees

What is key competence. Why this five competences in connection to critical thinking. What are they in adult education. Why are they important for a trainer. Why are they important for a learner.



1.6.1 Critical Thinking

Critical thinking in real life and in adult education. Critical thinking development. Critical thinking and trainers. How to develop and evaluate this competence?

1.6.2 Communication

Communication in real life and in adult education. Communication and critical thinking development. Communication and trainers. How to develop and evaluate this competence?

1.6.3 Problem Solving

Problem solving in real life and in adult education. Problem solving and critical thinking development. Problem solving and trainers. How to develop and evaluate this competence?

1.6.4 Digital Competence

Digital competence in real life and in adult education. Digital competence and critical thinking development. Digital competence and trainers. How to develop and evaluate this competence?

1.6.5 Learning to Learn

Learning to learn in real life and in adult education. Learning to learn and critical thinking development. Learning to learn and trainers. How to develop and evaluate this competence?



1 INTRODUCTION

“NEWS” PROJECT AIMS to introduce innovative ways in which adult educators can reach out to young adult educators and adult learners in topics like media, critical thinking and languages. In addition, it also strives for inclusion and reintegration of young people in the labour market by making them skilled adult educators.

THE OBJECTIVE of the project is to give the possibility to educators and trainers for better and more targeted provisions of services through the use of tools which are implemented under the project.

To achieve the above aims the project implements the following **THREE INTELLECTUAL OUTPUTS**:

1. “Survey Need in the field of Adult Education”: in each partner country a survey about the present and future needs of adult educators was conducted;
2. “Methodology: General methodology - critical thinking“: the main Intellectual Output 2 is the formation of new efficient methodology and curriculum with an application of critical thinking in general pedagogy as a basis for further specification in media education, ICT and foreign language education;
3. “Manual for training new educators“: this intellectual output focuses on the training of the new educators. This training needs staff who can train the new educators about teaching in all its facets. The professional background of new educators and new methodological skills acquired in this training enable them to pass on their knowledge.

- 1 MINIMAL NUMBER OF STUDENTS: 9 MAXIMUM NUMBER OF STUDENTS: 15
- 2 MAKE SURE EVERYBODY HAS A CHANCE TO EXPRESS THEIR IDEAS AND OPINIONS
- 3 STIMULATE WORK IN PAIRS OR IN GROUPS



2 WHY CRITICAL THINKING ?

What is critical thinking? Why is critical thinking so important. Why should we want trainees to improve and practise critical thinking. How to teach critical thinking. Collaborative learning and critical thinking. Examples – what is and what is not critical thinking. Critical thinking and key competences.

WHAT IS CRITICAL THINKING?

...Our intention is to develop critical thinking of our target group: adult learners in the courses which are based on the methodology you are reading. If trainers are to develop critical thinking of their target groups, they must fully understand the concept of critical thinking, what it really is. Of course, not only the trainers, but also those who improve their skills. There exist a huge number of approaches and definitions. And, yes, the most eloquent definitions are not usually the simplest ones. Let us make some explanations:

Under the term critical thinking, we understand “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven & Paul, 2007, p. 1). Let us add that “critical thinking is the systematic evaluation or formulation of beliefs, or statements, by rational standards. It operates according to rational standards in that beliefs are judged by how well they are supported by reasons” (Vaughn, 2005, p. 4).

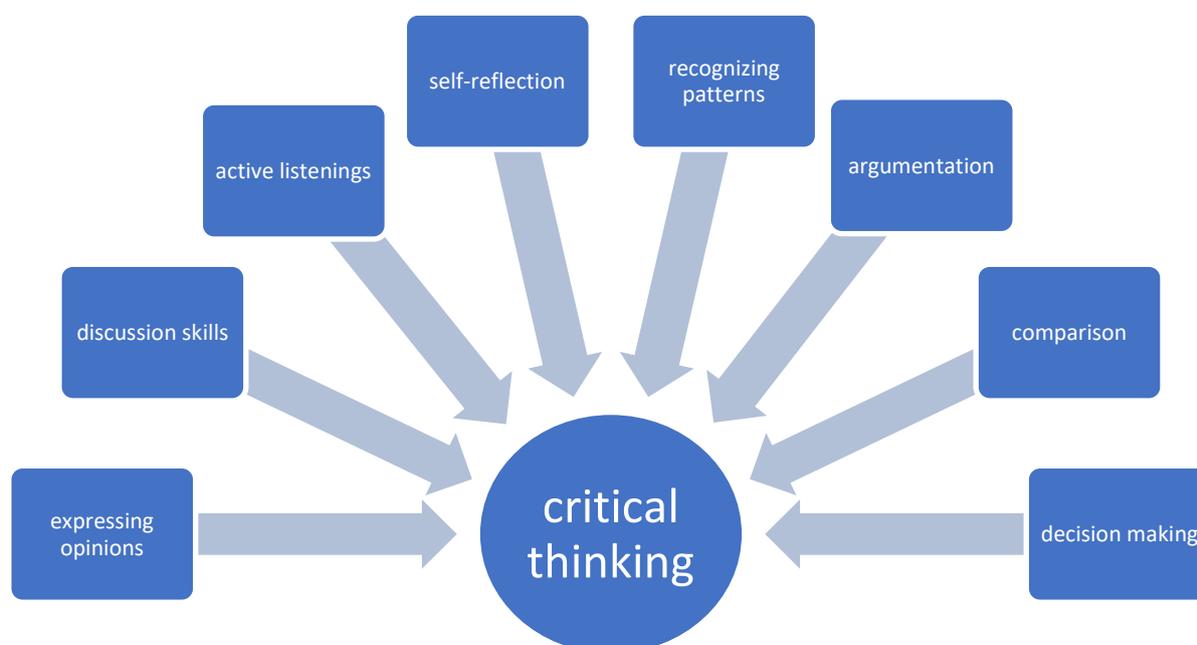


Fig.1. Examples of critical thinking skills



But let us take a closer look at facts that result for us from the characteristics:

- critical thinking is a skill that can be taught, developed or improved,
- when people learn this process, they can control it actively and knowingly and that is positive news for trainers as well as for trainees 😊,
- let us notice that critical thinking is “the intellectually disciplined process”. That means it is a gradual formation, a systematic process,
- it involves various skills and methods that are necessary to master. For example, an analysis of information, its evaluation, a justification of our arguments, etc. We sum them up in the so-called “Bank of critical thinking skills” That is why proposed activities focused on the development of critical thinking can be one of the stimuli for participants or one of the forms of support on their way to improve critical thinking. They shall lead to critical thinking which is selfdirected, self-disciplined, self-monitored, and self-corrective in every-day life situations.

WHY IS CRITICAL THINKING SO IMPORTANT

Let us admit that it is often much more convenient to think non-critically or not to think at all. So why should we develop critical thinking? In this type of thinking, people improve the quality of thinking by skillfully analyzing, assessing, and reconstructing it. People who think critically try to consistently attempt to live rationally, reasonably, empathetically (Scriven & Paul, 2008, p. 1). So the rhetorical question is: Who would not like living this way?

As we stated above, critical thinking improves quality of thinking in general, but at the same time we need to point out that there are important benefits relating to a process of mastering critical thinking. So, Critical thinking is important because:

- it forces us to think about objectivity of accepted information,
- supports autonomous thinking, independent of other people,
- motivates us to take decisions based on own standpoint of a solved problem,
- builds self-confidence in the form of positive feedbacks that were brought by our own solutions,
- we find our own potential and identity,
- it prevents us from getting confused, manipulated by information or by non-critical acceptance of events around us,
- prevents us from taking hasty decisions.

At the same time, we need to point out that one of typical features of a critically thinking person is empathy. It is not a way to develop ruthless egocentrism. On the contrary, a critically thinking person considers opinions and an impact of his or her decisions on other people. But he or she does not let get affected easily by other people. He or she adapts reactions and that is the reason why we can develop critical thinking efficiently only in mutual communication.



WHY SHOULD WE WANT TRAINEES TO IMPROVE AND PRACTISE CRITICAL THINKING

We have already mentioned positives of mastering critical thinking, but the question is why adult learners 45+ and 60+ should again return to development, strengthening or improvement of critical thinking. It may seem that an adult learner wants and already knows how to make independent decisions or to be autonomous. Yes, but...

What happens to our thinking little by little as we get older? Firstly, its flexibility decreases which means it takes a longer time for people to make a decision. However, they tend to think more judiciously. They benefit from previous experience and information and their opinions are more constant which can also lead towards routine. At the same time they, surprisingly, often change their approach when dealing with an issue or a problem. And that relates to critical thinking.

Regarding critical thinking, it increases from the end of childhood up to mid-twenties and it is levelled up to mid-thirties. Then, unfortunately, it decreases up to seventies. (Friend & Zubek, 2016, p. 413). An interesting fact is that although older people as the whole have a lower level of critical thinking, some individuals record high values, even higher than much younger people. We may assume that people that work on their development can still profit meaningfully from their ability to think critically. Therefore it is more than useful to maintain this skill active, as decision making, planning and organizing or analytical skills belong to transferable skills required by employees (Eurobarometer, 2010, p. 36).

HOW TO TEACH CRITICAL THINKING

It does not matter if we speak about trainers or trainees, there is the information which is substantial in critical thinking development to both the groups:

- *to know* where we are now. Every person has critical thinking skills on a certain level at a certain age. For a trainer that will coach development of critical thinking is significant to know what the level of the group of trainees is, where they are. It is also important for trainees too. The rule is that we firstly have to know or starting point and then to plan our goals and the way to obtain them. This is the reason why our activities are ordered and organized in a way that the first, less complicated activities provide us a possibility to get the information and the more complicated provide us a possibility for our development.
- *to know* what to develop and how to do it. We know, it probably does not seem like that but skills of critical thinking can be developed quite easily. But, firstly, we need modelling the skill, then practising the skill and providing feedback on performance (Mulnix, 2012, p. 475) and it is just this system which our activities follow. Of course, a bit of teaching and learning gift always helps 😊.
- *to know* where to go and how to develop independently. If development of critical thinking is a process, then we can imagine there is a need to constantly repeat and use it in practical living situations. That is why we applied such situations in the course that



come from real life. And we also suppose it will be much easier and more comfortable for trainees to transfer some procedures and methods from the course into their own lives.

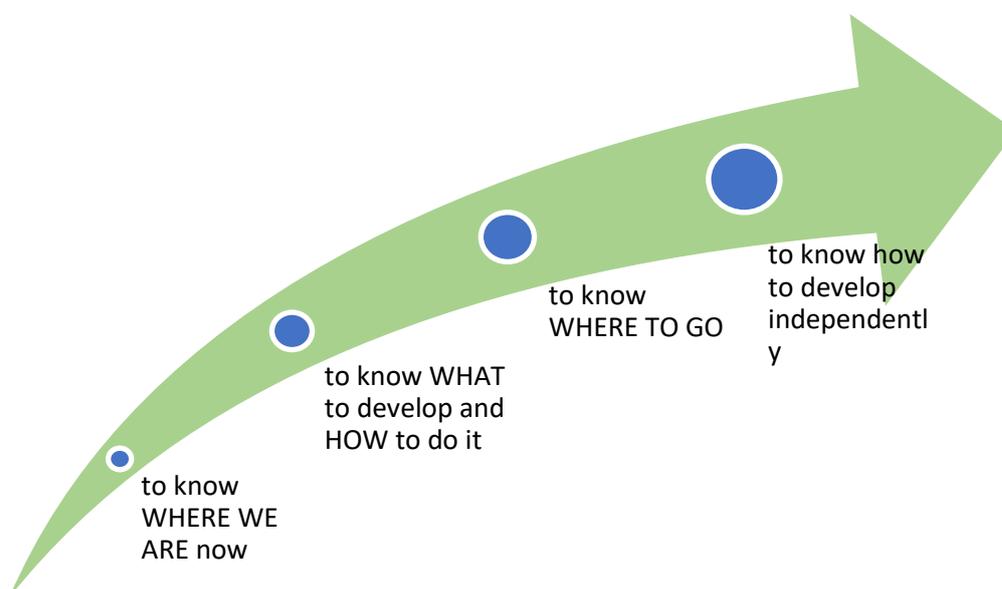


Fig. 2. Critical thinking development

COLLABORATIVE LEARNING AND CRITICAL THINKING

It has been proved that development of critical thinking is efficient only in the context of a group, a community of people. We all know that: a man is confronted in a group with various innovative and, moreover, really diverse ways how to approach one and the same well-known problem 😊.

But when we speak of learning within courses and modules, we need to emphasize that it is not just about a simple split people into pairs or groups. It is just not enough when a trainer says trainees to cooperate. Tasks must be set in a way to really demand collaboration. And it is performed when tasks:

- require mutual interaction,
- raise mutual dependence of group members in the task solving,
- require that each member contributes to a solution,
- provide possibilities for an application of social skills,
- enable members to approach the quality of a group performance. (Trabalíková, 2017, p. 43)

Only under such conditions, the improvement and development of critical thinking can take place just thanks to a diversity of individuals. In our courses we order activities in a way they require also collaborative work and, at the same time, we create space for reasoning and activities of each individual. It is techniques of collaborative learning that provide that: to



listen to others and their opinions, their arguments and to react constructively when solving problems. This is how we considerably develop skills of critical thinking in collaborative learning.

EXAMPLES – WHAT IS AND WHAT IS NOT CRITICAL THINKING

Regular Thinking	Critical Thinking
Milk provides calcium needed for bones. Milk is good for everyone according to the Food Pyramid. I need to drink milk.	Calcium is necessary for bones. When I drink milk, I experience bloating and pain. I need to try other sources of calcium, like spinach, to keep my bones strong.
The speed limit is 65 mph. I will drive at 65 mph.	The speed limit is 65 mph. The road is dry. Visibility is good. I haven't gotten a ticket in years. I can probably drive within 60-74 mph safely.
I found this information about vaccines on a popular internet site. I will recommend that my patients not get the HPV vaccine.	This information on vaccines might be true. Let me look at official sites, like the CDC, to consider its accuracy. Based on that, I can help my patients weigh the information available to make a decision.
This patient has atrial fibrillation and needs this dose of digoxin.	This patient has atrial fibrillation and an apical heart rate of 55 bpm. I will hold the dose of digoxin and monitor.
If I don't pay the credit card bill this month, I have an extra \$30 for groceries.	If I don't pay the credit card bill this month, my credit score will decrease and they will charge me an extra \$35. Therefore, I like noodles much more than I remembered.

Fig.3. What is and what is not critical thinking.
(Source:<https://blog.nclexmastery.com/critical-thinking-ugh/>)

CRITICAL THINKING AND KEY COMPETENCES

We have to solve a new problem every day. We face a new challenge not only on the personal level, but also in our families, communities and societies. Do we think that skills, knowledge and attitudes we have gained at school, by our parents or at workplaces are and will be enough for our lives in the future?

Definitely not. We still have to improve our skills and competence. The reasons are:

- we would like to live actively,
- we want to be and must be innovative,
- we want to share our ideas,
- we want live as we plan,
- everything around us develops,
- it is beneficial for our career and personal growth,
- it supports all our learning activities.



We would like to live actively, to be innovative and to share our ideas. Everything develops and when we want to live as we plan, we still have to improve our competence.

Their development depends on needs of every individual on one hand, but, when we want to be active citizens, we have to form also competence that are valid not only for us but which bring benefit also for our community.

Competences are defined as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. (Recommendation, 2006, p. 13)

Besides these key competences, there are elements that are common for most of them and can facilitate to improve them. It is crucial for us, as educators and learners, to be concentrated on them and to develop them properly so that they are beneficial for our career and personal growth.

Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences. (Recommendation, 2006, p. 14)

What is the meaning and role of transversal elements? General or transversal elements or competences are often defined as a set of competences that can be applied in any professional situation or task, regardless of where they were gained. Their advantage for an educator and learner is in a fact that they are not limited to the field, subject or a topic.

Transversal elements are more connected with values and attitudes that outreach a given field or study program and they have a transdisciplinary nature. We, as educators and learners, are not limited. On the contrary, we may apply their nature in various issues in education.

“One of the most important tasks of education is to form and develop competences, especially transversal ones, which are basic and guarantee that individuals can handle their future roles”. (Tsankov, 2017, p.129)

All frameworks combine a set of different competences, partly within a limited thematic focus or for a specific target group. They all go beyond cognitive skills and emphasise non-cognitive skills, attitudes or values. The latter are regarded as having a positive effect on e.g. employment outcomes and, at the same time, can be formed by education, training and learning. (UNESCO, 2016, p.2)

The so-called transversal skills, such as critical thinking, creativity and problem solving, feature prominently in all competence frameworks. (European Commission, 2018, p. 21)



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3 OVERVIEW OF COURSE DESIGN

How to use methodology of the NEWS. Division of topics and modules. Training course structure – phases of the course. Activity structure.

THE OBJECTIVE HOW TO USE METHODOLOGY OF THE NEWS

The formation of the new efficient methodology and curriculum is the main Intellectual Output 2 of the NEWS project. It is the application of critical thinking into general pedagogy which forms the basis for further specification, namely A. Media education, B. ICT and C. Foreign language education.

The NEWS curriculum is the main methodological document used for development of the learning content. Its structure includes:

1. General Education

- The course overview which describes and focuses on the problem of critical thinking and explains in what way the training programme is tailored to needs of adult learners 45+
- It describes methods to acquire key competence by learners in the area of general education
- Broad learning objectives covering all module specific intended learning outcomes (ILOs).
- Course methodology, providing insights into approaches underlying the development of training programme
- The competence based approach to curriculum
- The course structure containing learning blocks/modules constituting the training programme as well as short descriptions
- Learning activities for self-paced and trainer guided learning.

2. The NEWS Curricula for ICT, Foreign Languages and Media Education have a similar structure based on the covered area.

Following the results of the survey (Intellectual Output I) carried out in the partner organisations, we have defined key competences for education and for specific education in the area of media literacy, ICT and foreign languages. The new competence helps to form a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience and various forms of communication. An interconnection between critical thinking and building up a new competence set is classified as well as fundamental methods, forms and aims providing a basis for curriculum of critical thinking pedagogy.



DIVISION OF TOPICS AND MODULES

- Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.
- An educational module is an organized collection of course resources in one location. It is formed to increase active learning and improve critical thinking, as well as problem solving skills. It also gives the lecturer the opportunity for conducting formative assessment in the classroom. Thus, a module presents a more flexible learning environment for both instructors and learners.

MODULE 1 GENERAL METHODOLOGY

The most important general key competences are learning to learn, digital competence, problem solving, communication and critical thinking.

Duration: the module education takes 2 days, i.e., 6 classes. Each class takes 45 minutes.

Structure: The 2 modules are divided into *Introduction, 5 key competence lesson plans and the evaluation, i.e., 7 forms/plans.*

MODULE 2 ICT

The most important general key competences are critical thinking digital competence, learning to learn, problem solving and communication.

Duration: the module education takes 1 day, i.e., 6 classes. Each class takes 45 minutes.

Structure: Introduction, 2 forms/plans for activities with a combination of key competences, critical thinking competence is transversal, and the evaluation, i.e., 4 forms/plans.

MODULE 3 MEDIA EDUCATION

The most important general key competences are critical thinking, media literacy, learning to learn, problem solving and communication.

Duration: the module education takes 1 day, i.e., 6 classes. Each class takes 45 minutes.



Structure: Introduction, 2 forms/plans for activities with a combination of key competences, critical thinking competence is transversal, and the evaluation, i.e., 4 forms/plans.

MODULE 4 FOREIGN LANGUAGE EDUCATION

The most important general key competences are critical thinking, media literacy, learning to learn, problem solving and a foreign language communication.

Duration: the module education takes 1 day, i.e., 6 classes. Each class takes 45 minutes.

Structure: Introduction, 2 forms/plans for activities with a combination of key competences, critical thinking competence is transversal, and the evaluation, i.e., 4 forms/plans.

TRAINING COURSE STRUCTURE – PHASES OF THE COURSE

Individual training courses 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 course is following:

STEP 1: Starter

1. Activity: Lead in

STEP 2: Modeling CT Skills

2. Activity: Input (know)

STEP 3: Practicing CT Skills

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

STEP 4: Evaluating and providing feedback on CT skills

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



	STEP 1 10 min.	STEP 2 15 min.	STEP 3 80 min.	STEP 4 70 min.
phase	starter	modeling CT skills	practicing CT skills	evaluating and providing feedback
activities (according the Bloom taxonomy)	LEAD IN 1. ACTIVITY	INPUT 2. ACTIVITY (know)	3. ACTIVITY (understand) 4. ACTIVITY (apply) 5. ACTIVITY (analyse)	OUTPUT 6. ACTIVITY (evaluate and create)
				SUMMARIZE

Tab.1. Structure of the training course

The structure enables trainers to be flexible as they may approach some of issues in detail based on the evaluation of the level of critical thinking of a study group. We recommend to use activities that facilitate getting to know each other within a study group, i.e., ice-breakers or name games, warm-ups (in the section 2.1)

We describe individual phases and steps of the course based on the example of the Key Competence Critical Thinking:

- **STEP 1:** starter – it is an activity that introduces the issue to trainees and they as well as trainers try to evaluate how much they know already about a selected issue.
- **STEP 2:** modelling the skills – in this phase of the course we recommend to use the concept maps and argument maps. Do you know why? Here is an explanation:

Crucial is that students’ critical-thinking skills improve faster when instruction is based on concept and argument mapping (Van Gelder, 2005, p. 45). Hence, in order to develop their skills, students need a strong foundation in recognizing the difference between evidence and the conclusions they support.

One way that we can help students in this regard is to employ extensive use of argument maps. Chains of reasoning and evidence are structured hierarchically, with some premises supporting others and lending support to the conclusion either indirectly, conjointly or independently, and we can diagram these structures. (Dawson, 2000, p. 80)

There is also evidence that serious critical thinker understands the theory of critical thinking. This means, in part, acquiring the specialist vocabulary. Instead of saying: “That argument is bad“, the critical thinker can say that she does not accept the conclusion, even though she



grants the premises, because the inference is an example of the fallacy of post hoc ergo propter hoc. (Van Gelder, 2005, p. 44). Trainees need to learn names for argument patterns and fallacies if they are to be more successful critical thinkers. Hence, just teaching the theory of critical thinking alone will not improve student's ability to think critically.

- **STEP 3:** practicing the skills – in several activities the basic and simplest activities are repeated, they are adopted and mastered in more complicated activities. Moreover, trainees obtain detailed feedback information. (Mulnix, 2012, p. 475).

- **STEP 4:** evaluating and providing feedback on performance.

We follow Mulnix (2012, p. 475) in our structure and in another topics that follow the topic of Critical Thinking we use Step 2, 3 and 4 for the individual competence. In conclusion, trainers may also use activities dedicated for the summarizing of work or final activities in the section 2.1

ACTIVITY STRUCTURE

Moreover, each activity follows the same clear and efficient structure:

Description of the activity:

Title:

Methodological insight:

objectives:

methods:

improved key competences:

improved critical thinking skills:

Duration:

Material:

Procedure: lead-in, ask and motivate, give the instruction, make the reflection, conclusion
Further information (facilitation, tips, success factors/weaknesses, restrictions, transferability possibilities, necessary resources...)

Description of the ACTIVITY:

We state the aim of the activity. It is a concise summary of crucial elements trainers must pay their attention to when they intend to obtain the aim with their trainees.

Title:

We selected not only straightforward but also interesting titles. Its aim is to attract attention, inspire or to stirr interest and questions about what will take place. It is an important element to get the attention of trainees.



Objectives:

Activities are organized according to individual levels of the revised Bloom’s taxonomy including elements of Fink’s taxonomy. In this phase we state concrete objectives, i.e., we state what trainees should master, develop or obtain. (Bajtoš, 2013, p. 13). We express both, cognitive and affective objectives as our intention is not only to develop the sphere of knowledge, cognitive skills, creativity and reasoning, but also values and social-communicative skills.

We followed Mager’s method to formulate our objectives:

Objectives express trainees’ performance: it can be observed. We expressed that by means of an application of verbs in the active voice. And it is obvious which main and concrete objectives we intend to obtain by the selected activity, which actions are performed by trainees or which actions are they better at after the activity.

Objectives express conditions for performance: an expression how and under what conditions performance must be realized.

EXAMPLE:

	Performance of trainees – observable activity (a verb in the active voice)	Performance conditions
Trainee	... explains and defends ...	the order of importance of critical thinking skills to group members.

Methods:

We apply various methods and techniques of education and here we mention the most important of them in a concrete activity. In their selection we follow the planned objectives and present-day scientific knowledge regarding efficient development of critical thinking of adult learners (more in 1.3). We apply methods of individual education with methods for trainees in groups, i.e., collaborative methods, dialogues and solving problem methods.

Improved key competences:

We select those key competences that are mostly mastered and developed in the activity. It is obvious that we cannot develop any competence in the isolation. On the contrary, we benefit from their synergic effect in our activities.



**Improved critical thinking skills:**

We deal with skills on the level of intentional development of certain skills of critical thinking so that we support human capability development and, eventually also individual and selected competences in the context of critical thinking development (learning to learn, digital competence, problem solving and communication), see 1.4. Developed skills of critical thinking are described in the section Top Critical Thinking Skills.

Duration:

It is an estimated period under ideal conditions. Activities are designed in a way that trainers would decide which activities are necessary to deal with in detail and which requires more time. It depends how they evaluate a level of key competence of their group of trainees. We recommend trainers to inform trainees a study period in the beginning of each activity and then, in the course of an activity they should remind it. A few minutes before the end of an activity they may signalise an end to individual or group works.

Material:

Basic materials. Of course, trainers may be creative in an application of the material according to equipment, conditions or technologies.

Procedure:

Our methodology follows Kolb's learning cycle that is applied in experiential learning. Our intention was to emphasize an experience in our activities. Experiences and experience are easily transferred into real life situations. We use 5 phases in the organisation of activities. The activity starts with Lead-in and then we motivate trainees, give them instructions, reflect the experience and we conclude the activity (Trabalíková & Zemančíková, 2015, p. 17).

Lead-in:

We state an example how trainers may introduce, start and explain the activity.

Ask and motivate:

To motivate trainees to cooperate is significant for the course of activities and the maximum benefit from an experience. We may motivate them by asking questions, an example or an explanation of a real-life situation. Trainees' attention is concentrated on the connection of an activity with an every-day life issues.

Give the instruction:

Instructions are stated for trainers to be given to trainees during the activities. They are clear and help to manage work of participants. We emphasized their clarity and explicitness as it is connected with objectives of activities. Trainers firstly give the instruction and then ask questions. Trainers monitor activities, they stimulate all to solve problems and they provides assistance.



Make the reflection:

In the final phase reflection as well as feedback activities take place. This is sometimes more important than the activity itself and we do not underestimate it. It is often just thanks to the reflection when trainees benefit from experience that will help them also in real life situations. In case of a verbal reflection, we use questions not only connected with the result of the activity, but also HOW individuals have reached the solution, what their feelings are from the result and how they will apply it in their lives. We also return to objectives we intend to gain.

Conclusion:

As the Lead-in introduces the activity, Conclusion brings it to the end. Trainers sum up what objectives were and how we obtained them.

Further information:

In case it is necessary we state also methodological remarks for facilitations, certain tips, observations, success factors/weaknesses, restrictions, transferability possibilities, necessary resources.

Activities are divided into two versions. One is for trainers and the other is for trainees.

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4 MODULE GOALS

Bloom's taxonomy and improvement of critical thinking. Fink's taxonomy and improvement of critical thinking.

What do you have in mind when we ask you about an issue of objectives in education? What emotions do you have? The reason for these questions is we remember our emotions connected with this sphere were rather confused when we began our trainings and lectures 😊. This issue seems to be really complicated and complex. The truth is when a trainer understands relevance of objectives and understands objectives of a course and activities this means the basis for their fulfilment, that trainees reach the objectives and a course is efficient. If I want to give someone a lift, it is just me who must know where to drive my car 😊.

Let us start easily and simply:

Our courses follow Bloom's taxonomy of educational objectives and also Fink's taxonomy of significant learning. We decided for the Bloom's taxonomy, resp. its revised form (Turek, 2006, p. 22) was selected as one of possible definitions and classifications of course objectives into categories and, consequently, also questions and tasks that follow the objectives (more in 1.2). It is strongly recommended in case of beginning trainers. The scope of our selected key competences (critical thinking, learning to learn, digital competences, problem solving and communication) means also development in the sphere of affections. We somehow work on changes in the emotional sphere, a scope of values, social-communication skills and learning to learn. For this reason we interconnect the so-organised methodology with the taxonomy of L.D.Fink, the author of significant learning.

THE OBJECTIVE BLOOM'S TAXONOMY AND IMPROVEMENT OF CRITICAL THINKING

In connection with improvement of critical thinking we applied it as it enables us to divide tasks given by a trainer into "lower order" and "higher order". The former require less complex thinking operations, the latter require more complex ones. That results in a fact that we upgrade complexity of psychological process for a learner on individual levels. The revised Bloom's taxonomy also facilitates an overlap of our activities regardless their complexity.

Clearly, there exists a connection between a type and a level of a task given by a trainer and a type or a level of thinking carried out by a trainee. Difficulty and complexity of assigned tasks or given questions may significantly affect a way of thinking. Trainees that are capable of thinking on "higher level" can also use and apply information than trainees that work only



with factual information in their memories. However, an application of this fact requires mastery of techniques of assigning tasks and asking questions by trainers.

Tasks requiring lower order thinking skills

1. Tasks requiring knowledge (reproduction): trainees remember or recognize concrete facts, knowledge, terms, operations, rules, criteria, general and abstract knowledge, laws and theories. We speak about a memory reproduction and it does not mean trainees understand them and know how to apply them.
2. Tasks requiring understanding (interpretation): trainees can understand a meaning and content of information provided in a verbal, visual or symbolic form. The content must be processed into the shape that is meaningful to them, otherwise it is useless. An example is to interpret the content and message in own words.
3. Tasks for an application (generalisation): trainees are to master meaningful applications of abstractions and generalisations (theories, laws, principles relations, methods, orders, rules or concepts) in concrete situations. They should be given an opportunity to apply everything they learn. And even in new situations. This means the basis for the thinking operations of “higher order”.

Tasks requiring higher order thinking skills

4. Tasks for an analysis: Trainees are expected to manage an analysis of complex information into elements and parts. Moreover, they should define hierarchy of elements, principles, their organisation, their relations and mutual interactions. That requires thinking skills in two categories: to classify and to change an organisation of information in categories.
5. Tasks for an evaluation: trainees are required to consider whether ideas, relations, works, methods, etc. Follow set criteria and standards from the standpoint of accuracy, efficiency, economy and purpose. This evaluation can be both, qualitative and quantitative.
6. Tasks for creativity: trainees should combine parts into a brand new unit and that can be a report, plan, project, set of abstract relations. They may create a new unit or they may improve the old one.

When trainers master individual levels of thinking, they know how to judge and consider a level of competences by trainees. They understand which levels are managed and mastered by trainees and they can assign tasks and give questions in such a way in which trainees get to higher level of thinking skills. Eventually, even trainees will learn how to manage and evaluate themselves. Here you are, an example from Topic 5, Critical thinking: it is a difference whether trainees know in the course:

1. level: Know: name typical features of critical thinking on the basic level, define its concrete examples in communication,



2. level: Understand: illustrate an importance of critical thinking in their own lives by an own example,

3. level: Apply: apply knowledge of critical thinking when propising changes in managment of their own activities during a day,

4. level: Analyse: make a detailed analysis of typical elements of the submitted picture and apply critical thinking,

5. level: Evaluate: evaluate an impact of advertising on their own way of shopping and form results for their own future behaviour,

6. level: Create: form an own design (e.g., in our case an example of advertising slogan and logo) and apply creatively arguments when they simulate a selling process of their products.

Of course, we expect them to transfer and apply this experience from the course into every-day situations... But this is another story. The story about self-discipline, self-motivation and self-evaluation. So this is what Bloom's taxonomy is about 😊. And what about Fink?

FINK'S TAXONOMY AND IMPROVEMENT OF CRITICAL THINKING

According to Fink's theory, significant learning consists of:

- foundational knowledge: understand and remember specific information and ideas;
- application: skills; critical, creative and practical thinking; managing projects;
- integration; connecting: ideas, people, realms of life;
- human dimension: learning about: oneself and others;
- caring: developing new: feelings, interests, values;
- learning how to learn: becoming a better student, inquiring about a subject, self-directing learners.

We would like to emphasize that one important feature of this taxonomy is that it is not hierarchical but rather relational and even interactive (Fink, 2003, p.6). The diagram shows (Fig.3) interactive character of this taxonomy. This interactive characteristic is important for teachers because it means the various kinds of learning are synergistic.

To sum up, an important fact for the course efficiency is the understanding the issue of a classification of objectives, followed by tasks and corresponding questions. This represents a necessary condition for a support of active learning and critical thinking.

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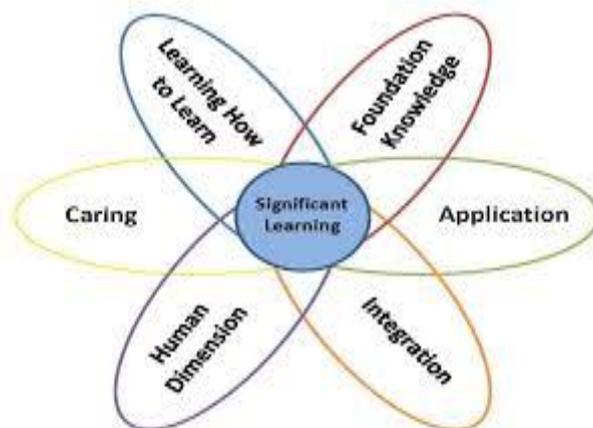


Fig. 4. Applied taxonomies



5 TARGET GROUPS

Trainers. Trainees: 45+ and 60+. Group communication.

Dynamics of the groups.



TRAINERS. TRAINEES: 45+ AND 60+

The target group of our education is adult learners 45+ and 60+. Education is a basic need for our lives at all ages. However, education of adult learners has its specific features. Adult learners enter education with a portfolio of knowledge and personal experience obtained during their Professional careers and personal lives. From the standpoint of ageing, an ability to learn is good during the whole career and after its end, when education is determined by expectations (Ilmarinen, 2005, p. 224). Therefore it is necessary for expectations of learners to be in the centre of our interest and the whole process of education should meet these expectations.

Participants of education have a lot of experience and they are relatively well-informed and very often financially independent. They are interested to increase their competences. They tend to pursue their hobbies, they want to communicate actively with their community. (Reidl, 2012, p. 66). Naturally, they would like to stay healthy, as this is a basic premise of everyday living. They expect a competent approach by means of which a trainer provides them with clear and understandable information. Learning is not a passive receiving information, but it is more about active processing. (Ilmarinen, 2005, p. 225). It is good when a trainer perceives ambitions of older learners and their will to learn as a chance on which trainers build a process of education.

Cognitive functions of adult learners differ from those of your people. **Mechanical memory** decreases by the age. Education and experience do not play an important role in this process. While the long-term memory decreases minimally, remembering new facts decreases sharply. However, **connective memory** compensates it. (Ilmarinen, 2005, p.224). New and unknown things are connected with older and known ones. A new layer of information is built on a previous hard and strong layer. Therefore we need to encourage adult learners to connect new knowledge with their past experience. It is important to show and explain why this knowledge improves their work and their abilities to manage given tasks. We also need to bear in minds that older information should not be a barrier for learning new one. We must not forget also negative attitudes and fear that can hinder a process of education. Mistakes are allowed. Also older students learn from their mistakes.



Sensory functions also change by ageing. An eye of an older person requires more light. Light facilitates a process of obtaining new information and decreases visual effort. Hearing is more sensitive to disturbing elements. (Ilmarinen, 2005, p. 227).

It is natural that a perception by senses is strikingly different for a learner 45+ and 60+. That is the reason why we need to know ages of learners in a group to enhance group Dynamics. Then we can select our pace and time necessary to manage tasks. Based on learning from experience, we may distinguish several styles (Ilmarinen, 2005, p. 228):

- Active participants- always ready to face a new situation. Participation and concrete activities are important, they like spontaneous steps. Active participants are human and react according to their feelings.
- Prudent observers- they tend to sit in the back and are concentrated on observation. They are often introverted, but they know more about a situation in a group and also internal relations.
- Logical thinkers - they try to understand reasons and impacts of several phenomena in detail. They try several interpretations and look for a theory or a model that would fit to their observations. Their advantage is thinking.
- Experimental implementers – They create ideas and risk. Their conclusions are based on experience and they test new methods. They are extroverted and they hate uncertainty.

Peaceful and safe environment is also a necessary condition of all learning activities for all adult learners. We need to consider spatial organization and educative requirements (Krystoň, Šerák, Tomczyk, 2014, p. 69). Especially in the case of adult learners 60+ we need to make sure that:

- a place of education is available, easily accessible and easy to find (e.g., parking place, close to a traffic station);
- suitable lighting intensity;
- required equipment in a classroom and orientation in space;
- reasonable size, contrast and graphics of information and orientation sources;
- a presence of anti-slip elements and elements of stability.

THE OBJECTIVE GROUP COMMUNICATION

In communication with adult learners, especially those belonging to the group of 60+ it is suitable to regard a frequent usage of the word senior, senior-friendly activities or senior approaches. Not all of them would like to be addressed like this, as in some countries these collocations are associated with an expectation of financial support, health care and passivity.

According to findings of the German press, 7 words represent a comprehensible sentence. 10 words are still fine. In case of a seven-year-old child, comprehension is interrupted after 8th



word. It is the 11th word in case of one third of the adult population. Every second adult does not understand a sentence after 14th word. (Reidl, 2012, p.69).

It is connected with our brain activity and its capability to process information. A complexity of sentences makes the understanding of required information more complicated at higher age. It is true for a written or spoken word. Previous experience and knowledge directs expectations of adult learners towards clear and comprehensible information based on facts without redundant superlatives. Another issue is a mix of a mother tongue with English (it sometimes does not depend on the age). There may be different participants with different level of a foreign language in one group and this may lead to an inaccurate interpretation of a concept.

The course and its activities are based on active work of participants, their mutual cooperation and ideas sharing in a group. It is common that each group has some dominant and active participants. The other participants hardly enter discussions. And a role of a trainer is key in this case, as education is based on mutual learning. Clear instructions in the beginning should also contain a will to share ideas, experience and to disperse dominance. In the course of education we need to observe a systematic performance. It is obvious we learn from remarks, ideas, experience and strategies of 12 people more than from 2. However, we must remember how we speak to adult learners. Emotions and information must be in balance.

DYNAMICS OF THE GROUPS

A social group is a set of human beings who share a sense of belonging. They are usually interconnected with mutual relations, they have common objectives, they respect the same standards of behaviour, they interact and they depend on each other in certain ways. (Matula, 2009, p. 4). The term Dynamics is of Greek origin (dynamikos) and the meaning is “powerful”. In the group Dynamics we pay our attention to mutual interactions for forces among members. It originates and it is formed by a beginning of group activity and it is characteristic for almost each group (Matula, 2009, p.10). In our case, we deal with characteristics of groups of adults 45+ and 60+.





Fig.5. Reasons of participation of individuals in a group

Our training groups are formal groups. Their individual members manage some tasks, they have certain roles and positions in the group hierarchy and they tend to meet what are they expected to (Matula, 2009, p. 9).

Leadership is one of key elements to reach optimal performance. To understand what the group is about to deal with, to be ready and capable to help to overcome critical moments is provided by the model by B.W. Tuckman. His model, from 1965, is based on the principle of more or less the same life cycle of each group. Each of the five phases has certain typical features. To act with a phase, resp. a time to move to another level is different in each group. A period to know the group and to form relations is very short and it really depends on efficiency of activities of a trainer.

FORMING – a definition of a task of a group which is meeting the objectives of education. A participation on education is voluntary. Thus, we expect that each trainee knows his or her role for the participation in our formal group. Despite that, some trainees may be concerned, resp. can have doubts in future actions. On the other hand, some trainees may be enthusiastic and full of expectations. The role of a trainer is key to define education objectives, work division, tasks of individual members, principles of communication and behaviour patterns.

STORMING – conflicts usually take place in this phase. A source may be a different learning styles or a problem to identify with rules and roles with an effort to change them. On the other hand, those who have accepted the rule can feel stress or a lack of motivation. This usually happens when the work of the group is not clearly defined. Therefore it is needed to follow defined rules and to solve possible problems. Even here the key role is played by the trainer.

NORMING – a development of group coherence. Members appreciate strengths of colleagues and they respect authorities as leaders as well as standards and rules in a team. Common expectations have been formed hand-in-hand with social communication, a willingness to share ideas and opinions. Coordination and identification of group members has been established. A perception that each individual contributes to a common goal with its share and its role is crucial.

PERFORMING – the group gains its pace and performance, meets its objectives defined in the beginning. A natural hierarchy of members takes place (superiority and subordination) and it is based on the natural contribution to the objectives. It is especially visible in group activities when roles naturally change.



ADJOURNING – “the end” of the group when meeting the goal. In our case it is clearly defined by a number of classes of education and its official end. It is extremely important to finish the course with a positive emotion, to evaluate expectation and goals together. A feeling of inner satisfaction and contribution is important, e.g. for an easier participation in another course.

The more attractive is a group for its members, the higher impact it has on its members. Dynamics of the group is about interaction among group members in social situations. A trainer should know the group best, should observe its development and impact of the group on its members and the organisation in which they act. This notion helps to meet defined objectives easier and in a positive emotion.

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6 KEY COMPETENCES - THEORETICAL MINIMUM FOR TRAINERS AND TRAINEES

What is key competence? What are they in adult education? Why these five competences in connection with critical thinking. Why are they important for a trainer and a trainee?



THE OBJECTIVE WHAT IS KEY COMPETENCE

Look at the bunch of keys in the picture. Coincidentally, their number is the same as the number of five key competences in the NEWS project. These keys represent our keys to wisdom – our key competences.

Let's start with a simple definition of a competence. The term competence is frequently used in everyday and expert language and its meaning is not always clear. Its synonyms of competence are: ability, skills, efficiency, capacity, required quality, etc.

As J. van Lakerveld (2014) explains, we can also see it as a synthesis of skills, knowledge and attitudes. Competences generally consist of three interrelated ingredients:

- a. a knowledge component (understanding),
- b. a behavioural components and
- c. a value component (values, beliefs and attitudes).

WHAT ARE THEY IN ADULT EDUCATION?

The idea of key competences is not new, it was introduced by D. Mertens in the 1970s. So far, their definition has not changed much. Key competences are general skills that enable a person to use knowledge in an appropriate way and adapt to changing conditions.

Let us think about this issue - which competences can be considered key ones in the 21st century? Which of them should be a part of our skills portfolio in the changing labour market?



The trainers should know that the term key competences can be used for soft skills. The difference between hard skills and soft skills is clear here. Their importance can be noticed in the recruitment process. If two candidates have similar education, specialisation, work experience and traineeships, the soft skills are probably the deciding factor. Their importance was also confirmed by the World Economic Forum experts who considered soft skills as key competences for lifelong learning and also the adult educators.

Nowadays, they are also referred to as transversal competences (Wang, 2014).



Source: World Economic Forum, 2016, p. 4.

Fig. 6 Key competencies in lifelong learning, (World Economic Forum, 2016, p. 4)

Why should we be aware of the importance of key competences in critical thinking, including the ones we have as well as our strengths and weaknesses? Some of them are to be developed, some are an indivisible part of our personality. We wish to have some of them but must admit there is still a long way to go. Many key competences can be developed.

Have you ever been looking for a job? What were the job requirements? Did they include key competences? Any job advert would probably state the following ones: communications skills, proactive attitude, creative and critical thinking, presentation skills, problem-solving and others. Based on the findings of S. Mühleisen and N. Oberhuber (2008), they are important for teamwork, affect social atmosphere, professional and personal life.



How can this be applied in the learning process? Competence - based learning must involve a motivating environment and real-life examples. The concept behind it is the idea of social constructivism - i.e. education should help learners develop - construct their skills, knowledge and abilities. Here, the self-initiative of learners must be stressed (Van Lakerfeld, 2014).

WHY THESE FIVE COMPETENCES IN CONNECTION WITH CRITICAL THINKING

“NEWS” project aims to introduce innovative ways in which adult educators can reach out to young adult educators and adult learners in topics like media, critical thinking and languages. In addition, it also strives for inclusion and reintegration of young people in the labour market by making them skilled adult educators.

One of the methods applied was the survey Need in the field of Adult Education in each partner country: a survey about the present and future needs of adult educators, conducted in 6 partner countries. The survey participants were 150 experienced lifelong learning educators in particular countries - Germany, Slovakia, Estonia, Lithuania, Spain and Croatia. Based on their experience, the participants identified 5 key competences:

1. Learning to learn
2. Digital Competence
3. Communication
4. Problem solving
5. Critical thinking

1. **LEARNING TO LEARN** is the first competence to be developed. All learners must discover what their preferred self-study methods are, what motivates them to improve their skills and knowledge. This competence can be defined as “a personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner” (Buiskool et al., 2010).

Learning to learn can build on previous educational and life experience but must also provide the learner with space for discovering new perspectives on self-study and the most efficient strategies.

2. **DIGITAL COMPETENCE** is the ability to function meaningfully in the digital world and to use modern ICT technology safely and innovatively. Digital competence is not limited to using computers only, it affects all areas of our everyday life. The project DigComp21 identified 6 topics applying digital competence with which the adults can identify themselves - travelling, online shopping, online communication, hobbies, culture and entertainment, personal economy and health living (Aquilina, 2016).



3. There are many definitions of **COMMUNICATION COMPETENCE**, the one that best fits our purposes is "an ability to communicate efficiently, possession of techniques and skills of transferring of information, emotions, high level of accuracy of interpersonal perception and understanding" (Moskvicheva & Kostromina, 2019). This includes all types of communication - verbal, non-verbal, in writing, on the phone, via various modern ICT devices. This competence is closely related to EQ and personal integrity, a person with highly developed communication skills will not use them inappropriately, e.g. towards an opponent in a discussion.

4. **PROBLEM SOLVING** involves application of various types of skills in solving a particular problem. It usually requires following a certain sequence of steps. In teaching problem solving to adults, one must use a meaningful environment, real-life situations, simulations, role-plays, etc. to make problems relevant and applicable.

5. **CRITICAL THINKING**

There is not a general consensus on what critical thinking is. A comprehensive view was introduced by S. D. Brookfield (1988), who stated that critical thinking consisted of two primary components: identifying and challenging assumptions, as well as exploring and imagining alternatives. Based on this definition, critical thinking is a creative process, but also a process with a certain goal and methods. To simplify this, it can be said that it involves problem solving and creative thinking. The particular mental activities involved are diverse, they include: planning, analysis, synthesis, classification, comparison, generalization, discrimination, inference, predicting, and identification of cause-effect relationships.

WHY ARE THEY IMPORTANT FOR A TRAINER AND A TRAINEE?

Developing these 5 key skills would lead to better learning and teaching. Learning to learn gives the trainer and the trainee independence and confidence to pursue their own journey of knowledge. Digital competence would provide means for this and also makes it safe and secure. Training communication competence would lead to more quality relationships and integral development of the trainer and trainee personality as well as better ability to express themselves. Problem solving competence based on shared existing experience would provide instructions for solving problems trainees and trainers might encounter. Critical thinking adds rationality and creativity into the learning process.

Interiorisation of key competences is a lifelong process. Supporting them, the person grows into an educated and ambitious person willing to contribute to their quality personal and work environment.



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6.1 CRITICAL THINKING

Critical thinking in real life. Critical thinking in adult education. Critical thinking improvement. Critical thinking and trainers. How to improve this competence?

THE OBJECTIVE CRITICAL THINKING IN REAL LIFE

Critical people, critical situation, critical words. We live in a critical society and a critical period. We all know it and we somehow can imagine what that means. But critical thinking? Does it mean that thinking is extremely important as in the expression “critical factor”? Or is it serious and dangerous as in the phrase “a critical state of our nature”? No, it is neither seriously ill as in “a critical condition of the injured”, nor we want to criticise someone or somebody.

A critical approach also means examining or judging. ‘Critical’, derived from the Greek word *kritikos* meaning to judge, arose out of the way analysis and Socratic argument comprised thinking at that time. (McGregor, 2007, p. 9)

You and I use critical thinking every day. For example, we use critical thinking when we think of the product we would like to buy. Why is this product the best choice? Oh, it is quality. No, it is its popularity. Or it is the company that produces that, the country of origin or the price. All these ideas mean critical thinking.

So why do we pay so much attention to it? When you look around, there is so much information running at us at a high speed. We have to approach it, process it and apply it. The amount of information rises as well as the speed. So the efficiency of the information processing becomes critical.

CRITICAL THINKING IN ADULT EDUCATION

Do you remember the days you attended your primary or high school? We bet you remember the subjects you liked and the subjects you did not. Was your approach based on the approach of teachers or a complexity of issues of methods you followed when you learned? We believe you have used a lot of gained knowledge and skills in real life...

We use methods of critical thinking in practice to make our life better, more comfortable and understandable. We would like to be active citizens, as well as innovative and creative and inspire people around us. These methods can help us to deal with a problem and to communicate our ideas with other people. It is just critical thinking that is transversal, i.e., it is present in the development of all other key competencies in adult education.



We use it when we develop literacy competence; multilingual competence; mathematical competence and competence in science, technology, engineering; digital competence; learning to learn; citizenship; entrepreneurship or cultural awareness. (European Commission, 2018, p. 41)

CRITICAL THINKING IMPROVEMENT

Critical thinking skills and their development is very frequently defined as one of the goals of the near future education. Some universities or high schools already provide courses or subjects focused on critical thinking. Some attitudes claim that critical thinking must be present in every outcome of education in all subjects. And, not surprisingly, there are people to claim there is no need for it as our education is efficient enough to prepare learners for the real world and real future.

And what is our opinion in the mixture of opinions? Reality shows it every day. One of the typical words these days is a change. And when we would like to cope with changes, we need to develop skills to do so. The 'Reflection Paper on the Social Dimension of Europe' (European Commission, 2017, p. 19) emphasises the importance of the right set of skills and competencies to sustain living standards in Europe. Skills such as creativity, critical thinking, initiative taking and problem solving play an important role in coping with complexity and change in today's society.

CRITICAL THINKING AND TRAINERS

Many official strategic documents stress the importance of critical skills development, especially when dealing with key competencies in lifelong learning (see Key Competences for Life Long Learning, 2007, 2010). That means there are elements through which we may develop all key strategic competence. In the survey, 72% agreed that skills such as critical thinking, decision-making and problem solving should be more prominent in the new framework. In fact, throughout the various consultation activities, critical thinking was strongly emphasised as perhaps the most important skill that should be prominent across the new framework. (European Commission, 2018, p. 35)

The only way how to prepare learners for the real world and changes in society is to increase their critical thinking skills. However, how can we do so intentionally, effectively and without side effects? The key players in this match are the trainers. They must think critically and to know how to teach it their trainees. They must develop their skills and use efficient methodology with their trainees.



HOW TO IMPROVE THIS COMPETENCE?

Several aspects need to be considered to obtain our goal. When we speak of critical thinking skills, the following skills should be thought about: Analysing information, Problem-solving ability, Self-regulatory thinking, Being curious and asking questions, Rational thinking and Creative thinking. (Veličkovič, 2019)

- **Analysing information** means to approach an object or an issue in detail. To characterise its qualities, specifications and applications.
- **Problem-solving** ability is an ability to be focused on a set goal. It is a complex task usually divided into several steps, such as identification, data gathering, evaluation, identification, solution development and verification.
- **Self-regulatory thinking** means being aware of our own emotions and ways of thinking and to avoid them or to apply them.
- **Being curious and asking questions** is acting in a way like Socrates used to. To ask questions, to find principles, details and answers.
- **Rational thinking** concentrates mostly on reasoning processes, i.e., it avoids imagination and intuition.
- **Creative thinking** can be considered in opposition to some of the above mentioned skills. However, when applied properly, it enhances not only the whole process but also a personality.

One of the typical features of critical thinking is an effort to understand any kind of information in its broader context. Critical thinking forces us to train our reasoning that we automatically try to reach under the surface by any statement, argument or article. We intend to understand the messages and intentions of the authors. When we develop it, it will help us to master and upgrade all other key and transversal competencies needed for our future lives.

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6.2 COMMUNICATION

Communication in real life and in adult education. Communication and critical thinking improvement. Communication and trainers.

"People have one mouth but two ears. Someone probably wanted us to listen twice as much as to talk. That's because listening is twice as hard as talking. "

Author Unknown

THE OBJECTIVE COMMUNICATION IN REAL LIFE AND IN ADULT EDUCATION

The Latin word *communicare* means to share, to entrust. Yes, through communication we share our experiences and opinions, we entrust them to others, we present our decisions through it and, of course, we accept them from others in various forms.

Have you ever wondered who taught you how to communicate effectively and meaningfully and when? We don't mean to talk. What we mean by this is whether someone has ever explained to you how you should specifically:

- communicate effectively - i.e. better understand each other, respect each other despite different opinions and thus improve our interpersonal relationships;
- communicate meaningfully - how to express ideas in a concrete way and listen actively.

Can you remember? Many of us would come to the conclusion that no one taught us communication skills consciously. In the school system, the deliberate development of this competence is underestimated, and in the family we have rather been imitating the communication patterns of the environment since childhood. Later, we learn more or less by trial and error how to apply them in specific situations in real private and professional life. We have certainly paid for misunderstandings in social communication many times in different ways.

If social communication is a process in which there is mutual communication between people, exchange of views and attitudes, expressing one's own experience and the relationship to the participants in communication (Herényiová, Martinčeková, 2015, p. 6), then it is clear the level of communication with individuals significantly affects the quality of our lives. Experience shows that even in adulthood it is not too late to master certain elements and techniques of meaningful and effective communication 😊.



COMMUNICATION AND CRITICAL THINKING IMPROVEMENT

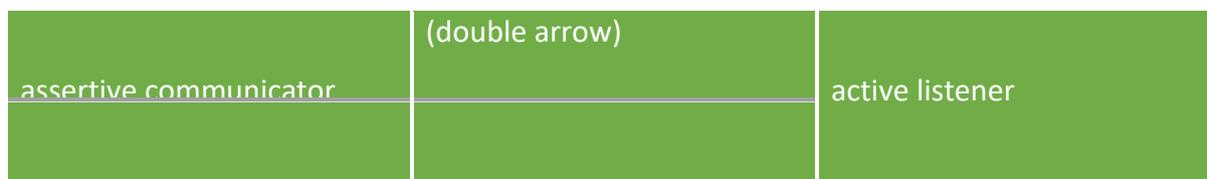
We decided to strengthen the area of communication in trainees as one of the key competencies in the context of critical thinking. From our point of view of critical thinking (2.1), it follows that the improvement of critical thinking is significantly helped by effective mutual communication in the group. Critical thinking also requires active listening, explanation, presentation of opinions and teamwork. In the courses, we will focus mainly on those elements in interpersonal verbal communication that most affect the quality of trainees' cooperation in groups which are training critical thinking. We are, of course, aware of the fact that it is influenced by our emotional involvement or the speech volume. In this way, we model real-life situations.

The lecturer should present the elements of effective communication to the group:

- a) at the beginning of the course,
- b) emphasize them when working on specific activities,
- c) revise them also in the reflection of the activity, if appropriate (we develop the elements in the activities).

To put it simply, communication requires, on the one hand, a person who can formulate his thoughts – *an assertive communicator* and, on the other hand, a person who can listen to them – *an active listener*.

SCHEME



Let's take a closer look at these characteristics:

A) Assertiveness is the ability to express one's feelings, opinions and needs in interaction with other people. It includes the ability to communicate, disagree, ask, but also criticize without manipulation, aggression or passivity, and is based on the principle of equivalence. We can define it as “the free and open expression of one's own thoughts; open, honest and appropriate communication between people, understanding and tolerating the actions of others, decision-making about oneself, the ability to reach a compromise”, which leads on the one hand e.g. to self-assertion, ability to express directly what the person feels and cares about, and on the other hand to a sense of belonging and satisfaction of the needs of all involved.



B) Active listening is welcoming, participatory listening in conversations, where e.g. the participants maintain eye contact, pay full attention to each other, perceive not only the words but also the feelings behind them and ask questions (Seemann, 2018, p. 33).

The activities we have planned in the course will focus in connection with critical thinking on improving how to manifest specific elements and techniques of assertive communication and active listening in communication and thus communicate effectively and meaningfully.

Do you understand now what assertive communication and active listening mean? If not, let's try and read it again 😊. If we remember what it means to think critically, it is now clear to us that improving critical thinking directly depends on assertive communication and active listening. The research results of Allen et al. (2009) indicate that if trainees receive a communication instruction on how to communicate, their critical thinking develops significantly.

COMMUNICATION AND TRAINERS

*"He who knows others is clever,
He who knows himself is wise.
Therefore, the wise can be harsh and does not harm,
he can be sharp and does not hurt,
he may be direct and not restrictive,
he can glow and it doesn't dazzle. "*

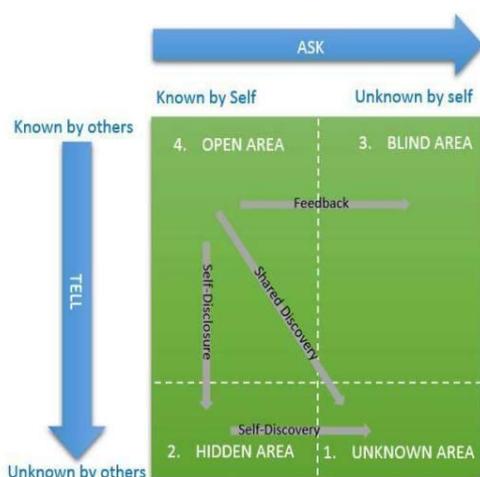
(Konfucius, Mencius, Sun-c' p. 124)

The most important part of any communication is the lecturer himself. Who he is and how he perceives himself has a decisive influence on the way he communicates and reacts to others.

When communicating, we usually act and react on the basis of the current situation and also on the basis of our past, previous life experience, attitudes, habits and stereotypes.

Imagine that you are the captain of the ship and the crew are trainees. We need to find out if we can go on a cruise to the Pacific together (20 days at sea). As a captain, I need to know if I'm ready for this. Let's try a little test before leaving the port. We will learn about our personality - unknown or only less known places: the area of openness, the area of blindness, the area of hiding and the area of the unknown, which are interdependent. Just like on an adventurous journey, embark on the journey inside your personality. We can be inspired by Johari's window.

The Johari Window model was created by Joseph Luft and Harrington Ingham in 1955 when they were examining group dynamics. (The model was named by combining their first names – Joe and Harry).



What communication skills should the ship captain – the trainer have to be successful on a long voyage? In our case, in teaching? The trainer should have the ability of self-reflection and empathic listening and lead the trainers to it. A question for the trainer: when does the trainee acquire a greater sense of self-worth, i.e. he feels that he can speak freely, his thoughts in training and education are accepted without judging? This is when the class atmosphere is motivating and supportive. In the Johari window model, the open space expands, the hidden area shrinks, communication is better, the dialogue is open, and the blind area shrinks because feedback is obtained.

Carl Rogers emphasized the importance of listening to another person truly and empathetically. He said that the listener, in our case the trainee, hears the personal meaning that the trainer's speech has, he can even hear the meaning of the unspoken, hidden between the lines. This way of communication evokes positive feelings in the person who is talking and is being listened to (Vybíral, 2000, p. 101).

When leading activities, the trainer should be aware and also remind the participants that our communication is also affected by our mental state, sympathy, antipathy, black-and-white vision, incorrect first impression, our expectations, etc. (Fontana, 2014) and we should learn to work consciously with these influences.

Finally, we offer the idea of the poet Walt Whitman: "If we want to have great poets, we must also have great listeners" (DeVito, 2001, 81). The question is: Do you think the same can apply to communication?

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THE OBJECTIVE 6.3 PROBLEM SOLVING

Problem solving in real life and in adult education. Problem solving and critical thinking improvement. How to improve this competence? How to apply it in the class?

PROBLEM SOLVING IN REAL LIFE AND IN ADULT EDUCATION

Have you ever experienced a day without any problems? All problems have something in common - the need to be solved. That's easier said than done.

Problem solving can be defined as an ability to analyse and find the best solution to the problem. We apply our problem solving skills every day, in various types of situations, including an educational environment. Solving problems can teach us a lot about the world around us, how things and other people function. As the popular saying goes, “problems are only opportunities in work clothes”.

In terms of education, problem-solving is a human cognitive competence and can be ranked among components of human intelligence. Let's have a closer look at the central terms - problem and problem-solving.

Problem can be defined as a complex or conflict problem that needs to be assessed critically - PRO and CONTRA. To **solve the problem** means to find a satisfactory answer, explanation or a solution (Atkinson&Shiffrin, 1968). By a synthesis of the definitions above we can state that solving problems is searching and finding solutions to situations requiring attention and management.



There are two types of problems – routine and non-routine ones. Routine problems are the easiest to solve – we can simply repeat the method that proved efficient in the past. Non-routine problems are the ones that cannot be solved easily, in a simple, predictable way, but their solution requires a lot of creative thinking and there is frequently more than one answer. For example, designing a creative advertising campaign for a specific product is a non-routine problem and preparing a budget or work schedule are probably routine problems.



PROBLEM SOLVING AND CRITICAL THINKING IMPROVEMENT

There is an ongoing trend in education to involve problem solving as a key competence to be developed with any kind of learner. Problem solving in modern education requires real-life, motivating examples and situations - meaningful context. Learning by discovery is one of typical examples. Several authors (e.g. Michalewicz, Falkner, & Sooriamurthi, 2010) confirmed that problem solving is a key component in developing critical thinking, as students have to define and analyse the problems, make judgements, and evaluate and develop strategies for solving the problem.

HOW TO IMPROVE THIS COMPETENCE?

In problem-solving, learners should develop algorithmic thinking. This skills is highly usable, e.g. in developing digital literacy and other competences. There is a 5-step procedure named DITOR, which is a type of a general problem-solving algorithm, that can be applied to any problem solution and learners should be aware of it (Zelinová & Zelina, 1990 in Turek, 2006, p. 146):

1. Define the problem. You can divide it into subproblems. Specify the solution goals.
2. Let us imagine that we want to lose weight - the problem can be defined as excessive weight. The goal in this case would be to lose 7 kg.
3. Get information, e.g. from experts, literature, your peers, etc. Concerning the problem above, there are several possible methods, the best solution would be to combine them. We can consult nutrition and fitness experts, search for the most efficient weight loss methods on the Internet and in the literature or ask our friends.
4. Produce as many various, preferably original, solutions, ideas, hypotheses as possible.
5. In this case, we can prepare several solutions, combining the necessity of lower calorie intake and higher physical activity.
6. Evaluate the solutions in terms of their feasibility, novelty and benefits. Here, we have to decide which of the solutions is feasible in terms of our lifestyle and is likely to produce desired results - better figure! :D
7. Implement the selected solution. Once we have decided, we must stick to the weight loss plan.

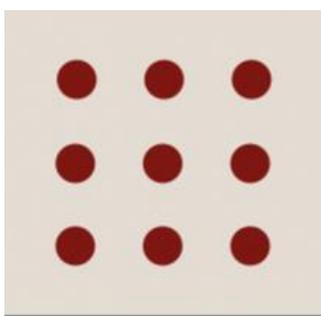
In terms of methodology, there are many established problem-solving methods, e.g. brainstorming, quickstorming, HOBOT method, Gordon method, “advantages, disadvantages and curiosities” method, Phillips 66, “consider all aspects” method, synectics, morphological matrix and others. Their application would depend on the field, our intention and other factors (Turek, 2006, p. 151-154).



HOW TO APPLY IT IN THE CLASS?

Our methodology offers a lot of suitable activities and tips. To understand this issue better, let us try to solve a sample problem. During the solution, focus on your creative and critical thinking. They are especially useful when solving new or unusual problems. We can get stuck in a pattern of thinking that has been successful in the past. Sometimes this is successful, however, when you are facing a new problem, or when your solutions have failed, you may find it difficult to generate new ideas.

The instruction is: Connect 9 dots with 1 line.



Can this problem be solved? Yes, sure. Is there one or multiple solutions? There is one solution. What is the key to this solution? It lies in thinking out of the box, beyond the limits of standard solutions. Was critical thinking applied here? Sure, if not, a routine approach to this problem would prevent us from solving it.

There are many specific techniques and methods on how to train problem-solving in an enjoyable and efficient way. A. Bates (2019) lists 5 highly usable problem-solving activities for the classroom:

1. Brainstorm bonanza. This method can connect the trainees' trivia knowledge of history or literature with problem-solving skills. They can study the development of a historical or fictional event and speculate the ways this event might have happened in a different, usually more favourable way.
2. Problem solving as a group. Trainees can collect their anonymous problems, put them in a container and, as a group, try to find the best solutions to them.
3. Clue me in. This is a game that involves items – clues, associating specific professions, events, animals, etc. After they are placed in a container or a bag, the trainees pick them and guess the event, profession, etc.
4. Survivor scenarios. This activity involves a scenario of a group of trainees stranded on a remote island. They will have to survive there for 3 days. Their task would be to invent various strategies of survival.
5. Moral dilemma. Collect possible moral dilemmas. The trainees will have to pick one and decide about the way of solving it.



WHY PROBLEM SOLVING AS A COMPETENCE

The trainee will develop and improve key problem-solving competence based on algorithmic thinking and creativity. We need to train this competence because problems are central to our lives, we encounter them almost daily. Some of them are more serious or more complex than the others, but there are solutions to all of them!

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6.4 DIGITAL COMPETENCE

Digital competence in real life. Digital competence in adult education. Digital competence and critical thinking improvement. Digital competence and trainers. How to improve this competence?

DIGITAL COMPETENCE IN REAL LIFE

Digital technologies, digital works, the digital competence. “Digital” is all around us, it is trendy to “be digital”. But what does digital actually mean? It comes from Latin digitus which meant a finger or a toe. And as we know, we have used fingers for counting. We frequently use ten digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 to count things.

However, computers use the binary code, i.e., 0 and 1 and these 1’s and 0’s define how computers take inputs, store and process information, as well as produce outputs for their users – that is you and me 😊.

Digital also means showing information in the form of an electronic image, as in a digital display or it is also about a usage or relating to digital signals and computer technology, as in a digital camera. And what are other examples of digital technologies? I am sure you can name these examples too: social media, online games, multimedia and mobile phones. They are all electronic tools, systems, devices and resources that generate, store or process data.

As you see, digital systems are just everywhere and to know how to use properly for you, your family and a society is and definitely will be very important. The rapid advancement of Information and Communication Technology (ICT) during the last decades has radically affected citizens’ individual and social lives and transformed the industrial-centred society to a new, dynamic society described as information society, knowledge society or global universal society. (Jimoyiannis, 2010, p. 41)

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. (Recommendation of the European Parliament, 2006, p. 15)

From this definition it is obvious that we need to understand the nature, role and opportunities of IST for our every-day life, social communication or work. That sometimes means we should know principles of information transfer and storage as well as potential risks and their management. They can be used for personal growth (e.g., online courses), creativity (e.g., art works) and innovations (e.g., car or building design). That goes usually hand-in-hand



with ethical principles and reliability of information. (Recommendation of the European Parliament, 2006, p. 16)

DIGITAL COMPETENCE IN ADULT EDUCATION

Which technologies did you use to learn when you were a child? A lot of us used an abacus to learn how to count. Some of us watched videos or listen to music or we worked with real props to understand principles and get the needed skills. On the other hand, children these days are taught (not always at school) by computers, smartphones with various applications, interactive boards, notebooks, gaming consoles or tablets. They are at home in virtual reality and use augmented reality without any troubles.

Not only to understand them but also to be active, to take advantages from digital technologies and to live more comfortable life we need to develop certain skills. These skills are connected with searching, collecting a processing information and to use them critically and systematically. Based on that, we are able to produce, present and understand information found in internet-based services.

DIGITAL COMPETENCE AND CRITICAL THINKING IMPROVEMENT

As we read in previous lines, it is not enough to learn about something, but we should know how to use it and how to use it correctly.

When speaking of digital world, we mostly speak of information, its forms, storage, transfer, understanding and usage. It is not enough to know how to find the information. We need to “evaluate” it, its source, author and message. By doing so, we can work with information we need and would like to share with others.

That is why we need to approach information “critically”. That means we try to find its correct value. Whether it is true. Suitable. Good. And that is sometimes very difficult as we live in the ocean of information. And these oceans will just be deeper...

DIGITAL COMPETENCE AND TRAINERS

Being digitally competent – a task for the 21st century citizen and that also means there is a need for digitally competent trainers who can train and develop digital competence in their trainees.

And what is one of efficient ways how to develop digital competence acquisition? Yes, digitalisation of education. Digitalisation of learning is the process by which education and



training, and generally skills, acquisition, development and recognition, are being transformed by the use of digital technologies. (European Commission, 2018, p.3)

We do not have to look for a practical example for a very long time. You certainly noticed in “the Corona period” that educators from any branch were forced to change their traditional ways to educate their trainees. And they were lucky and happy when the trainees were digitally competent to deal with the situation in education.

HOW TO IMPROVE THIS COMPETENCE?

According to The Digital Competence Framework 2.0 we speak of key components of digital competence in 5 areas:

Information and data literacy, Communication and collaboration, Digital content creation, Safety, Problem solving.

When we would like to develop digital competence, we need to develop these key components.

What shall we imagine under these terms?

Information and data literacy means searching and filtering needed information, to evaluate it and to manage it and store it.

Communication and collaboration is an interaction and communication via digital technologies, a skill to share information, to participate in society and to cooperate. We should also create and develop our digital identity and follow copyright and ethical principles.

Digital content creation means we can create and edit our own digital products to make information better and innovative. We should know how to provide correct instructions for the system

Safety is about protection of systems, personal data and privacy. That is also connected with protection of physical and mental health as well as environment and society.

Problem solving is about a skill to solve technical issues, to prevent problems and to keep being digitally educated. Digital technologies evolve as well as our competence should.

To sum it up, application of critical thinking in terms of digital competence simply means to know how to move safely in the digital world, how to search for reliable, valid, and up-to-date information online and how to use and apply this information appropriately and creatively. We hope that our manual and activities can help enhance and improve this competence with adult learners. Age is not a barrier when it comes to developing digital competence!



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6.5 LEARNING TO LEARN

Learning to learn in real life and in adult education. Learning to learn and critical thinking improvement. Learning to learn and trainers.

LEARNING TO LEARN IN REAL LIFE AND IN ADULT EDUCATION

Comenius mentions that, unlike the blackboard, which has an edge – the limit, our human mind has no edge. You can write or paint on every board, and if this does not happen, it's the writer's fault. Comenius tells us that everyone is educable and can learn at different times in their lives (Comenius, p. 11).

Why is it necessary to learn? And do we know how to learn? In personal life, we learn naturally, spontaneously, we do not think about it. One of the UNESCO documents can be the answer to our questions.

Learning is such an important process in human life that the International Commission for UNESCO considers it one of the pillars of education in the document Education for the 21st Century (2018, p. 34). In addition to learning to act, learning to live together, learning to be, it is also:

Learning to explore which at the same time means learning to learn and thus developing the key competences for lifelong learning. This also means learning to master the tools for researching, exploring, understanding new knowledge, and developing oneself, because real knowledge is constructed by the learner himself. Thinking skills enable a person to turn their experience into learning. We need to focus on 'knowing how', rather than 'knowing what': learning how to learn. They are the foundation of personal development as well as making an important contribution to social and economic development by helping to develop students who have the capacity to think and act creatively, to meet challenges positively and effectively, and show initiative and enterprise in how they think and learn (Fisher, 2000, p. 2).

Let's take a look at what it means to learn:

Learning is a process during and as a result of which a person changes his set of knowledge, forms of behavior, ways of activity, attitudes, personal qualities and self-image, towards development and higher efficiency. These changes occur based on individual or social experience. Learning also depends on who teaches and with whom they learn - the social environment (Kulič, 1992, p. 32). In addition, learning is an active process - one must want to learn. The result of the development of the ability to learn is the self-regulation of learning - when a person becomes an actor in his own learning process. Self-regulation of learning is



based on the ability to manage one's own motivation, attention, emotions and failures (Mareš, 1998, p. 173).

The activities in our courses are designed in a way the trainee can use not only basic knowledge about learning, the phenomenon of memory but also to acquire various learning skills. The perception of the sense of learning facilitates the entire learning process. We also respect the characteristics of meaningful adult learning in the courses (Vašašová et al., 2016, pp. 21-24 - adapted according to D. P. Ausubel):

- learning activity - we encourage the activity and efforts of trainees,
- constructive learning - the trainees works with the curriculum in a unique way depending on their previous knowledge, experience, interests - they construct it,
- cumulation of learning - we learn about the existing knowledge and skills of trainees and just add further “layers”,
- autoregulatory learning - here, the focus is essential - it is important for trainees to know the goals of learning and turn them into their personal goals.

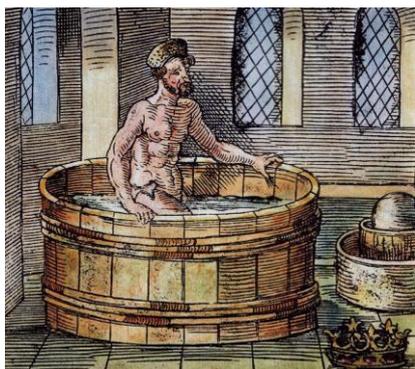
Which circumstances make our learning efficient? When the law of motivation, transfer, feedback and repetition is respected in the learning (Vašašová et al., 2016, p. 60). Let us explain:

Each of us learns best when we are motivated to learn. When we are motivated internally, we are on the right path to really learn something. Based on what we have learned, it is easier for us to learn other things, and if, in addition, we receive sufficient and timely information about what is good for us and what is not, we learn to control ourselves. We have opened the way and we are willing to use everything we have learned to use more often and to learn again and again.

LEARNING TO LEARN AND CRITICAL THINKING IMPROVEMENT

We have been learning to think creatively and critically since childhood. Let's remember: did you solve the puzzles? Did you play hide and seek? Did you build a tower of cubes? Even then, we were solving imaginary tasks, which we would call tasks or problems as adults today. Even then, we were learning to think spontaneously, creatively and critically at the same time.

Critical thinking skills are different in different topics and disciplines: in mathematics, science, history, i. e. in other words, the teaching of critical thinking is best done in a specific context. We can explain this with an example.



Do you know the story according to which Archimedes discovered the essence of the natural law when bathing? He wondered how to expose the scam of a jeweler who had replaced the gold in the royal crown with another, less noble metal. The idea of comparing the volumes of metal objects of known weight came to him while observing the level of water in the tub which he immersed himself in. The discovery allegedly put him in such a trance that he ran around the city naked with shouts of "Eureka!" (I found!). (Wikipedia)

If he wanted to analyze, solve and critically assess the jeweler's guilt in the story, then he had to have the competence to learn: study documents, materials from history, evaluate the story, situation, think in a historical context, analyze and draw a conclusion, even with a smile 😊.

Critical thinking is also creative, as the story shows. In the learning process, it is connected with the search for original solutions, innovative thinking and decision-making. Does the story of Archimedes include besides the ability to think critically and learning to learn other skills and abilities? Which ones would we find? (Problem solving, creative and innovative thinking).

LEARNING TO LEARN AND TRAINERS

Let's imagine that we have trainees (older learners) with their own professional and personal status. People who have the competence of learning to learn which they have acquired from an early age to the present period of life. Their learning was based on learning from life experience, pros and cons, professional achievements and failures. They learned spontaneously, naturally and in an organized way.

For each trainee, the competence to learn is a balance of effort, time and commitment. However, it can also be a challenge to find a place in life, to find joy, to fulfill ambitions and to cross one's limits.

We draw suggestions for our reflection from the EPALE platform:

"Learning to learn" is the ability to continue to learn, to organize one's own learning, through effective time and information management, either individually or in groups."

It is a personal, social and educational ability - the ability to think about oneself, manage time and information effectively, work with others constructively, stay resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, to learn to learn, to promote physical and emotional well-being, empathy and to manage conflicts.



A positive attitude includes motivation and confidence to continue learning and to achieve learning success throughout life. An attitude based on problem-solving supports the learning process and the individual's ability to deal with obstacles and change. The desire to apply previous education and life experience and the curiosity associated with opportunities for education and its application in various contexts are essential elements of a positive attitude (EPALE platform).

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CRITICAL THINKING

2





CRITICAL THINKING

TRAINER BOOK

- 2. 1 LEAD IN..... 60
- 2. 2 KNOW: CRITICAL THINKING – WHAT DOES IT MEAN IN REAL LIFE? 62
- 2. 3 UNDERSTAND: IS CRITICAL THINKING A CREATIVE PROCESS? 64
- 2. 4 APPLY: THINK CRITICALLY ABOUT YOUR DAY 67
- 2. 5 ANALYSE: WHAT IS THE AUTHOR’S MESSAGE? 69
- 2. 6 EVALUATE AND CREATE: SECRET OF ADVERTISEMENT 71
- 2. 7 SUMMARIZE: SO, WHAT EXACTLY IS CRITICAL THINKING ? 76

FOR TRAINEE

- 2. 1 LEAD IN 78
- 2. 2 KNOW: CRITICAL THINKING – WHAT DOES IT MEAN IN REAL LIFE? 79
- 2. 3 UNDERSTAND: IS CRITICAL THINKING A CREATIVE PROCESS? 80
- 2. 4 APPLY: THINK CRITICALLY ABOUT YOUR DAY 82
- 2. 5 ANALYSE: WHAT IS THE AUTHOR’S MESSAGE? 84
- 2. 6 EVALUATE AND CREATE: SECRET OF ADVERTISEMENT 88
- 2. 7 SUMMARIZE: SO, WHAT EXACTLY IS CRITICAL THINKING ? 92





TRAINER HANDBOOK





2 . 1 LEAD IN

Description of the ACTIVITY:

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.

Title: WHAT IS CRITICAL THINKING?

Objectives:

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.

Methods: frontal explanation, brainstorming, mind map creation

Improved key competencies: critical thinking

Key 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 and motivate: What are your associations with critical thinking?

Give the instruction:

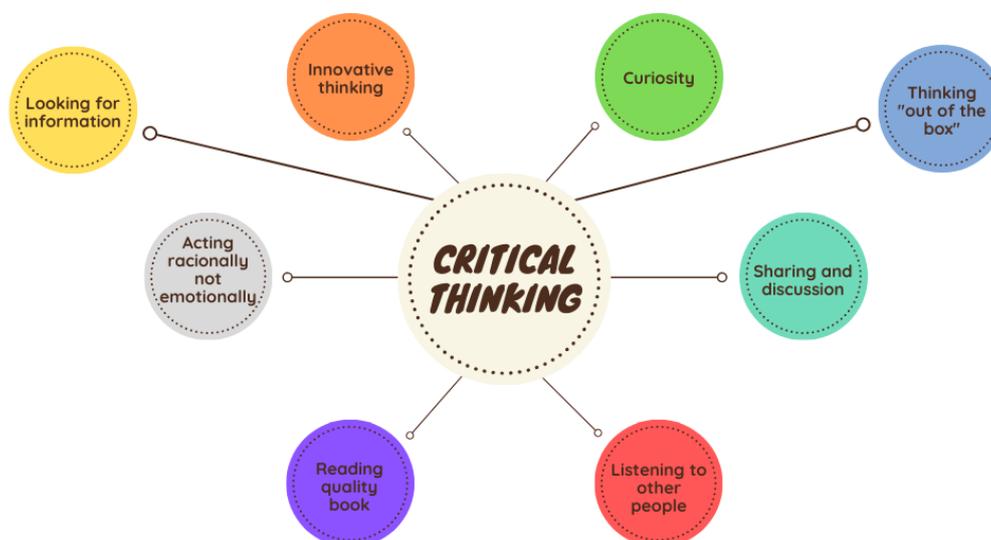
- As a group, we are going to create a mind map.
- Think of any associations you have with the term of critical thinking. The teacher will complete the mind map on the whiteboard.
- Based on the brainstorming – the mind map we have created today, write down your definition of critical thinking and read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

Make the reflection: 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!



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



Further information (facilitation, tips, success factors/weaknesses, restrictions, transferability possibilities, necessary resources):

You can learn more about the creation of mind maps at <https://www.umeniekreativity.sk/pojmova-map>

In English: <https://blog.iqmatrix.com/how-to-mind-map>

Description of the ACTIVITY:

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.



2.2 KNOW

Title: CRITICAL THINKING – WHAT DOES IT MEAN IN REAL LIFE?

Objectives:

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.

Methods: frontal explanation, group discussion, pair work

Improved key competencies: critical thinking

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 and motivate: How is critical thinking demonstrated in our real everyday life?

Give the instruction:

- 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.



To have my personal budget under control

To know a lot and to have extensive knowledge

To be tolerant Always know how to react quickly

An ability to give proper reasons

To be modest and to admit own mistakes

To be eloquent and witty To think independently

An ability to evaluate obtained information

To distinguish between facts and opinions

An ability to listen attentively To know how to drive a car.

To know how to dress appropriately for a situation or an event.

Make the reflection: Which new facts did you learn about critical thinking in everyday situations?

Study the underlined skills and abilities again. Which new critical thinking skills and abilities would you add to the table (Task 2) now?

Conclusion: 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 constant stress and a feeling we have no time for anything. CT can help you and your trainees with the decision-making overload.



2.3 UNDERSTAND

Description of the ACTIVITY:

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.

Title: IS CRITICAL THINKING A CREATIVE PROCESS?

Objectives:

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.

Methods:

cooperative learning, a discussion

Improved key competencies:

critical thinking

Key improved critical thinking skills:

deduction, communication, argumentation, comparison of opinions

Duration:

30 minutes

Material:

worksheets, handouts, pens, list of the selected critical thinking skills, pictures of personalities from the creative world (science, technology, art, Nobel Prize Laureates)

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 and motivate: Do you know what the famous personalities at the photos have in common? Why were they famous/awarded/successful/innovative? What some of them had to sacrifice?

Give the instruction:

- Work in quartet and choose one of the personality according to your preferences for the group.



- From the list of selected critical thinking skills, individually select 4 of the skills thanks to which she/he became famous/awarded/successful/innovative.

selected critical thinking skills		
Asking thoughtful questions	Explanation	Recognizing advantages
Data analysis	Teamwork	Improving ideas
Judgment	Inductive and deductive reasoning	Set goals
Attention to details	Emotional intelligence	Taking initiative
Evaluation	Strategic planning	Flexibility
Clarification	Curiosity	Problem solving
Active listening	Identifying Patterns	Self - reflection

- In pairs, agree on 4 common skills from your lists.
- The pairs come together, form a previous quartet and make a sequence of significance from the together selected 4 skills.
- Each quartet presents its proposal, discusses and seeks parallels in their own professional and personal lives. Observations, opinions are written on a flipchart and posted on the wall.
- From the list of selected critical thinking skills choose your strengths and weaknesses that you want to strengthen. Write them down in the table. (Task 1).

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)?



TASK 2: Balance strengths/weaknesses:

my strengths	weaknesses I want to strengthen

Make the reflection: 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 to is sometimes more difficult than speaking...

Further information (facilitation, tips, success factors/weaknesses, restrictions, transferability possibilities, necessary resources...):

Stimulate work in pairs.



2.4 APPLY

Description of the ACTIVITY:

The activity intends to apply critical thinking meaningfully when planning changes in the life of the trainee. (Further information you can find...[hyperlink](#)).

Title: THINK CRITICALLY ABOUT YOUR DAY

Objectives:

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.

Methods:

analysis, discussion in pairs

Improved key competencies:

critical thinking, problem-solving, communication,

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 and 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 the instruction:

- 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.
- Think over: Which changes would you apply into your everyday work or personal life now? Write your proposals into Chart 3b. Inform others.

Make the reflection: 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: 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.

Explanation of Chart 2:

If people focus on quadrant 1, they will never be ready with anything.

If people concentrate on quadrant 3 and 4, they have a basically irresponsible life.

The basis of effective personal management is quadrant 2.

Further information (facilitation, tips, success factors/weaknesses, restrictions, transferability possibilities, necessary resources...):

Stimulate work in pairs.

For further information look at:

<https://www.youtube.com/watch?v=xaTmv67WpRM>

Resources: adapted by Covey, S. R.: 7 habits of highly effective people



2.5 ANALYSE

Description of the ACTIVITY:

The activity intends to apply critical thinking meaningfully when analysing people, objects or situations around us.

Title: WHAT IS THE AUTHOR'S MESSAGE?

Objectives:

The trainee explains the approach of the author and his intentions. The trainee identifies and analyzes the typical features of a cartoon/photo/picture in practice and compares his or her answers with other members of the group.

Methods:

a system of questions, evaluation, verification

Developed key competencies:

communication, problem-solving, critical thinking

Developed critical thinking skills:

a formulation of a solution, a finding of connections, description of pluses and minuses, judgment

Duration:

20 minutes

Material:

cartoon/picture

Procedure:

Lead-in: 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.)

What can you see in the cartoon/picture/photograph?

Which activity or event is there?

(The trainer makes a discussion with trainees about a problem without any conclusions, just to stir their experience, memory and interest.)



Ask and 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 the instruction:

- 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 and then the whole work. Then we make a discussion. (Task 1)
- (Task 2) is about practicing and developing skills connected with the analysis and communication (how to express my opinions?)
- Work in pairs: compare, ask each other questions, and express your feelings, attitudes, moods and experience.

Make the reflection: 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.

Further information (facilitation, tips, success factors/weaknesses, restrictions, transferability possibilities, necessary resources...):

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



2 . 6 EVALUATE AND CREATE

Description of the ACTIVITY:

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.

Title: SECRET OF ADVERTISEMENT

Objectives:

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.

Methods:

a set of open questions, analysis, problem description and a solution explanation

Improved key competencies:

communication, problem-solving, critical thinking

Improved critical thinking skills:

induction, deduction, formulation of solutions

Duration:

10+10+20+25 minutes

Material:

pictures/photographs, video, a listening activity

Procedure:



TASK A (10 minutes)

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.

Ask and motivate:

Which advertising has caught your attention lately? Why?



Give the instruction: The trainer provides three well-known slogans and asks questions:

- Which brand and product do you imagine with statements? (You may find own slogans or statements.)

Slogans:

1. "Have a break... Have a Kit Kat." Nestlé
 2. "You are not you when you are hungry." Snickers
 3. "JUST DO IT." Nike
- 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 the reflection: 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.

Note: you may use the source: <https://www.youtube.com/watch?v=JKIAOZZritk>



TASK B (10 minutes)

Ask and 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 the instruction:

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 the reflection:

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 C (25 minutes)

Give the instruction:

- 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 the reflection: 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?



TASK D (20 min)

Give the instruction:

- 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 the reflection: 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.

Further information (facilitation, tips, success factors/weaknesses, restrictions, transferability possibilities, necessary resources...):

Trainees connect theory with practice. Trainees will apply what they have learned and they can explain what there is around them, explain how it could and should be changed. The trainer makes sure that each trainee makes own evaluation and answers all the questions and selects individual trainees for each question.

Facilitation:

Questions, a discussion before an analysis of pictures/video/slogans, a discussion after analyses, conclusion

Tips:

Trainees should have basic knowledge of advertising, they should find and give characteristics and communicate basic qualities and principles, and they should know how to express their opinions.

Success factors/weaknesses:

The topic and interests, an ability to communicate in front of other people, an ability to share experience, a skill to analyse, to generalize, to describe principles.

Transferability possibilities:

Foreign language, communication, history, media education, psychology applicable to online education

Necessary resources:

Copies for students, screen, video



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>



2.7 SUMMARIZE

Description of the ACTIVITY:

This activity is the 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.

Title: SO, WHAT EXACTLY IS CRITICAL THINKING ?

Objectives:

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.

Methods: frontal explanation, mind map creation, pairwork

Improved key competencies: critical thinking

Key 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 CT you created?

Ask and 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 the instruction:

- 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 the reflection:* How would you explain what CT 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.



FOR TRAINEE





2 . 1 LEAD IN

WHAT IS CRITICAL THINKING?



TASK 1: What are your associations with critical thinking?

Work with others and complete the mind map on the whiteboard.



TASK 2: Based on the mind map - brainstorming, write down briefly what critical thinking is. Think about situations, associations and events you experience every day.



2.2 KNOW

CRITICAL THINKING – WHAT DOES IT MEAN IN REAL LIFE?



TASK 1: How is critical thinking manifested in everyday life?

Work in pairs. Decide which of the skills and abilities are typical of you. Underline them. Share them with your partner and give examples of how are they manifested in your everyday life.

To have my personal budget under control

To know a lot and to have extensive knowledge

To be tolerant Always know how to react quickly

An ability to give proper reasons

To be modest and to admit own mistakes

To be eloquent and witty To think independently

An ability to evaluate obtained information

To distinguish between facts and opinions

An ability to listen attentively To know how to drive a car.

To know how to dress appropriately for a situation or an event.



TASK 2: Study the underlined skills and abilities again. Which new critical thinking skills and abilities would you add to the table now?



2.3 UNDERSTAND

IS CRITICAL THINKING CREATIVE PROCESS?



TASK 1: From the list of selected critical thinking skills select 4 a) individually b) in pairs c) in quartet.

selected critical thinking skills		
Asking thoughtful questions	Explanation	Recognizing advantages
Data analysis	Teamwork	Improving ideas
Judgment	Inductive and deductive reasoning	Set goals
Attention to details	Emotional intelligence	Taking initiative
Evaluation	Strategic planning	Flexibility
Clarification	Curiosity	Problem solving
Active listening	Identifying Patterns	Self – reflection



TASK 2: Balance strengths/weaknesses:

my strengths	weaknesses I want to strengthen



TASK 3: 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?

Personality:

-
-
-
-





2.4 APPLY

THINK CRITICALLY ABOUT YOUR DAY



TASK 1: What did I do yesterday?

Chart 1: Make a list of your actions in time order.

1		7		13	
2		8		14	
3		9		15	
4		10		16	
5		11		17	
6		12		18	



TASK 2: Divide these actions into this chart.

Chart 2:

	urgent	not urgent
important	I.	II.
not important	III.	IV.



TASK 3: a) How would the effort to live in a better way change the order of actions?

Chart 3:

1		7		13	
2		8		14	
3		9		15	
4		10		16	
5		11		17	
6		12		18	

b) Which changes would you apply into your everyday work or personal life now? Generalise some of them and write them down:

-
-



2.5 ANALYSE

WHAT IS THE AUTHOR'S MESSAGE?

Look at the cartoon and write down the answers. The information will be used for a final discussion.

What can you see in the cartoon?

Which activity or event is there?



TASK 1. Cartoon.

Class discussion: Concentrate on figures or people, environment and colours. Describe them

Questions	Answers
<p>Answer the following questions on your own:</p> <p>Where are they going?</p> <p>What are they thinking about? What makes you think so?</p> <p>Which situation is shown there?</p> <p>Does this or similar problem exist even now?</p>	



TASK 2: Picture.

Class discussion: Describe the feelings you have when you look at the photo.

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



TASK 3:

If there is a message in the work, what we can learn from it?

Join a class discussion about the work and its message; share your opinion with other trainees. Do they have the same opinions?



Sources:

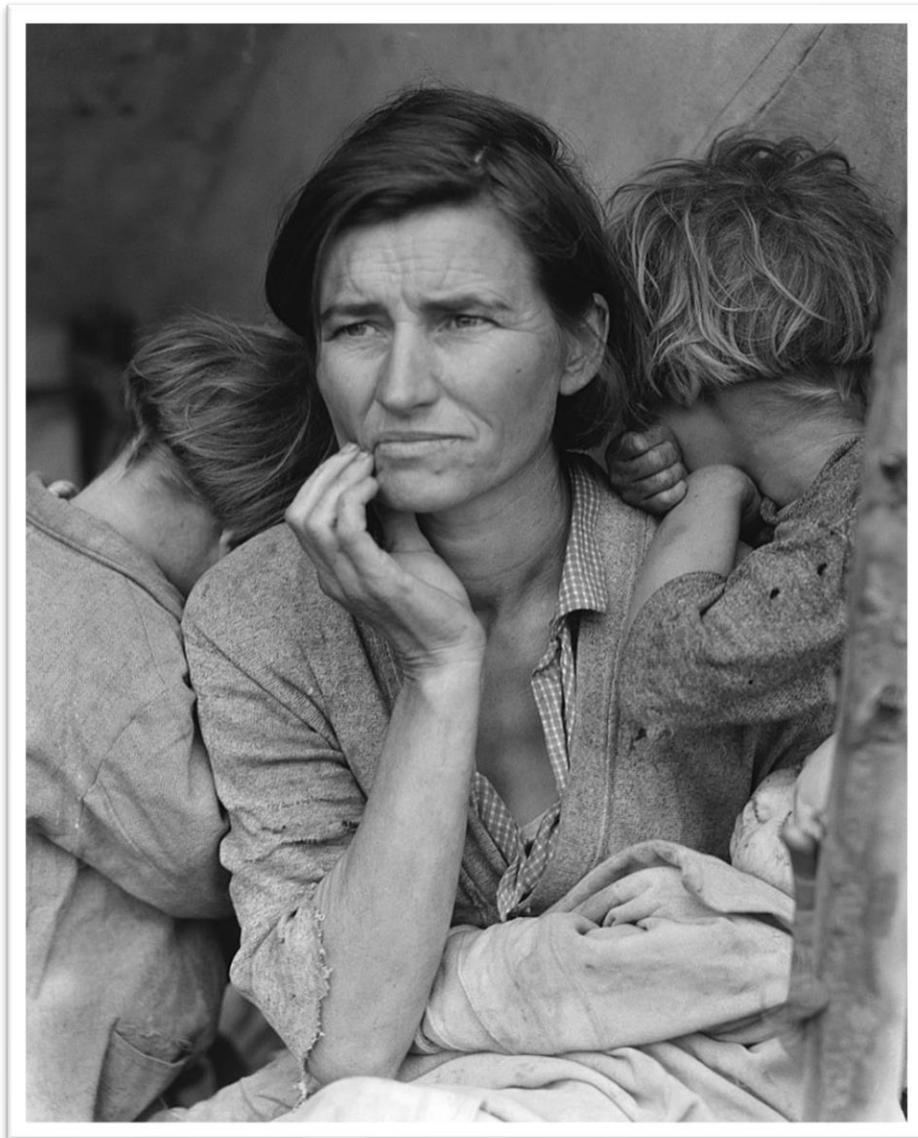
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2.6 EVALUATE AND CREATE

SECRET OF ADVERTISEMENT

TASK A

Look at the following advertising slogans and complete the tasks below.

Slogans:

- a. *"Have a break.... Have a Kit Kat."*
- b. *"You are not you when you are hungry."*
- c. *"JUST DO IT."*

1. Match the slogan with the brand.

Brands: Nike, Nestlé, Snickers

2. Which of the slogans is the most innovative or most "catchy" for you?
3. 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?

TASK B



TASK 1: Discussion:

- Do you watch commercials? Does advertising affect you?
- What forms of advertising do you know?
- Which words or colours are used in advertising? Why?



TASK 2: List of criteria

Have you ever bought anything you actually did not need?

How do you buy things?

Make a list of criteria to follow when/how you decide what to buy.

State and explain your criteria in front of other trainees.



TASK C

Marketing tricks



TASK 1: Match names of these tricks with pictures. Try to explain the principle of the trick and give an example from reality.

Which of them have you already followed?

- A. Magic ingredient
- B. Authority reference
- C. You are the elite
- D. Sale



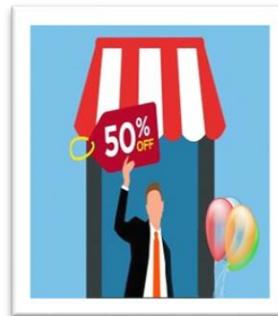
1.



2.



3.



4.



TASK 2: Match the definitions with the proper tricks.

Tricks

- A. Magic ingredient
- B. Authority reference
- C. You are the elite
- D. Sale



Definitions

1. Professionals in advertising often try to persuade us that a selected product has magic effects. An example: A pharmaceutical company produces medicine for weight loss. In their commercial, they claim that it contains an element from plants that are only deep in the Amazon rainforest. That is the reason why it works.
2. A company tries to sell its product with a statement that 9 out of 10 authorities recommend it, especially doctors and scientists. Or it sometimes mentions that it was tested by a reliable institution. An example: Doctors say that this product is definitely beneficial to your health.
3. In the advertisement it is emphasized that if you buy a product, you will be special, you will belong to the selected ones. An example: You will be different from the others, from ordinary people.
4. The advertisement tries to attract a customer by a discount and to persuade him or her that it is economically convenient. An example: A customer would never buy this product if it were not with a discount.

A discussion:

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?

TASK D

Advertising slogan

Choose one from the following products:

1. Chocolate spread
2. Vegetable butter
3. Cereals
4. A jar of jam
5. An ice cream



TASK 1. Try to invent an advertising slogan for a selected product with the other members of a group.



TASK 2. 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 3: The Chart TOP 5.

Vote for the best slogan and advertising campaigns and make a Top 5 list.

Answer the following questions:

Which advertising campaign did you like best and why?

Are similar tricks and slogans used in real advertising?

Answer questions about your advertising:

Why did you use this slogan?

State examples how your advertising manipulates.

Can you find means of manipulation in other advertisings around you? Give an example:



2.7 SUMMARIZE

SO, WHAT EXACTLY IS CRITICAL THINKING ?



TASK 1: We are approaching the end of the first part of your course. Can you return to the beginning and check the mind map of CT you created?



TASK 2: 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?

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.

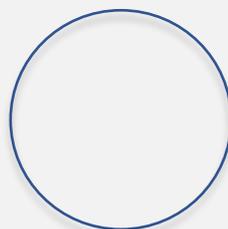


TASK 3: How would you explain what CT is to your child or a grandchild? Explain to your partner in a pair.

INFORMATION COMMUNICATION TECHNOLOGIES



3





INFORMATION COMMUNICATION TECHNOLOGIES

TRAINER HANDBOOK

3. 1 LEAD IN: INTRODUCTION	96
3. 2 KNOW: TIME PLANNING AND MANAGEMENT	98
3. 3 UNDERSTAND: ONLINE COMMUNICATION TOOLS	102
3. 4 APPLY: SOCIAL MEDIA AS A TOOL IN TRAININGS	105
3. 5 ANALYSE: TEAM WORK AND FEEDBACK TOOLS	108
3. 6 EVALUATE AND CREATE: NAME OF THE ACTIVITY.....	112
3. 7 SUMMARISE: SUMMARY AND FEEDBACK	114

FOR TRAINEE

3. 1 LEAD IN:	117
3. 2 KNOW	119
3. 3 UNDERSTAND.....	125
3. 4 APPLY.....	131
3. 5 ANALYZE	138
3. 6 EVALUATE AND CREATE	143
3. 7 SUMMARISE	145





TRAINER HANDBOOK





3.1 LEAD IN

INTRODUCTION

Educators will be introduced digital competences of an adult educator (<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>) and to the DigiCompEdu model (<https://digcomp.digital-competence.eu/digcomp/>), they can evaluate and reflect their position and get an overview on how to assess one's skills.

The discussion directs us to think about what adult learning opportunities in distance learning are, what are the challenges and solutions, exchange of experience and good practises.

Objectives:

- Introduction, training topics
- Digital competences of an adult educator
- Discussion - how has distance learning background shaped the landscape of adult training?

Methods: brainstorming, data and source analysis, frontal explanation, formulation of a problem or question, collection and systematisation of information, demonstration/illustration, group discussion.

Improved key competences: critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication.

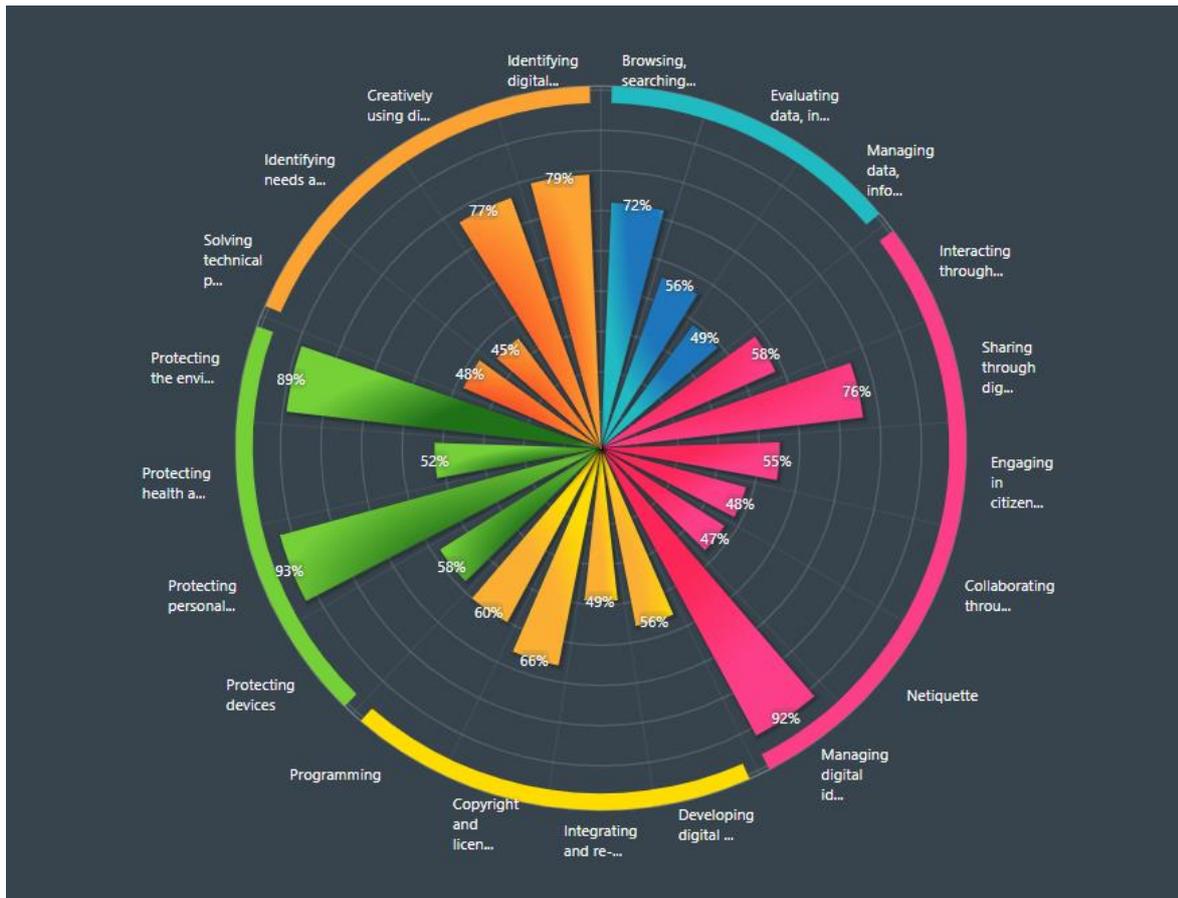
Improved critical thinking skills: active listening, analysing information, knowledge of information and communication technologies, deeper understanding and application of this knowledge in different situations. Critical evaluation of information. Reasoned answer to problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.

Duration: 45 minutes, lecture + discussion

Material: Slides, introduction of [DigiCompEdu](#) model

Procedure: Introduction of digital competences of an adult educator and DigiCompEdu model (example result image below), evaluation and reflection.

The discussion directs us to think about what adult learning opportunities in distance learning are, what are the challenges and solutions, exchange of experience and good practises.



Example of the results on DigiCompEdu

Tips / plan B : The trainer must be familiar with the digital competences model and know the challenges of distance learning. The training can be held online if needed. Then both group and individual tasks will be embedded for participants.

Further activities: Mapping and reflecting participants digital competences

<https://ec.europa.eu/jrc/en/digcompedu/self-assessment>



3.2 KNOW

TIME PLANNING AND MANAGEMENT

The computer and Internet users have access to a variety of tools to task capture, job scheduling and development. It is important to learn time management with the right IT tools.

Objectives:

- Learn to use convenient time planning tools
- Critically evaluate the choice of tools
- Encourage communication and collaboration through group work

Preparation: At the beginning of the lesson create a discussion. Handouts to tools used.

Methods: source analysis, demonstration/illustration, group discussion, collection and systematisation of information, asking questions, feedback, raising problematic issues.

Improved key competences: critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication.

Improved critical thinking skills: Problem solving, use concepts and terms appropriately. Propose, explain and apply alternative solutions, consider their advantages and disadvantages, analysing 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.

Duration:

- 5 min to activate students, the teacher offers a discussion about time planning experience, and finds out what time planning methods are used by group members.
- For a 10 min introduction and practice for tasks capture apps.
- For a 10 min introduction and practice for time tracking apps.
- For a 20 min introduction and practice for online calendars.

Material: Computers, smartphones, internet connection, projector, necessary software.

Procedure: Sharing experience, practice of introduced tools



Tips / plan B It must be taken into account that the level of the learners is different. A teacher can use different tasks for the students. If learners are better prepared and complete tasks faster, You can explore and discuss more options. This session may be held online.

Further activities: Explore the possibility of forming groups with a web-based tool, practice online tools for training according to handouts given by the trainer.



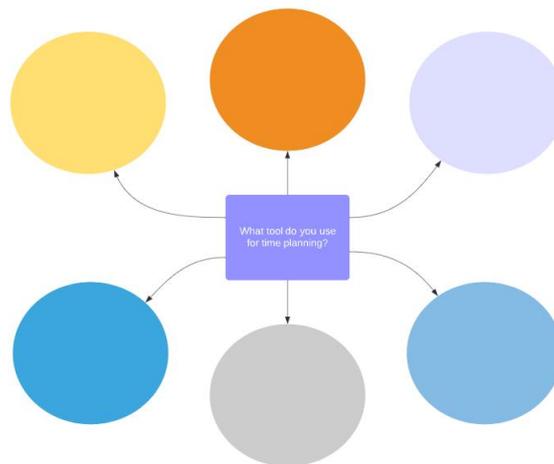
TASK 1

Jamboard tool. This tool is designed to express students' opinions. Everyone writes their opinions on the phone using the app Jamboard, and then everyone sees those opinions on the general board.

Questions: 1) How do you plan your future work? 2) What would help you to work more efficiently? 3) What are the most important works this week? 4) What bad habits prevent you from working effectively?

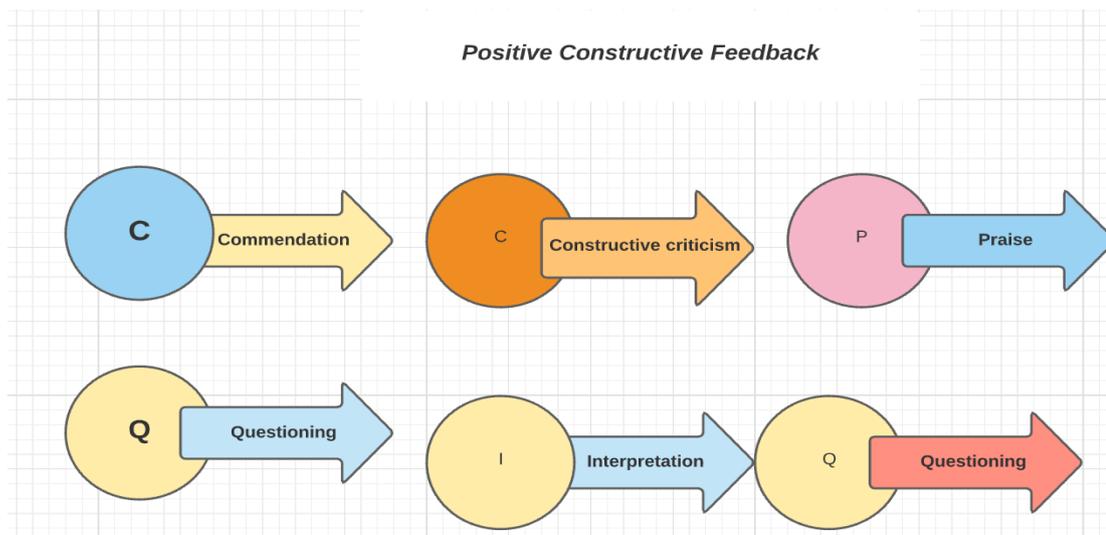
Time planning
2021-09-17

Instructions:
Write details about your topic in the circles.



TASK 2

Lucidchart app. With this tool, you can prepare your tasks and give students to work together. Below is an example of our activities.



TASK 3

DISCUSSION

The trainer divides the learners into groups of 3-5 people and asks questions for discussion. After that, all the groups give their common opinion. It is possible to stop at those issues that turned out to be the most relevant for the groups.

1. Is it hard for you to plan? Are you a good planner or maybe you're a person who doesn't like to plan?
2. What methods do you use to plan your daily/weekly works?
3. What habits/things prevent you from planning your activities effectively?
4. What could help you to plan your day/week more effectively?
5. Summarise five skills of effective planning.



TASK 4

Google calendar and practical time planning task. Students need to read Tom's work and leisure activities and think about how they can plan Tom's week. Tom is a very busy person with a lot of interest. Students need to use google calendar for it. What advice could students give to the Tom that he can better plan both his work and leisure activities? When learners complete a task, they present their work in groups. The teacher mentions that Tom's story is about a real person and that it is very important for all of us to set priorities in life, otherwise we will get lost in the maze of work and activities.



HISTORY OF TOM

Tom is 39 years old. He is married, has a 4-year-old girl, and will have another child after 3 months. Tom works full-time at an IT company and also provides consultations to students at the University 6-8 hours a week (he can consult students also on a distant way).

Tom attends choir repetitions twice a week (the repetition lasts about 1.5 hours). He is interested in the newest literature in his professional field, and he would like to devote at least 2 hours a week reading this literature. Also Tom creates music for opera's, this activity is important to him and he would like to devote some hours to it. Approximately 15 minutes a day Tom would like to devote to meditation: he recently started practising meditation and noticed that it helps him a lot to relax and not get nervous.

A man loves to play bridge with his good company of friends and would like to sometimes spend an evening at home playing bridge with friends. Currently, Tom has an idea to invest in stock exchanges and open a stock portfolio for his children. This area is new to Tom, so he would like to take the time to take an interest in it, at least a few hours a week. Tom likes to spend time with his family: he goes to the park with his children, to a cafe, to different events, sometimes he organises trips outside the city. Also one of Tom's hobbies is the latest movies, series and books. He would like to take the time to watch movies and read books.

Reflection:

The spider method is used for reflection. Students should evaluate how much they enjoyed / succeeded in this activity. Then students need to connect the marked points together to get something like a spider web. The teacher can use a more or less web point, and can also write their own statements. The spider form is presented in transess part.

Reflection:

- I will use the information provided in the future.
- This activity increased my opportunities for using IT apps in my work.
- The information provided was interesting to me.
- It is now easier for me to plan my work and leisure activities.
- I feel that my motivation to learn about time planning apps has increased.
- I will use the knowledge I have gained in the future.
- This information helps me point out the importance of critical thinking in teaching.
- I now understand better how to plan my time more effectively.



3.3 UNDERSTAND

ONLINE COMMUNICATION TOOLS

Today an adult trainer must be prepared for alternative training methods and must be able to also train online. How to create opportunities for online training and what tools to use?

Objectives:

- Learn to use online training tools
- Critically evaluate the choice of tools
- Practice collaboration through online group work

Preparation: Presentation or videos about video-conference and group division tools. Handout with instructions for using the necessary tools.

Methods: Formulation of a problem or question, collection and systematisation of information, analysis of data and sources, presentation, identification of the most significant data (selection), raising questions, searching for justification. Presentation of conclusions and results

Improved key competences: critical thinking, learning to learn, knowledge and understanding, application, problem solving, communication and cooperation.

Improved critical thinking skills: Analysing information, argumentation, knowledge of information and communication technologies, deeper understanding and application of this knowledge in normal and unusual situations. Critical evaluation of information. Reasoned answering to problematic questions. Application of alternative problem solving methods, consideration of their advantages and disadvantages. Self reflection.

Duration:

- 5 min. Discussion - how have the trainers been adapting to the situation in training with Covid background?
- 7 min. Presentation about tools, pros and cons.
- 3 min. Practicing the online group division tools
- 10 min. Presentation in practice - Zoom
- 10 min. Presentation in practice - Teams
- 10 min. Presentation in practice - Google Meet



Material: Computers, smartphones, internet connection, projector, necessary software. Group division tools: Keamk (keamk.com), Random Lists (randomlists.com), Wheel of Names (wheelofnames.com), TeamShake, Video-conference tools - Zoom, Teams, Google Meet

Procedure: Practice is time consuming, therefore the preparations must be made beforehand, video-conference rooms, break-out rooms, list of participants for the group division etc.

Tips / plan B It must be taken into account that the level of the learners is different. If learners are better prepared and complete tasks faster, You can explore and discuss more options. This session may be held online.

Further activities: Explore the possibility of forming groups with a web-based tool, practice online tools for training according to handouts given by the trainer.



TASK 1, energizer

Create a Mentimeter (mentimeter.com) to ask the audience to mark where they are from (type: Pin on image). Share the created question to see the whereabouts from Your audience (see the example image of results below).

Where are You from?



Example image of the results of the energizer



TASK 2, quick poll

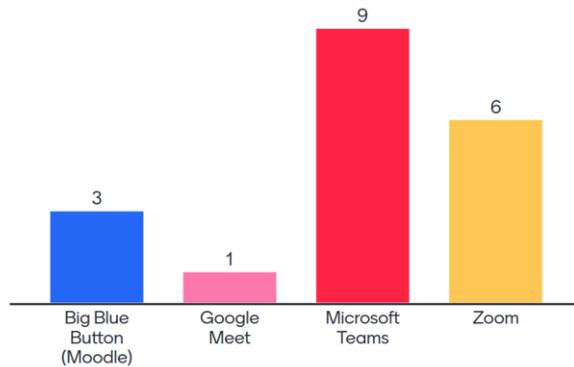
Create a Mentimeter (mentimeter.com) to ask the audience to choose their favourite online training video conference tool (type: Multiple Joice). Reflect and discuss the results (see the example image of results below).



Go to www.menti.com and use the code 2256 8224

Which is Your favorite online training tool?

Mentimeter



19

Example image of the results of the quick poll



TASK 3, discussion board

After the workshop on different online conferencing tools, create a Tricider (tricider.com) board about the pros and cons of online training tools (see an example image below). Find out how the trainees feel about different online conferencing tools.

tricider + Create new tricision Madli-Maria

Pros and cons of online training tools 8 days left [change deadline](#)

Please add Pros and Cons for the training tools.
Vote for the arguments you agree or disagree with.

Share and Invite Subscribe to updates

Ideas	Pros and cons	Votes
Zoom	Add argument	0 Vote
Teams	Add argument	0 Vote
Google Meet	Add argument	0 Vote

[Add idea](#)

Example image of the discussion board



3.4 APPLY

SOCIAL MEDIA AS A TOOL IN TRAININGS

Different social networks have become an integral part of society. On social networks the user is faced with unlimited communication possibilities and a large flow of information. It is important to teach trainers to use social networks meaningfully, to encourage them to be socially active and provide good examples of how to make networks work for them as trainers.

Objectives:

- To teach responsible and effective use of social networks
- Showcase a way of creating and using a trainer profile
- To teach the rules and principles of copyright licences

Methods: Collection and systematisation of information. Brainstorming. Raising problematic issues. Problem solving, finding the best solution, raising questions. Group discussion. Presentation of conclusions and results.

Improved key competences: Knowledge and understanding, application, problem solving, communication and cooperation. Critical thinking. Learning to learn.

Improved critical thinking skills: Problem solving. Self evaluation. Using interdisciplinary knowledge and skills to solve problems. Clearly express ideas in writing on the topics of informatics, information and communication technologies, use concepts and terms appropriately. Propose, explain and apply alternative solutions, consider their advantages and disadvantages.

Duration:

- 5 min brainstorming, participants think of ways why they should and can be active as adult trainers on social media.
- 10 min presentation, providing principals and good examples, introduction of the basic copyright rules.
- 15 min. Students are divided into 4 groups. Two work with Instagram and the other two with Facebook. Task is to create a trainers page or a group on a social network, invite members, post a relevant post with several photos on a chosen topic.



- 10 min. Groups present their work. Participants are asked to view, like and write comments to each-others posts.
- For 5 min feedback.

Material: Computer, video projector, internet connection, teacher-prepared presentation, instructions for students.

Procedure: lecture + practice on social media platforms

Some advice for the teachers

- The activity must encourage learners' creativity, ability to come up with new ideas, think independently, quickly orient themselves in the situation and solve it.
- To encourage learners to consider various assumptions, to analyse different approaches, to make reasoned decisions, to base opinions on facts.
- Encourage group discussion, expression of different opinions.

Tips / plan B: The teacher must take into account the level of preparation of the learners. If learners are better prepared and complete tasks faster, they can be asked to post more posts on their Facebook group, generate more photos, and select photos to comply with copyright requirements.



TASK 1

Padlet app. (Mind map). The trainer registers at www.padlet.com

The trainer asks the learners to write their opinion using the Padlet app. 5-7 minutes of brainstorming, participants think of ways why they should and can be active as adult trainers on social media.



TASK 2

DISCUSSION

The trainer writes the questions on the smart board. Learners answer them in groups After that, every group gives a common opinion.

1. What is your favourite social network? How much time do you spend using it?
2. Does an adult educator need to be active on social networks? Justify your opinion.
3. What social networking themes help activate critical thinking?



TASK 3

SOCIAL NETWORK TASK:

The trainer gives to the learners material about social networking and how to create a successful profile. Trainees read the material, then they are divided into groups and have about 20 minutes to complete the task: to create a Facebook group for adult educators to help develop critical thinking. The activities of the group should be interesting, not boring.

The number and composition of groups depends on the size of the group and the level of knowledge of the members: for example one person can be assigned to each group who understands social media more than others.

Reflection:

The spider method is used for reflection. Students should evaluate how much they enjoyed / succeeded in this activity. It then connects the marked points together to get something like a cobweb. The trainer can use a more or less web point, can also record their own questions.

Reflection questions:

- I will use the information provided in the future.
- The information provided was interesting to me.
- It is now easier for me to understand how to create a group on social networks.
- I feel that my motivation to learn about the opportunities offered by social networking has increased.
- I will use the knowledge I have gained about users' rights rules when uploading information to social networks.
- This information helps me point out the importance of critical thinking in teaching.
- I will be more active in using social networks for teaching.
- This activity increased my knowledge (pros and cons) about social networks.



3.5 ANALYSE

TEAM-WORK AND FEEDBACK TOOLS

How to use online tools for brainstorming, team-work and collecting feedback?

Objectives: 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.

Preparation: Teacher-prepared handouts for students about using different tools, preparation of the tools (creation and the topics). Feedback on the ICT module can be applied here also.

Methods: Brainstorming, Pair work and group work, group discussion. Asking questions, finding justification for answers and ideas. Feedback instrument.

Improved key competences: Knowledge and understanding, application, problem solving, communication and cooperation, critical thinking, learning to learn.

Improved critical thinking skills: 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.

Duration: For the activities, as they are time consuming, choose one of each category to try out and practice together.

- For 10 min mind mapping tools, online cooperation
- For 10 min discussion and debate tools
- For 10 min information organising tools
- For 10 min Feedback questionnaires tools
- For 5 min feedback

Material:

- Computer, video projector, internet connection, teacher-prepared handouts for students.
- Mind mapping tools: MindMup, Mindmapping, Coggle



- Brainstorming, discussion and debate: Tricider, Mentimeter, Kialo, Buzz groups
- Information organising: Padlet
- Feedback questionnaires: Google Forms, MS Forms

Procedure: Encourage the use of learner-centred methods: group discussions (Buzz groups - smaller discussion groups, sharing opinions on given topics without the presence of a trainer)

Tips / plan B: The level of the learners is different. If learners are better prepared and complete tasks faster, You can also try out other tools together.

Further information: Students will try out the alternatives based on handouts given.



TASK 1, discussion board

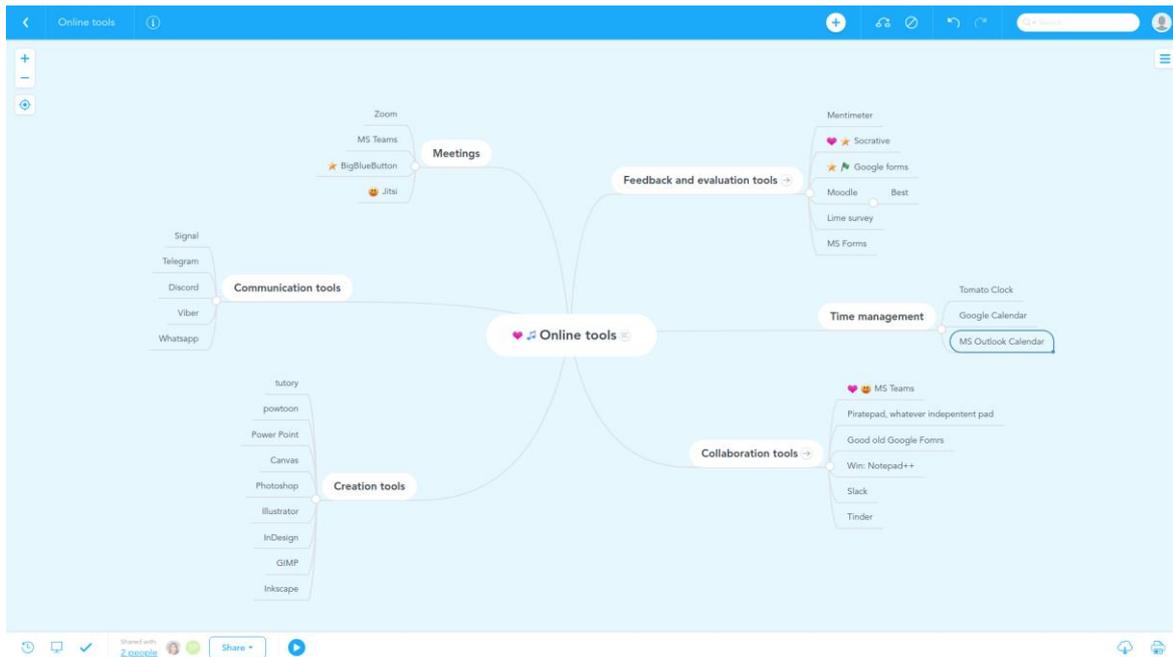
Create a discussion board on Tricider (tricider.com) to gather the trainees' thoughts about the landscape of an adult trainer today, what are the challenges? Add ideas, arguments and votes (see the example template below).

Example image of the template for discussion



TASK 2, mind mapping

Create an online collaborative mind map (mindmeister.com, coggle.it, mindmup.com) to gather information about popular online tools used by trainees. See the results together and find out what are the most popular tools used (example image of the results below).



Example image of the template for discussion (created with Mindmeister)



TASK 3, Word cloud

Create a word cloud ([mentimeter.com](https://www.mentimeter.com), [wordclouds.com](https://www.wordclouds.com)) for brainstorming on the skills or emotions on Your training event (see the example result below).

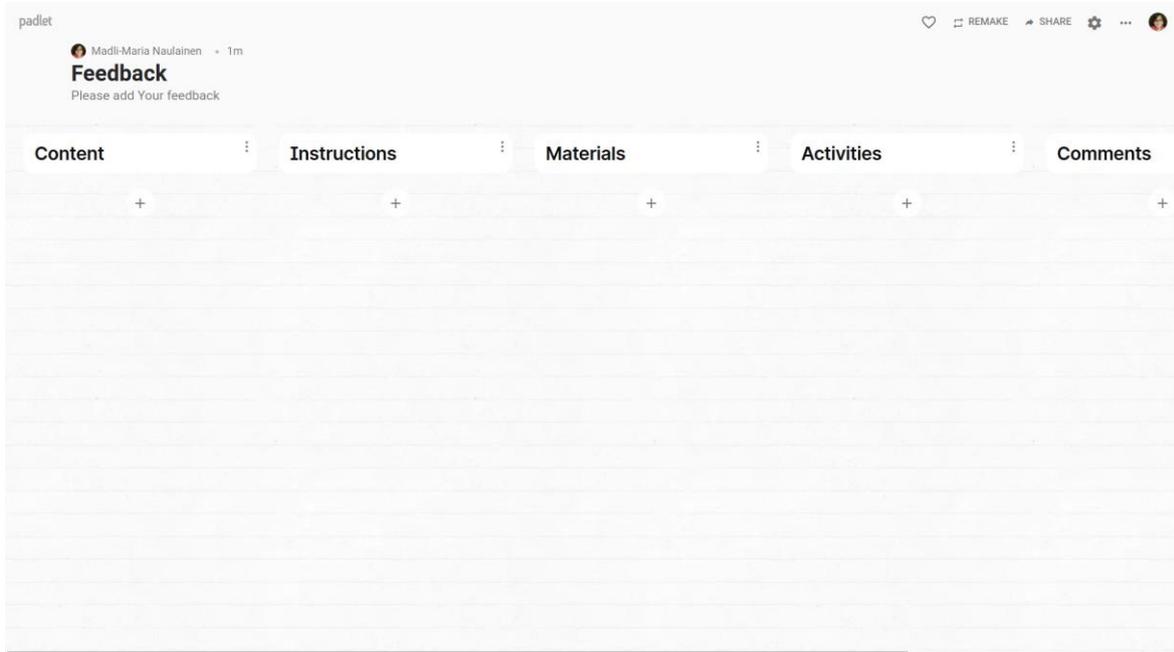


Example image of the word cloud (Mindmeister)



TASK 4, Feedback on Padlet

Create a Padlet (padlet.com) to gather feedback on different aspects of Your training.





3.6 EVALUATE AND CREATE

Analyse the four topics experienced and their activities in order to extract the pros and cons of each one of them. The goal is for the trainees to be able to choose in which situations it is more appropriate to use each approach. The trainer can use this activity to evaluate and provide feedback on ICT skills.

Evaluation

Our four topics were time planning and management, online communication tools, social media, team work and feedback tools. Trainer shortly memorises the activities in different workshops. What activities did we do? Do you remember them? Which ones were more participatory? Which ones took longer? Which ones encouraged the most profound learning?

Instructions

- The trainer hands out a sheet with a four column table (see the example below). The title of each column will be the name of each topic on the ICT training.
- Trainees are asked to fill in the table with characteristics describing the activities.
- The trainer can ask some questions to lead the reflection if needed: What did we do? What are the differences in: duration, learning, emotions, participation, ICT skills, connection with real life etc? What can each approach be useful for?

	Time planning and management	Online communication tools	Social media	Team work and feedback tools
Emotions				
Intelligibility				
Involvement				



	Time planning and management	Online communication tools	Social media	Team work and feedback tools
Applicability				
Time consumption				
Creativity				
Connected to real world				
Usefulness				
Comments				

Reflection

How can You use these activities in your own training? What difficulties would you find? Is there any methodology in which you don't see clearly the benefits of using it instead of another? Why? Do you think that there is a methodology that is clearly superior to the others, regardless of the activity?





3.7 SUMMARISE

SUMMARY AND FEEDBACK

Reflection and feedback for sessions and the ICT module

- What did we learn?
- How can we implement it in adult education?
- Which tools can be used for a learner-centred approach?

Objectives:

- Critically evaluate the tools practised and used
- Problem solving, pick a suitable set of tools to use in your work
- Feedback, discussion, self assessment

Preparation: Feedback forms created both for individual assessment and feedback for the trainers.

Duration: 45 minutes, self-assessment, feedback for trainers, discussion

Material: Computer, video projector, internet connection, teacher-prepared feedback questionnaires and self-assessment forms for students.

Procedure: Learners are asked to rate their performance using the Web tool (possible axes): 1) The information provided here was of interest to me; 2) I will use the information provided later; 3) these activities increased my opportunities for cooperation; 4) it is now easier for me to grasp a variety of information and learn; 5) I can better remember and apply previously acquired knowledge; 6) my motivation to learn has increased; 7) I can solve problems more effectively.

Evaluation: At the end of the activities, reflection can be obtained orally by evaluating new tools and drawing conclusions about different topics in groups. Opinions from the groups are summarised and general conclusions are presented. Self-assessment allows students to have an insight of self-development and critically evaluate the needs for self.

Further information: Practice the tools and experience in action as an adult trainer.



TASK 1

Learners are divided into groups and have to answer questions using a padlet or other similar app. The app and questions may vary depending on the size of the group, the needs of the learners, and the goals of the trainer.

- What did I learn?
- How can this knowledge be applied in adult education?
- Which tools can be used for a learner-centred approach?

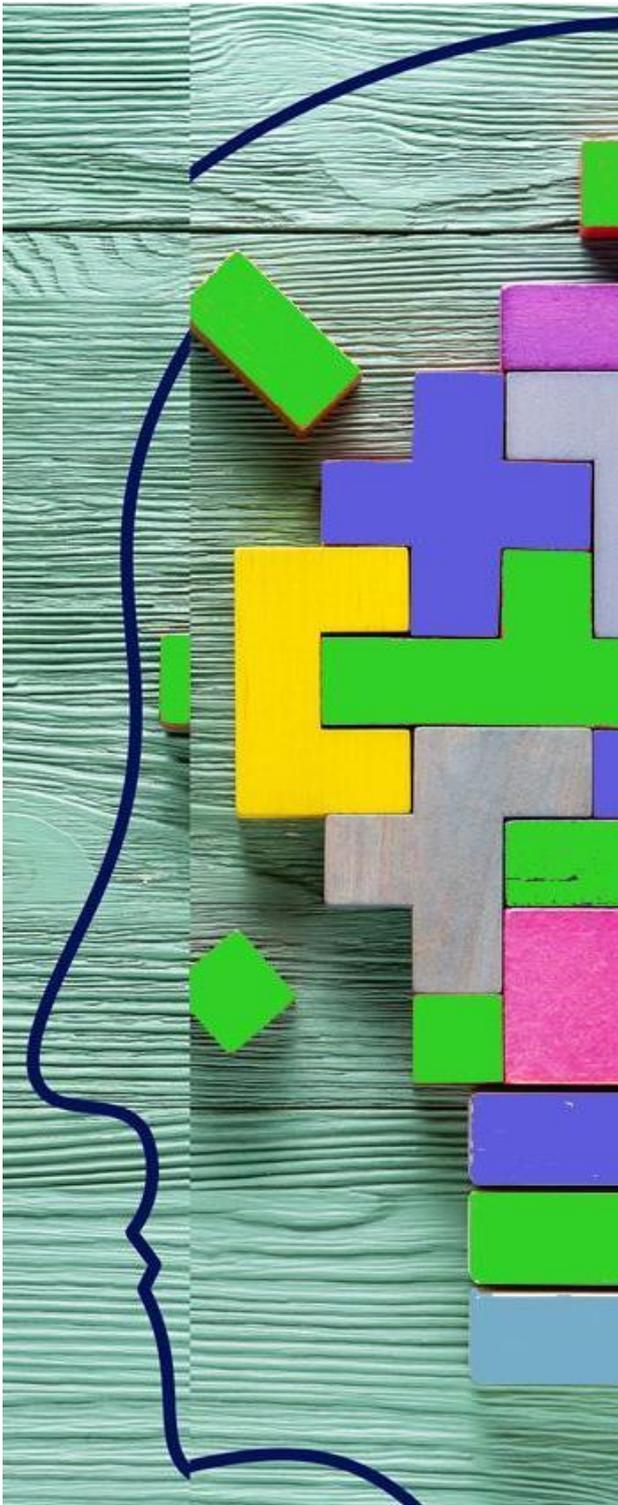


TASK 2. Reflection

The spider method is used for reflection. Students should evaluate how much they enjoyed / succeeded in this activity. It then connects the marked points together to get something like a cobweb. The trainer can use a more or less web point, can also record their own questions.

Questions:

- I will use the information provided in the future.
- The information provided was interesting to me.
- It is now easier for me to understand how to create a group in a social network.
- I feel that my motivation to learn about the opportunities offered by IT has increased
- I will use the knowledge I have gained about users' rights rules when uploading information to social networks.
- This information helps me point out the importance of critical thinking in teaching.
- I will be more active in using social networks for teaching.
- This activity increased my opportunities for collaboration.



FOR A TRAINEE



3.1 LEAD IN

The Digital Competence Framework 2.0

As the teaching professions face rapidly changing demands, educators require an increasingly broad and more sophisticated set of competences than before. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence. On International and national level a number of frameworks, self-assessment tools and training programmes have been developed to describe the facets of digital competence for educators and to help them assess their competence, identify their training needs and offer targeted training. DigCompEdu is a scientifically sound background framework which helps to guide policy and can be directly adapted to implement regional and national tools and training programmes. In addition, it provides a common language and approach that will help the dialogue and exchange of best practises across borders. The DigCompEdu framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts. It aims to provide a general reference frame for developers of Digital Competence models, i.e. Member States, regional governments, relevant national and regional agencies, educational organisations themselves, and public or private professional training providers. ¹

DigComp 2.0 identifies the key components of digital competence in 5 areas which can be summarised as below:

1. Information and data literacy: To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
2. Communication and collaboration: To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
3. Digital content creation: To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how

¹ European Framework for the Digital Competence of Educators: DigCompEdu
<https://publications.jrc.ec.europa.eu/repository/handle/IRC107466>



copyright and licences are to be applied. To know how to give understandable instructions for a computer system.

4. Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
5. Problem solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.²

See more: <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

[DigiCompEdu](#) model is an online testing tool that maps your digital competencies using the Digcomp framework. In choosing the proficiency level for the 21 competences that describes you best a result will be created. Each bar represents a competence with a possible score between 0% and 100%. The higher the score, the stronger the competence. From this You can see, what needs to be approved and what is already covered enough.

² The Digital Competence Framework 2.0 <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>



3.2 KNOW

TIME PLANNING AND MANAGEMENT

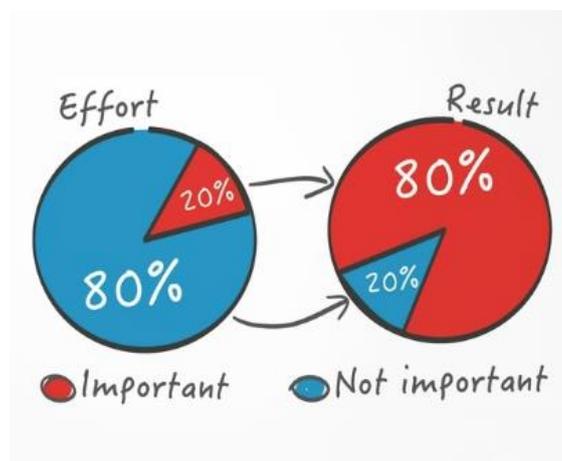
Teaching planning should start with simpler steps and ways. It is important for everybody of you to understand that planning should be an answer to the following issues:

- Why do I want to do something?
- What do I want to achieve?
- When am I going to do it;
- How I will do it;
- What resources (learning tools, information sources) will I need?
- What problems (factors) can hinder the achievement of the goal?
- Who will be able to help me - in what way and when?

One of the methods of time planning is the ABC (Paret) method.

More generally, the Pareto Principle is the observation (not law) that most things in life are not distributed evenly. It can mean all of the following things:

- 20% of the input creates 80% of the result
- 20% of the workers produce 80% of the result
- 20% of the customers create 80% of the revenue
- 20% of the bugs cause 80% of the crashes
- 20% of the features cause 80% of the usage
- And on and on...





TASK 1

In this task you will work with a Jamboard tool. This tool is designed to express your opinions. Now everyone writes their opinions on the phone (or computer) using the app Jamboard, and then everyone sees those opinions on the general board.

Questions: 1) How do you plan your future work? 2) What would help you to work more efficiently? 3) What are the most important works this week? 4) What bad habits prevent you from working effectively?



TASK 2

Lucidchart app. With this tool, you can prepare different tasks to work together. A teacher will show you examples of activities.



TASK 3

DISCUSSION

Your group has 10-15 minutes to think and answer the questions below. You will then need to present your answers as a group. You can choose how you present your answers: you can use the IT tool you have learned to work in these sessions, or you can use already well-known ones.

1. Is it hard for you to plan? Are you a good planner or maybe you're a person who doesn't like to plan?
2. What methods do you use to plan your daily/weekly works?
3. What habits/things prevent you from planning your activities effectively?
4. What could help you to plan your day/week more effectively?
5. Summarise five skills of effective planning.



TASK 4

Google calendar and practical time planning task. (You can find information about the working with a google calendar below).

Tom is a very busy person with a lot of interest. Read Tom's work and leisure activities and think about how you can plan Tom's week. Use google calendar. Perhaps you could give some advice to Tom so he can plan his time more efficiently? You have about 20 minutes.



HISTORY OF TOM

Tom is 39 years old. He is married, has a 4-year-old girl, and will have another child after 3 months. Tom works full-time at an IT company and also provides consultations to students at the University 6-8 hours a week (he can consult students also on a distant way).

Tom attends choir repetitions twice a week (the repetition lasts about 1.5 hours). He is interested in the newest literature in his professional field, and he would like to devote at least 2 hours a week reading this literature.

Also Tom creates music for opera's, this activity is important to him and he would like to devote some hours to it.

Approximately 15 minutes a day Tom would like to devote to meditation: he recently started practising meditation and noticed that it helps him a lot to relax and not get nervous.

A man loves to play bridge with his good company of friends and would like to sometimes spend an evening at home playing bridge with friends.

Currently, Tom has an idea to invest in stock exchanges and open a stock portfolio for his children. This area is new to Tom, so he would like to take the time to take an interest in it, at least a few hours a week.

Tom likes to spend time with his family: he goes to the park with his children, to a cafe, to different events, sometimes he organises trips outside the city.

Also one of Tom's hobbies is the latest movies, series and books. He would like to take the time to watch movies and read books.

How to work with a Google calendar

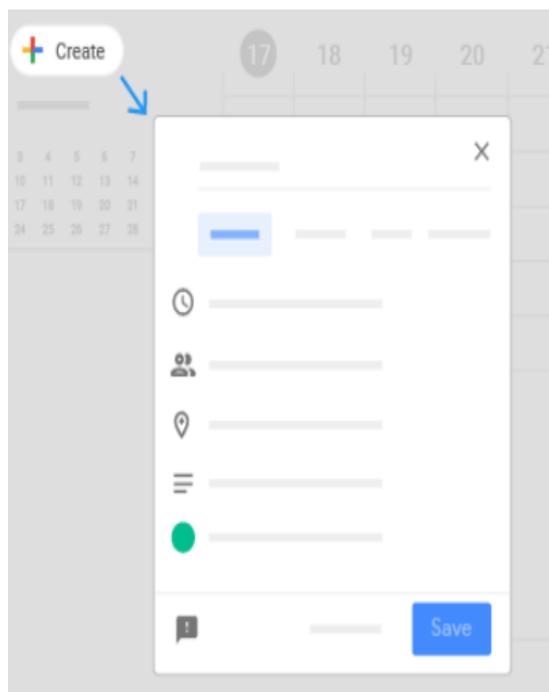
If you started to planning events with Google calendar:

1. In Calendar, choose an option:

Click an empty time slot in the calendar grid.

Click Create.

2. Add an event title, date, and time.
3. (Optional) To create the event on another calendar you have edit access to, at the bottom click your calendar name and select another calendar.



ADD TEAMS MEMBERS

Click a suggestion to add that person to the event. If no suggestions appear, enter your guest's full email address. After you add a guest to your event:

A video meeting in Google Meet is automatically added to the event.

The guest's calendar appears next to yours.

If you create an event in Calendar and don't give guests permission to modify the event, they can't change the event's date or time on their own calendar.

Add location

Add a event location:

Click Add location and enter your details. Suggestions automatically appear.

Add an event description and attachments

Add an event description:

1. Click the Add description or attachments field.
2. Add details, such as contact information, instructions, or links for your event.
3. (Optional) Format your description by bolding, italicising, underlining, or adding lists and links.

Add an attachment:

1. Click the Add description or attachments field.



2. Click My Drive or Upload and select your file.
3. Click Select or Upload. Your file will be attached to the event

When you're finished filling in the details, save your event and send your invitations.

1. Click Save.
2. Choose an option:
 - Send to notify guests by email
 - Don't send to skip notifications at this time
 - Dismiss to continue editing the invitation

Share and view calendars

You can choose:

- Choose whether to share your calendar publicly or only with your team members.
- Let someone see your calendar in a web browser. You can get an HTML link to your calendar that you can share with people.
- Share your calendar with specific people and choose how much they can see.
- Share your calendar with people who don't use Google Calendar.



Reflection: evaluate your results during this session. Tick how appropriate each statement is for you. Then connect the marked points to each other.

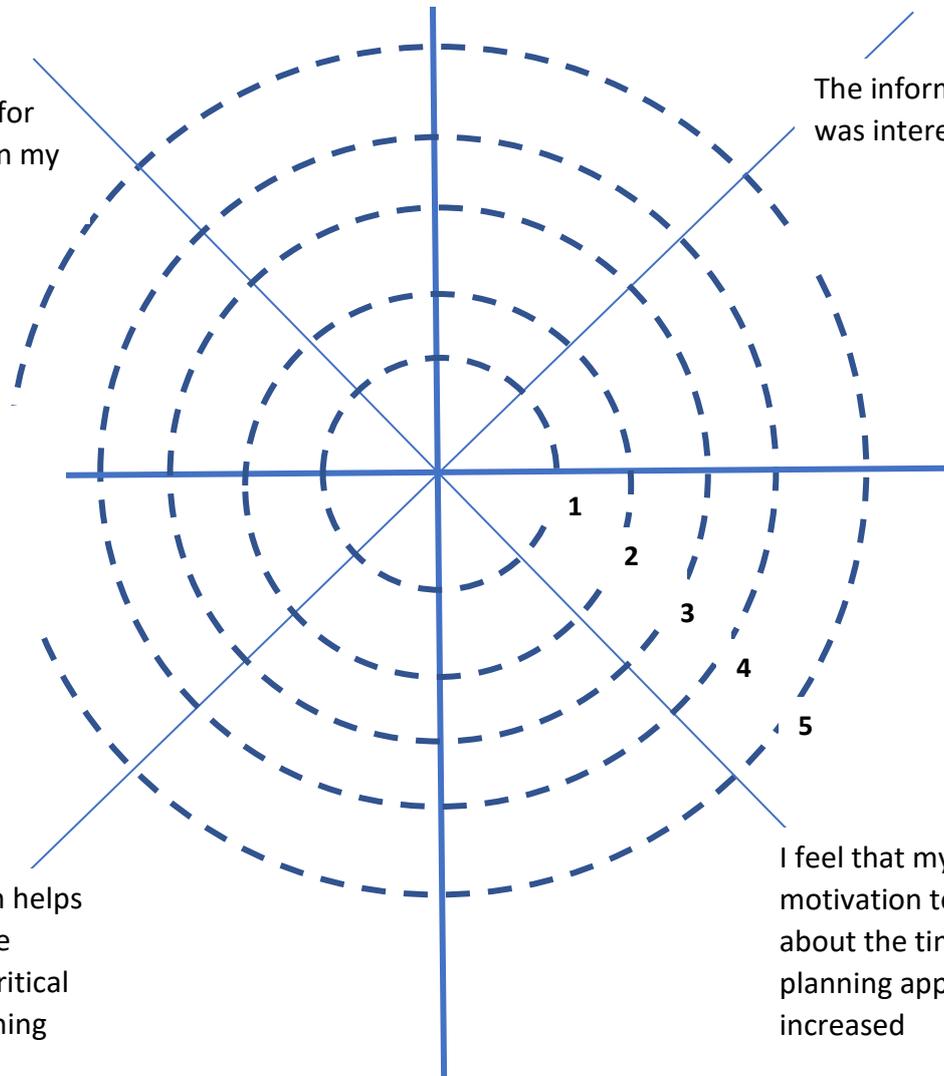
I will use the information provided in the future

The information provided was interesting to me

This activity increased my opportunities for using IT apps in my work

I now understand better how to plan my time more effectively

It is now easier for me to plan my works and leisure activities



This information helps me point out the importance of critical thinking in teaching

I feel that my motivation to learn about the time planning apps has increased

I will use the knowledge I have gained in the future



3.3 UNDERSTAND

ONLINE COMMUNICATION TOOLS

Today an adult trainer must be prepared for alternative training methods and must be able to also train online. How to create opportunities for online training and what tools to use?



TASK 1, energizer

Create a Mentimeter ([mentimeter.com](https://www.mentimeter.com)) to ask the audience to mark where they are from (type: Pin on image). Share the created question to see the whereabouts from Your audience (see the example image of results below).

Where are You from?



Example image of the results of the energizer



TASK 2, quick poll

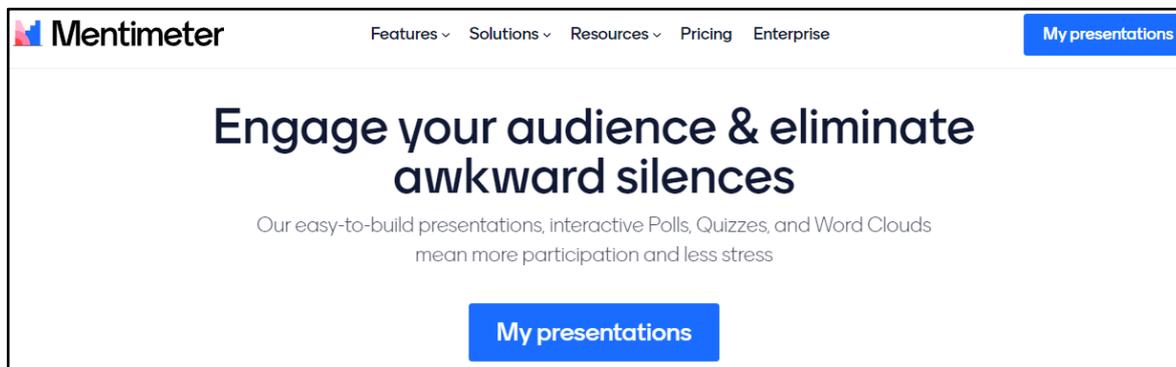
Create a Mentimeter ([mentimeter.com](https://www.mentimeter.com)) to ask the audience to choose their favourite online training video conference tool (type: Multiple Joice). Reflect and discuss the results (see the example image of results below).



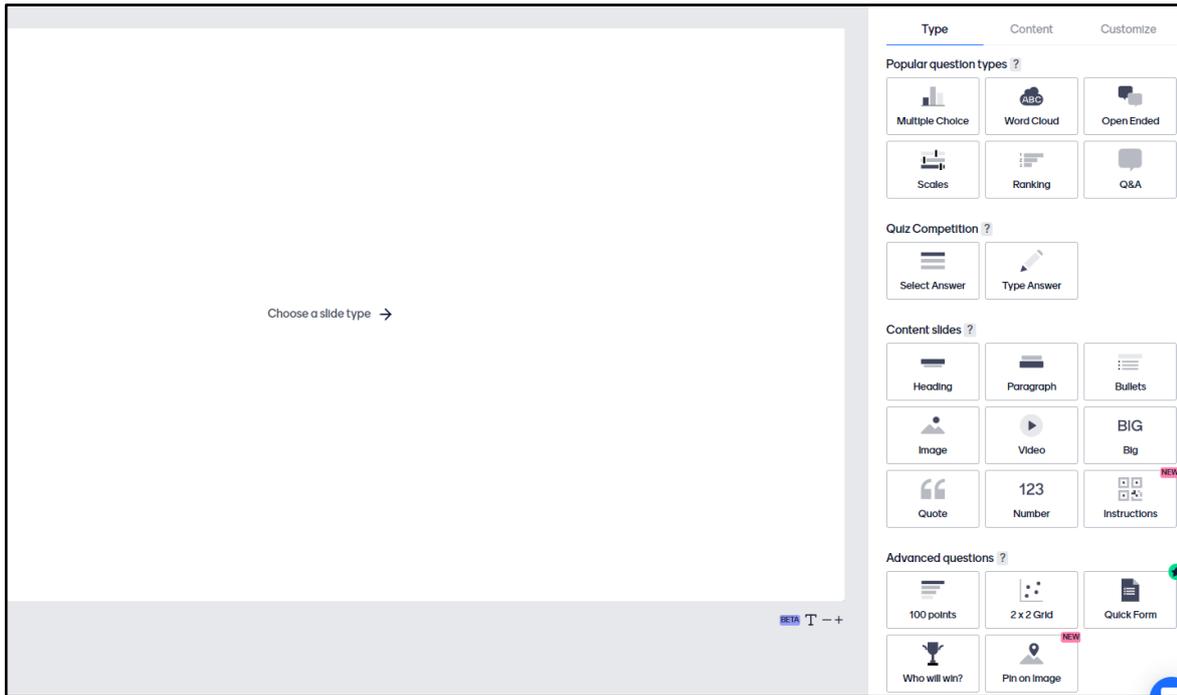
Example image of the results of the quick poll

Step-by-step guidelines on creating a Mentimeter

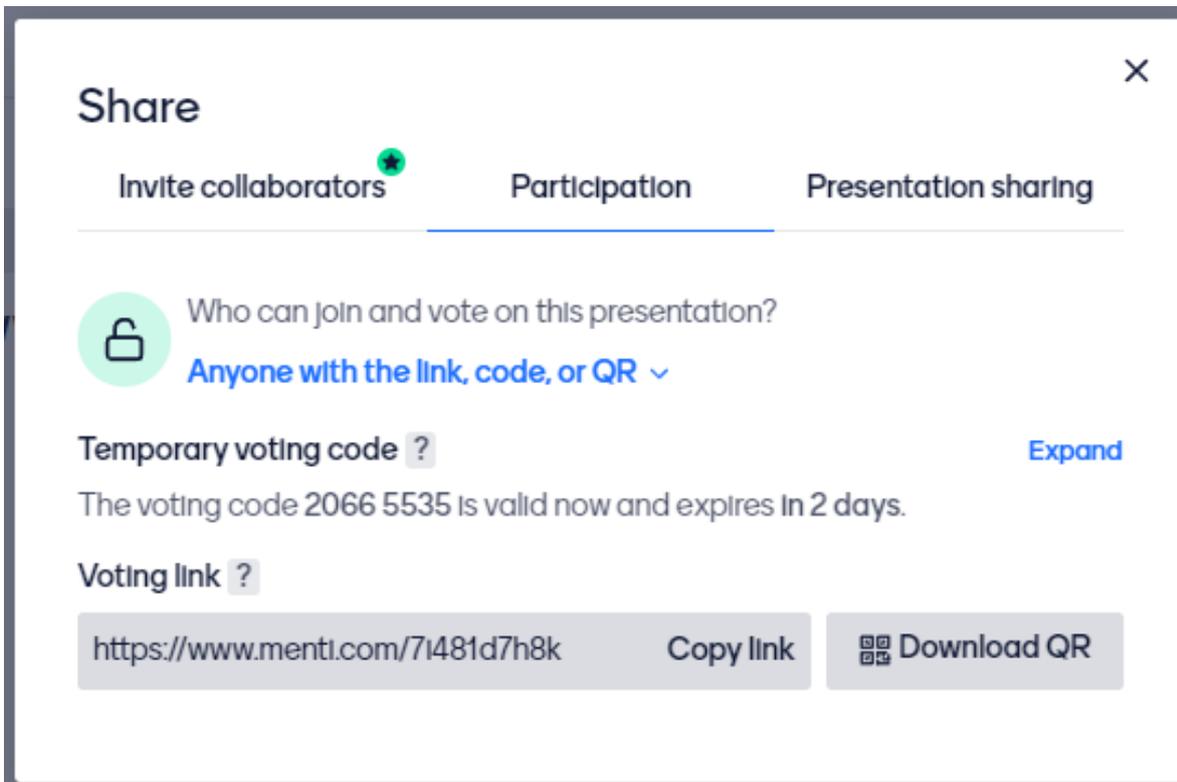
For creating a Mentimeter go to [mentimeter.com](https://www.mentimeter.com), create an account and choose My presentations.



Click to add a new presentation, name the presentation and choose the suitable type



After choosing the type, fill in the needed data and share the Mentimeter with in suitable form (either by the number to be inserted at menti.com of a QR-code or a link)





TASK 3, discussion board

After the workshop on different online conferencing tools, create a Tricider (tricider.com) board about the pros and cons of online training tools (see an example image below). Find out how the trainees feel about different online conferencing tools.

The screenshot shows a Tricider board interface. At the top, there's a navigation bar with the Tricider logo, a '+ Create new tricision' button, and a user profile 'Madli-Maria'. The main heading is 'Pros and cons of online training tools' with a sub-heading '8 days left' and a 'change deadline' link. Below the heading, there's a prompt: 'Please add Pros and Cons for the training tools. Vote for the arguments you agree or disagree with.' There are two buttons: 'Share and Invite' and 'Subscribe to updates'. The board is organized into three columns: 'Ideas', 'Pros and cons', and 'Votes'. Under 'Ideas', there are three entries: Zoom, Teams, and Google Meet, each with an 'Add argument' link. Under 'Pros and cons', there are three entries, each with an 'Add argument' link. Under 'Votes', there are three entries, each with a '0' and a 'Vote' button. At the bottom left, there is a green 'Add idea' button.

Example image of the discussion board

Step-by-step guidelines to creating a Tricider

For creating a Tricider go to tricider.com. You can choose to create an account or not, You can create a board even without an account. It's advised, though, to create an account, so You can later access the content you created.

To start, create a question You want to ask. For assistance You can see the video provided.



Collect ideas and vote.
So easy with tricider!

*Try it now!
It's free. No sign-up.*

Enter your question here... **Go**

Ask a question and invite friends or colleagues.
Collect ideas and vote for your favourite.

[Watch the video](#)

If You want to give some ideas to start with, provide the ideas, if You want the trainees to start from a blank page, then move on to sharing.

What are the biggest challenges of today's adult trainer? **14 days left**
change deadline

Add a description

[Share and Invite](#) [Subscribe to updates](#)

Ideas	Pros and cons	Votes
No ideas yet...		
Add idea <i>← Be the first to propose an idea!</i>		

For adding ideas, click on the green button and insert the idea. You have an option to add Your name or not, add an image and description.



Add your idea

Add description
 Add image

Save
Cancel

Trainees can add their own ideas or start commenting on the ideas already provided. All ideas and arguments can later on be voted on.

Ideas	Pros and cons	Votes
Digitalization	<div style="display: flex; align-items: center; margin-bottom: 5px;"> + - <input style="width: 150px; height: 25px;" type="text" value="The argument"/> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input style="width: 150px; height: 25px;" type="text" value="Your name (optional)"/> </div> <div style="display: flex; justify-content: center; gap: 10px;"> Save Cancel </div>	<div style="display: flex; align-items: center; justify-content: center;"> 0 <div style="background-color: #0070C0; color: white; padding: 5px 10px; border-radius: 5px;">Vote</div> </div>

For sharing the created Tricider click on Share and Invite and share it by a suitable way.

Invite participants

@ Email

f Facebook Wall

f Facebook Message

🐦 Twitter

in LinkedIn

...or pass on this link:

<http://www.tricider.com/brainstorming/2aQmb7hna73>



3.4 APPLY

SOCIAL MEDIA AS A TOOL

Different social networks have become an integral part of society. On social networks the user is faced with unlimited communication possibilities and large flow of information. It is important to learn to use social networks meaningfully, to be socially active and to know good examples of how to make networks work for you.



TASK 1

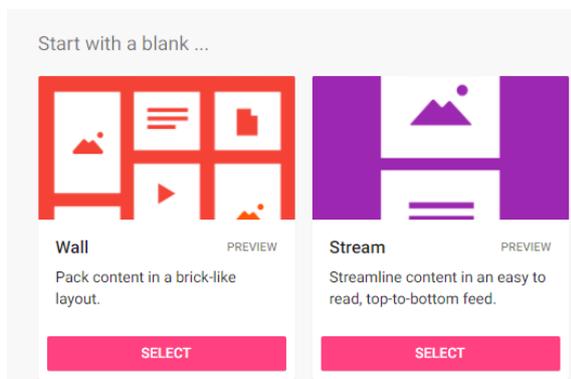
Padlet app. (Mind map). How to work with it?

Preparation for activities with Padlet app. The trainer registers at www.padlet.com, selects „Make a Padlet“.

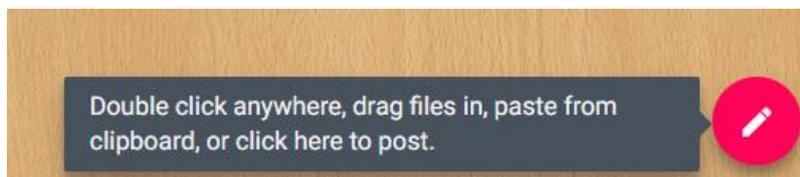
Keep up the good work.



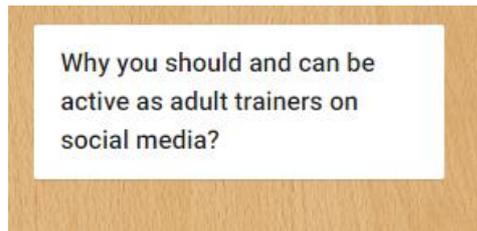
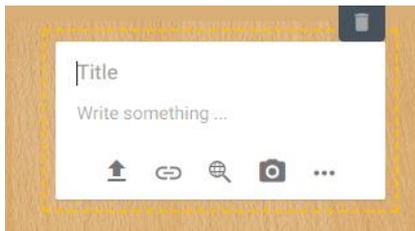
The teacher chooses the layout:



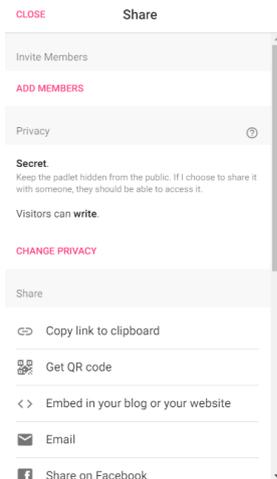
In the next step, the Padlet board opens, selects *Next*, you can write, click *add entry*:



In the window that appears, a teacher enters the question:



You are invited to express your views on this issue using the Padlet. Then a teacher shares a Padlet board with all of you. Selects *Share*, selects *Get QR Code*



You log in by scanning the QR Code or opening a link sent by the teacher.



To record his answer, you select . Now you write the answers, they are visible to everyone.

INSTRUCTION: You have the questions you need to answer. You can discuss and write answers to questions on your phones or computers using the padlet app. You have 10-15 minutes for this task.

The teacher and the whole group will see the answers on the board.



Rasa Dauguvietytė • 3d

Social networks

Made with a lightning strike of genius

1. What is your favorite social network? How much time do you spend using it?

2. Why you should and can be active as adult trainers on social media?

3. What topics for discussion would allow the useful use of social networks?



TASK 2

DISCUSSION

You see the questions written on the board. You have 10-15 minutes to answer these questions.

After that, your group gives a common opinion.

1. What is your favourite social network? How much time do you spend using it?
2. Does an adult educator need to be active on social networks? Justify your opinion.
3. What social networking themes help activate critical thinking?



TASK 3

SOCIAL NETWORK TASK:

You (as a little group) have a task: “You need to create a Facebook group which helps to develop critical thinking skills and is interesting, not boring. What are the key factors in creating and sustaining this group?” You can read a text below about social networks and creating a successful profile.

You have about 25-35 minutes to do this task. Then you need to present your Facebook group. Other groups and teachers can ask you questions.

Social networks are a reflection of real life. Working and learning by distance. How to use social networks meaningfully. Social networks are a reflection of our real life. In them we share important achievements or moments of everyday life. It is often imagined that social networks are a means to reconnect with old friends and acquaintances, to enjoy what a movie or music star we like lives on, to share information or an advertisement we care about. Working and learning by distance means communicating mainly in virtual space and social networks.



Popular social networks are often criticised for their addictive effects or the biased amount of information in the news stream, the harm they cause and the need for 'digital detoxification'. Are social networks really just harmful? In addition to all the obvious benefits and opportunities, social networks can become a threat to our privacy and security if we fail to protect ourselves. Therefore, you need to be aware of the threats so that each time you press the "share" button, you think about whose eyes this record will reach. This will ensure safe use of social networks. During quarantine, the Internet and social networks contribute to the ability to work and study remotely, communicate with friends and colleagues, and find entertainment without leaving home. Thus, during this period, the positive impact of communication in virtual space on people's lives is more noticeable. Communication, sharing of information and experience are constantly encouraged for efficiency and growth. Social networks are a great space for exchanging information - you can post public messages, correspond, communicate using audio and video calls, and discuss in private groups.

Sensitive social issues in social networks. Special social networking algorithms. Bubbles of information. Using social networks safely. In virtual space, it can be easier to express your views on current and sensitive social issues and engage in discussions. In order to express your opinion publicly, it takes time to think and formulate ideas clearly, to publish sources of information. On social networks, you can follow reliable sources related to your profession or studies to find out the most important news. It is important for you to make connections with people who can share knowledge - like-minded, famous professionals in your field. It is important to understand how to choose the people which you want to 'follow' and the news you want to read.

By making good use of the opportunities provided by social networks, people can be directly affected through the information available to them. It's no secret that special social networking algorithms generate content based on individual actions in the virtual space - according to your hobbies, social networks try to provide you with information on those topics that are important to you. This creates an "information bubble". Interested in as many different topics as possible and what helps to grow opens the way for a wider flow of information.

Social networks are crucial as a learning tool. Using them responsibly not only helps you communicate virtually, but also provides direct access to many of the latest, most reliable sources of learning that are more acceptable to the learners. Learning, involving social networks, not only provides more motivation and encourages deeper involvement, but also contributes to the development of critical thinking, the ability to argue, and problem-solving skills.

Social networks are constantly changing and adapting to consumer habits. Obviously, they have a big impact on everyday life, so it's important to understand them and use them properly.



How to use social networks safely?

- Control the information published. On social networks like Facebook, you can apply privacy settings, but it's a good idea to make sure all your friends are the ones you're pretending to be.
- Do not disclose information that is inconvenient to you. Digital information is not paper, and when it is made public, it can spread in a flash.

Effective ways of creating and using a trainer's profile and content creation . Here are some rules on how to create a profile on Facebook: 1) choose interesting, engaging, and relevant cover and profile photos; 2) create a username which sounds good. Your username is also the URL of your facebook page, so pay attention to it; 3) describe your page activity, this is a short description that appears in Facebook search results. It should only be a few sentences (maximum 255 characters), so don't expand too much here, but think about what key information about yourself you want to provide; 4) add the contact information you want to make public, including phone number, website, and email or a postal address; you can also write information about an area of activity or training; 5) if you want your profile to be visited and get more likes and views, you need to upload a new post at least a few times a week.

Content creation. Before you invite people to your Facebook page, you should first post interesting content. You can create some of your own posts or share messages with other users. Make sure that information you post will benefit your visitors and the information is relevant to your goals. Invite existing Facebook friends to share the page. It is advisable to promote the created page on your other websites, Instagram, Twitter, Telegram, Youtube or other social media. Add "social networks" links when writing contact information. You can ask your friends to write positive reviews about you before all other readers of your page start writing those reviews.

Social media and the Law (important things that you need to know). Various social media legal issues arise when website users share content online across different platforms like Facebook, Twitter, LinkedIn, Pinterest, Instagram, Wikipedia and so on. We all are living in the age of social media. Various social media legal issues arise when website users share content online across different platforms like Facebook, Twitter, LinkedIn, Pinterest, Instagram, Wikipedia and so on. Social media laws relating to who owns the content being shared, when and where sharing is appropriate and what limits may be imposed on sharing. Here are five important things that may keep you from finding yourself in trouble when it comes to different social media platforms: 1) Online Contests & Promotions. Look at the Terms of Service (TOS) or other similar guidelines posted by the platform that you are using. These are the rules to follow. Facebook has some very specific guidance. "Promotions may be administered on Pages or within apps on Facebook. Personal Timelines must not be used to administer promotions (ex: "share on your Timeline to enter" or "share on your friend's Timeline to get additional entries" is not permitted)."; 2) Reviews. Sites like Yelp allow users to share their experiences and provide ratings for different businesses. Negative ratings can be harmful and some business owners may be wary of these review sites; 3) Endorsements. When bloggers and others write



online about products and services, disclosure is key. If they were paid and/or received free items by a company and then wrote about these items, then that relationship must be disclosed in a way that is clear to the reader; 4) Photographs. Social media and the law often collide when it comes to pictures that are being shared online. Cute baby animal pictures, cats and beautifully decorated cakes can be irresistible. Not only do we want to look at them, but we want to share them with our friends. Before you use that picture, don't assume that it's yours for the taking just because you found it online. Many if not most photographs are copyrighted and owned by the person who took the picture. Try to find the source and seek permission before you use it; 5) Employee Rights. Employers should take a second look before deciding to fire employees based on negative comments on social media. Similar to the issue of consumers having the right to write negative reviews about a business online, employees may sometimes have the right to vent about their employers online as well.



Reflection: evaluate your results during this session. Tick how appropriate each statement is for you. Then connect the marked points to each other.

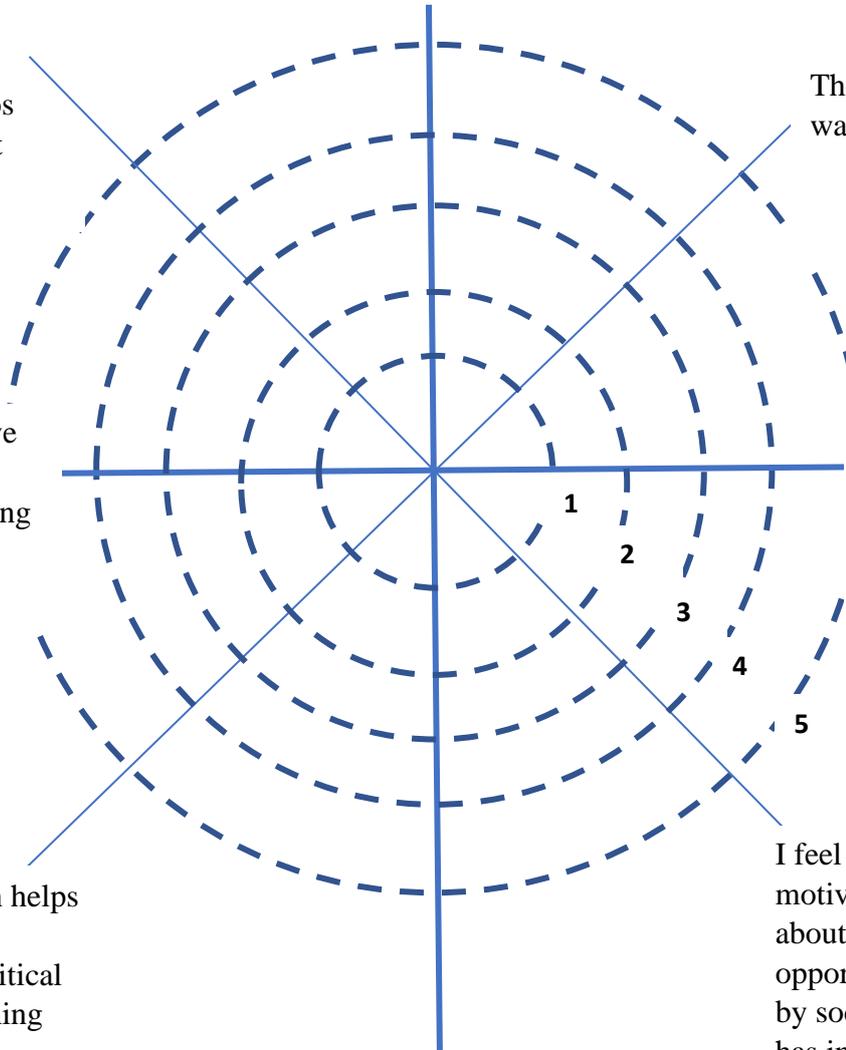
I will use the information provided in the future

This activity increased my knowledge (pros and cons) about social networks

The information provided was interesting to me

I will be more active in using social networks for teaching

It is now easier for me to understand how to create a group in social network



This information helps me point out the importance of critical thinking in teaching

I feel that my motivation to learn about the opportunities offered by social networking has increased

I will use the knowledge I have gained about users' rights rules when uploading information to social networks



3.5 ANALYSE

TEAM-WORK AND FEEDBACK TOOLS

How to use online tools for brainstorming, team-work and collecting feedback?



TASK 1, discussion board

Create a discussion board on Tricider (tricider.com) to gather the trainees' thoughts about the landscape of an adult trainer today, what are the challenges? Add ideas, arguments and votes (see the example template below).

The screenshot shows the Tricider interface for a discussion board. At the top, there's a navigation bar with the Tricider logo and options to '+ Create new tricism' and 'Login'. The main content area features a discussion titled 'What are the challenges of today's field of an adult educator?' with a '14 days left' deadline. Below the title, there's a section for 'Add a description'. To the right, there are buttons for 'Share and Invite' and 'Subscribe to updates'. The discussion is organized into three columns: 'Ideas', 'Pros and cons', and 'Votes'. Under the 'Ideas' column, it says 'No ideas yet...'. At the bottom, there is a green 'Add idea' button with a blue arrow pointing to it and the text 'Be the first to propose an idea!'.

Example image of the template for discussion



TASK 3, Word cloud

Create a word cloud (mentimeter.com, wordclouds.com) for brainstorming on the skills or emotions on Your training event (see the example result below).

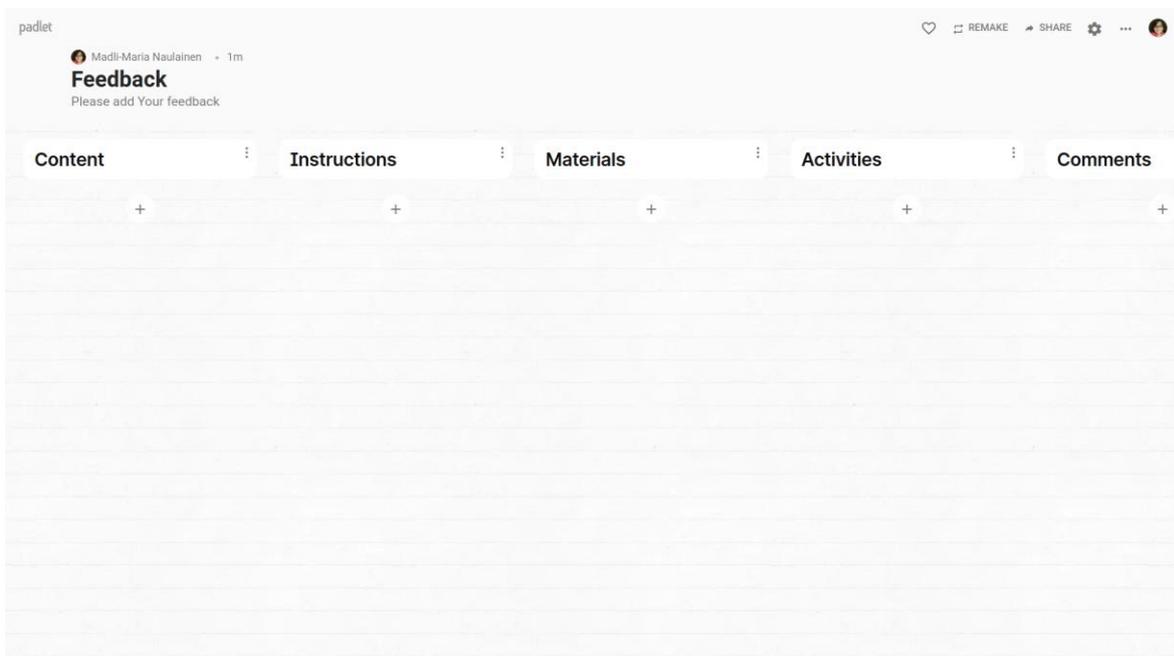


Example image of the word cloud (Mindmeister)



TASK 4, Feedback on Padlet

Create a Padlet (padlet.com) to gather feedback on different aspects of Your training.



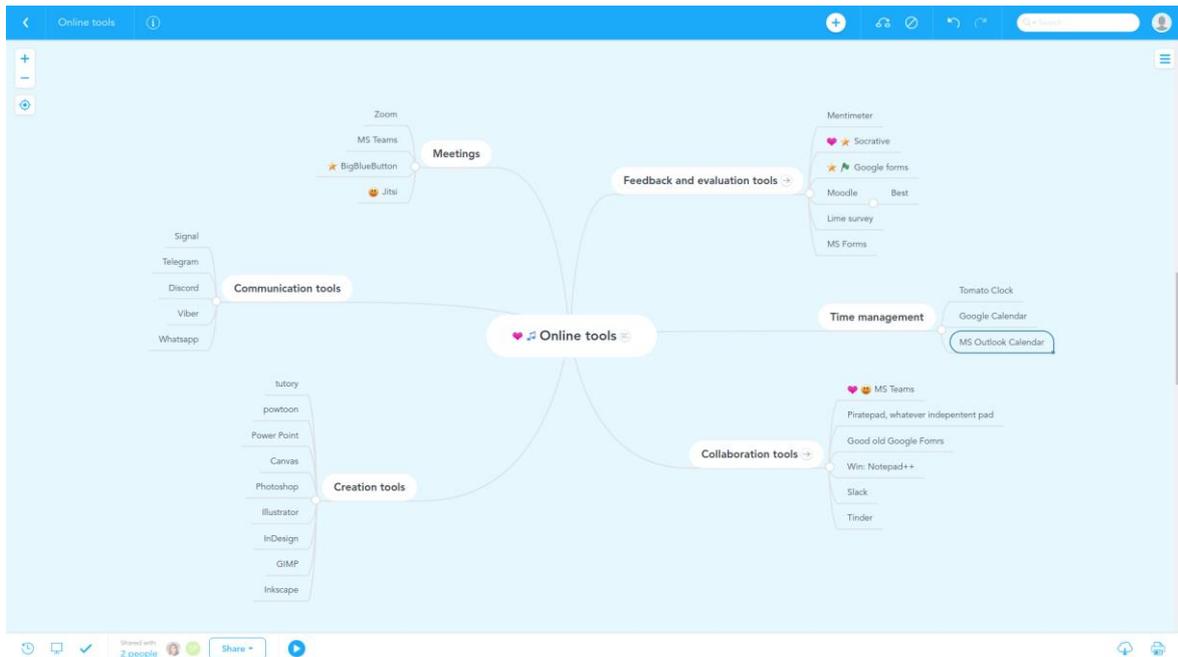
For tasks 1 and 3 see the step-by-step guidelines from chapter 3 (for a trainee). Instructions to use Padlet for task 4 see from chapter 4 (for a trainee).

For task 2 (mind mapping) see the instructions below.



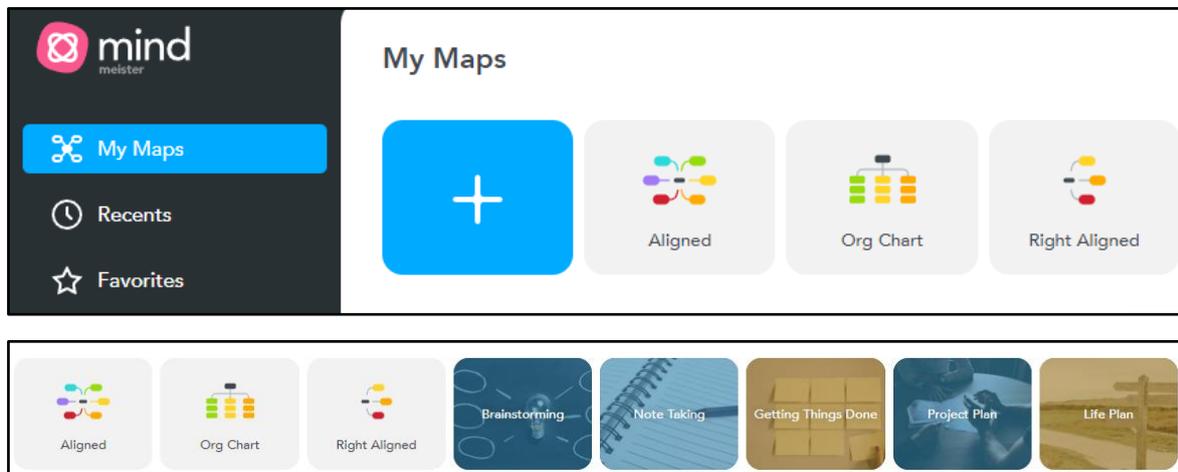
TASK 2, mind mapping

Create an online collaborative mind map (mindmeister.com, coggle.it, mindmup.com) to gather information about popular online tools used by trainees. See the results together and find out what are the most popular tools used (example image of the results below).



Example image of the template for discussion (created with Mindmeister)

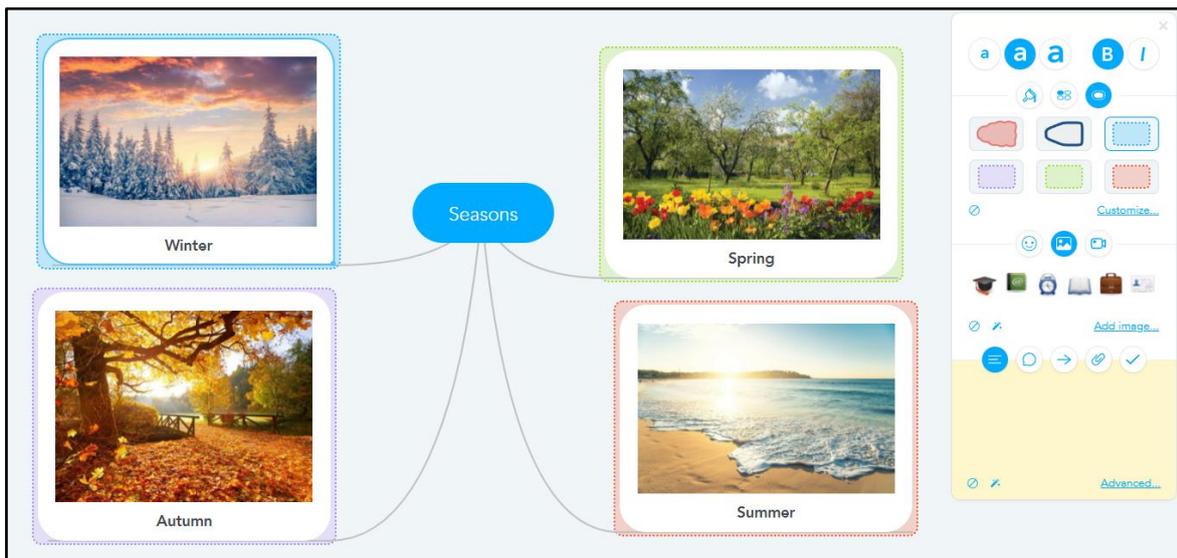
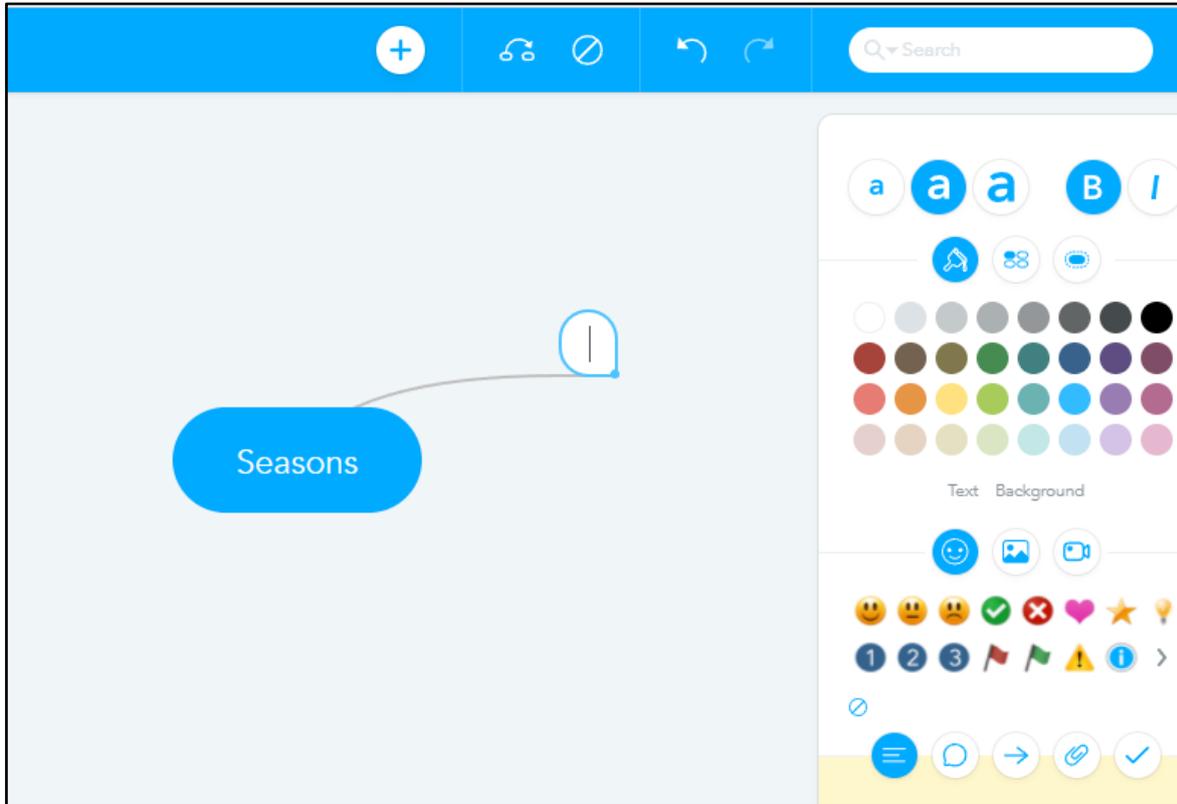
For creating an online collaborative mind map, start from mindmeister.com. Create an account and start a new mindmap. If You would like to use a certain type, You can already start with the preferred type provided.



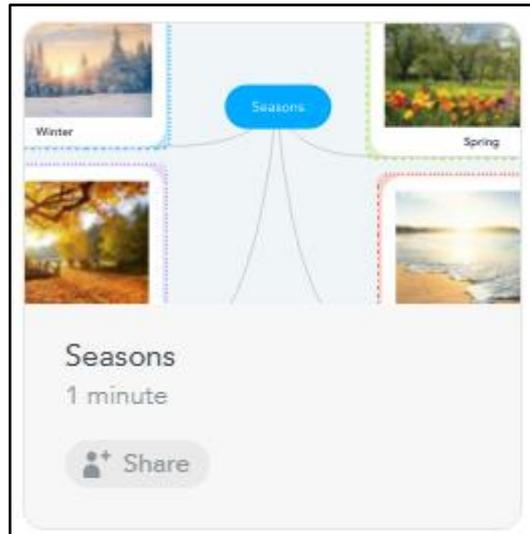


By creating a new mindmap, first name the mind map. Feel free to follow the help instructions on screen.

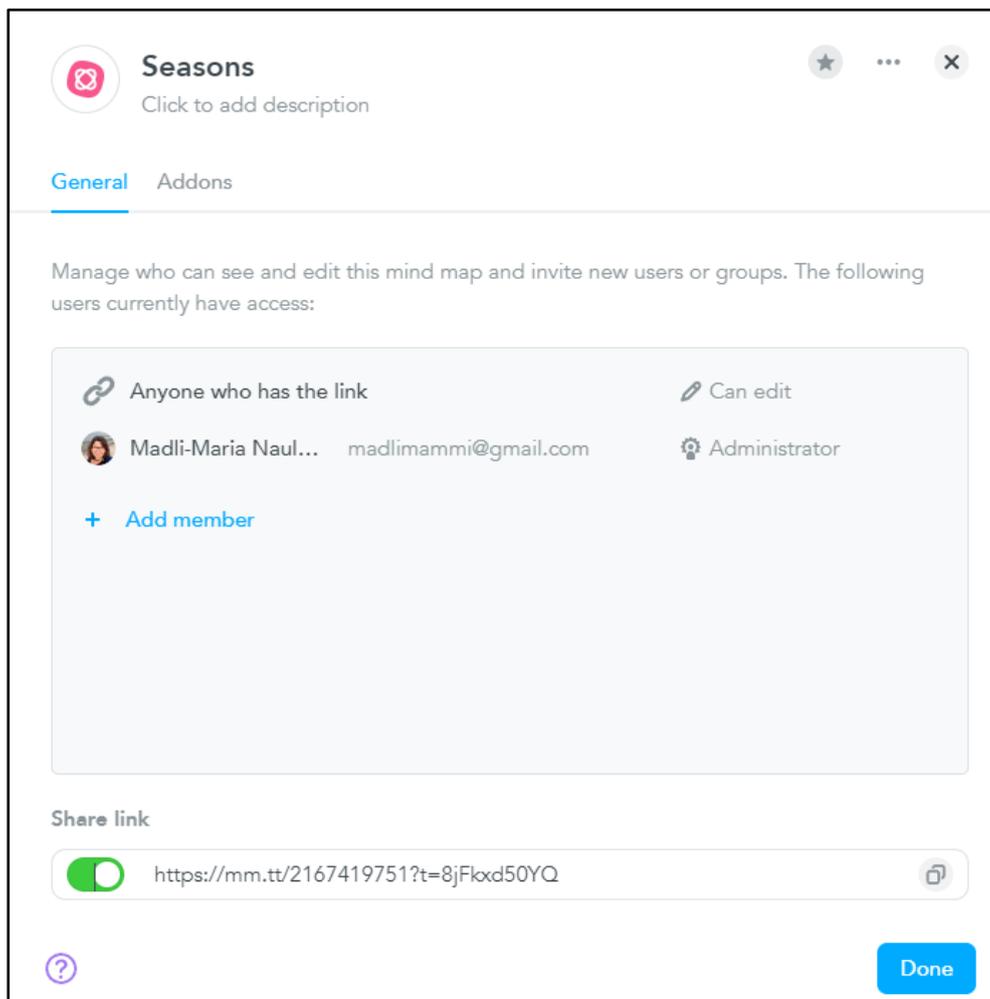
For adding data, click on the blue + button on top right on the screen. You can add text, colours, emoticons, change style etc. You can also add pictures, videos, files and more. The added note appears to the box that was active last.



For sharing the mindmap go back to the dashboard and choose share



You can either share the map for certain people by email or choose to create a link and share it with the link created.





3.6 EVALUATE AND CREATE

For evaluation You can choose an online alternative. For the online version You can use Padlet or also Google Forms or MS Forms. On Padlet You can create a board to collect evaluation. Best to use the Shelf type for the information to stay more organised.

	Time planning and management	Online communication tools	Social media	Team work and feedback tools
Emotions				
Intelligibility				
Involvement				
Applicability				
Time consumption				
Creativity				
Connected to real world				
Usefulness				
Comments				

If You are more into statistics and the visual results, You can use Forms with scale type questions (see an example below), providing the suitable scale range and adding the measurable results. The results can be projected on the screen and discussed further.



Time planning and management

	Very poor	Poor	So and so	Good	Very good
Emotions	<input type="radio"/>				
Intelligibility	<input type="radio"/>				
Involvement	<input type="radio"/>				
Applicability	<input type="radio"/>				
Time consumption	<input type="radio"/>				
Creativity	<input type="radio"/>				
Connected to real world	<input type="radio"/>				
Usefulness	<input type="radio"/>				
Comments	<input type="radio"/>				

Comments, reflection

Teie vastus

Self-reflection tools can be also applicable, see the examples from chapters 2 and 4 (trainee handbook).



3.7 SUMMARISE



TASK 1

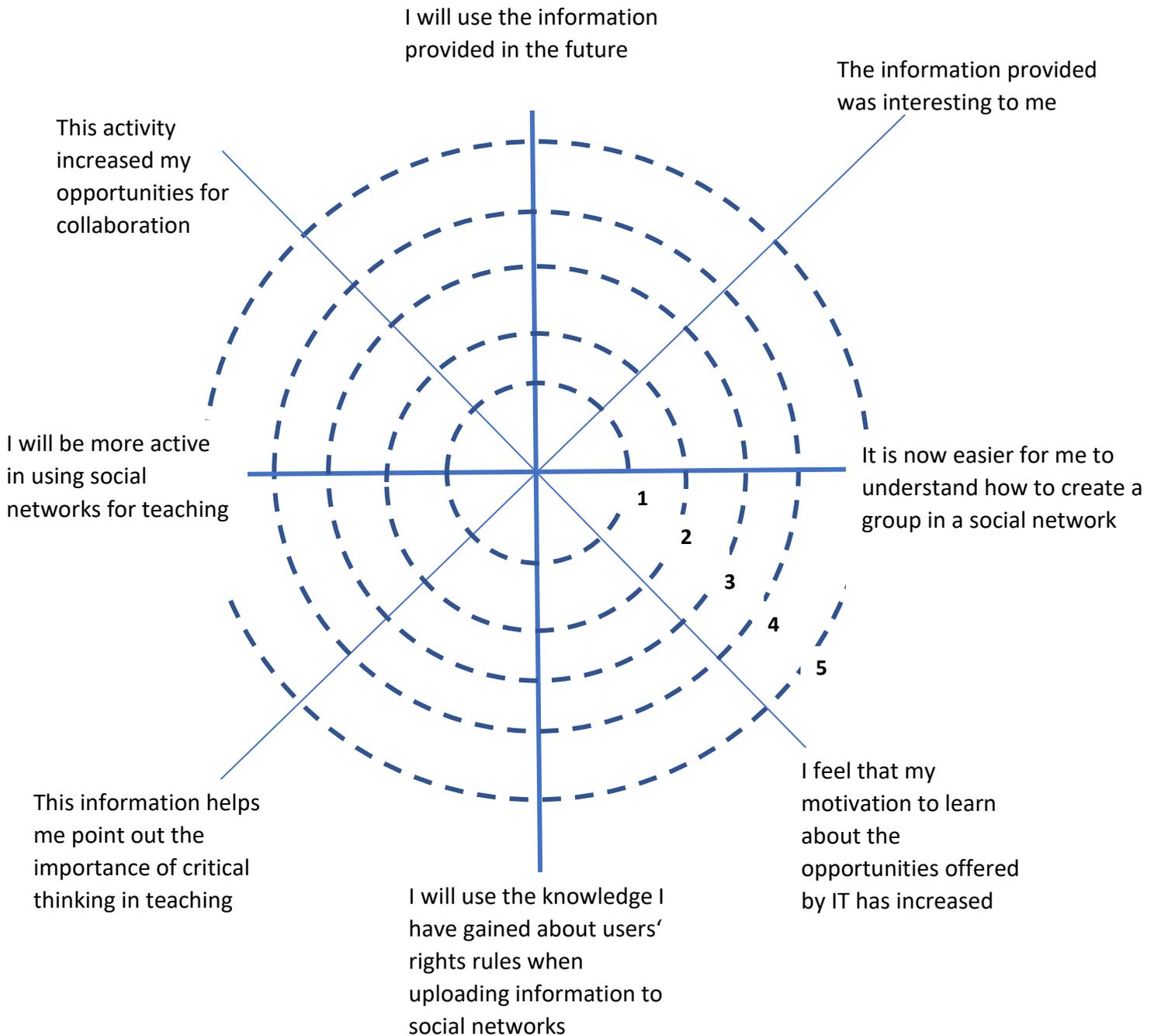
Your small group need to answer questions using a padlet or other similar app. Then you need to present your answers to all groups.

- What did I learn?
- How can this knowledge be applied in adult education?
- Which tools can be used for a learner-centred approach?



TASK 2. Reflection

Evaluate your results during all the sessions. Tick how appropriate each statement is for you. Then connect the marked points to each other.





MEDIA LITERACY

TRAINER HANDBOOK

- 4. 1 LEAD IN: WHAT IS MEDIA LITERACY? 159
- 4. 2 KNOW: WHY DO WE BELIEVE IN SCIENCE? 167
- 4. 3 UNDERSTAND: LIES, DAMNED LIES, AND STATISTICS 175
- 4. 4 APPLY: WHO IS RESPONSIBLE FOR CLIMATE CHANGE? 177
- 4. 5 ANALYSE: THE NEED FOR PROFESSIONAL JOURNALISM 181
- 4. 6 EVALUATE AND CREATE AND SUMMARIZE: WHAT DID WE DO? 184

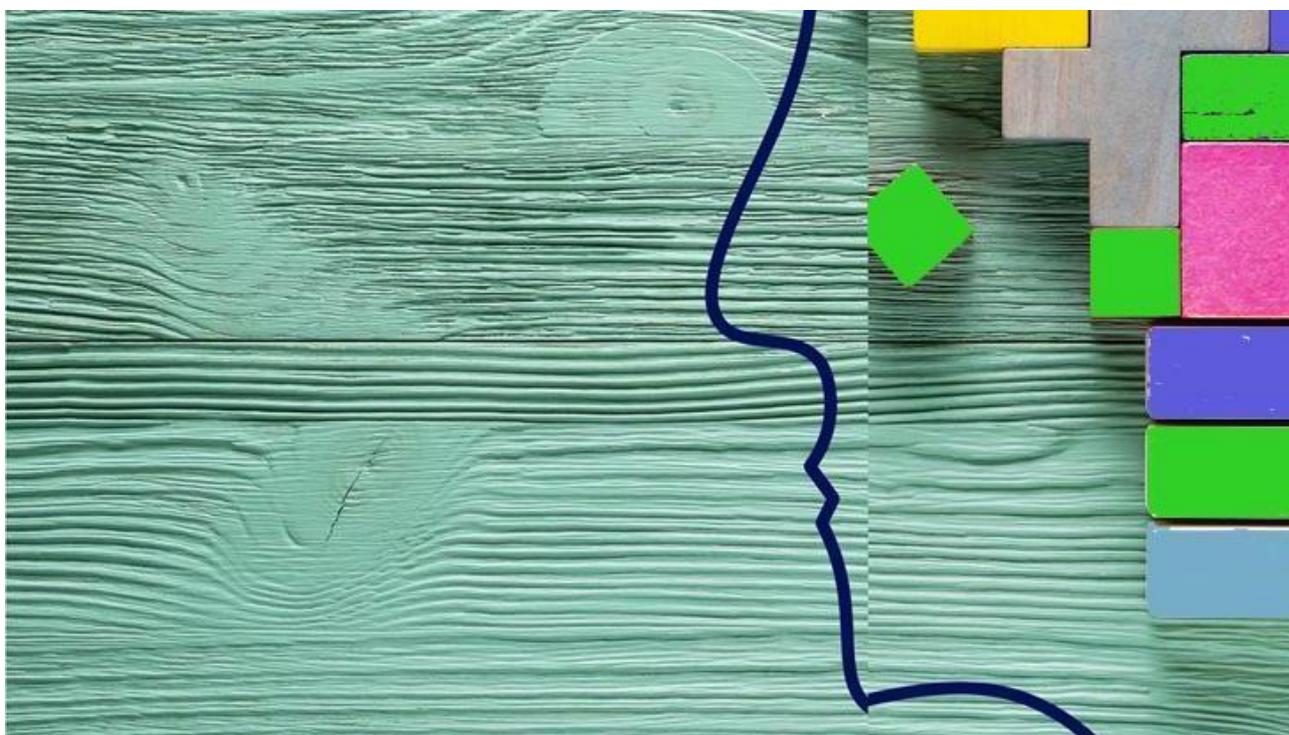
FOR A TRAINEE

- 4.1 LEAD IN: WHAT IS MEDIA LITERACY?..... 196
- 4. 2 KNOW: WHY DO WE BELIEVE IN SCIENCE? 200
- 4. 3 UNDERSTAND: LIES, DAMNED LIES, AND STATISTICS 203
- 4. 4 APPLY: WHO IS RESPONSIBLE FOR CLIMATE CHANGE? 204
- 4. 5 ANALYSE: THE NEED FOR PROFESSIONAL JOURNALISM 206
- 4. 6 EVALUATE AND CREATE AND SUMMARIZE: WHAT DID WE DO? 208
- 4.7 SUMMARIZE 209





TRAINER HANDBOOK





MEDIA LITERACY THEORY FOR TRAINERS

MEDIA LITERACY AND REAL LIFE

When we hear the word media, we usually imagine means of mass communication like TV, radio, newspapers. But it is more than that. Media are means to store and transfer data and information and they are all around us: posters, advertisements, signs, social media, etc. Each of them sends us messages that we should understand. And understanding is connected with the second word from the term media literacy. Literacy means an ability to read and write. Reading and writing helps us to understand: get a message and to interpret it and to know how to use it.

There are many kinds of media with various kinds of messages, but there is one thing they share: someone created it. Someone wanted media to exist, to have a specific aim. And usually not only one.

We often hear the term “media reality“. It is not a reality in fact. It is constructed and it does not reflect the “real reality“ fully. Information is simplified, facts are crooked, events are made up. Media do not exist on their own. Somebody owns them and owners goals shape the media: they want to sell us something, they want us to feel scared, they want us to follow their opinions and values. How often have you bought something that you saw in a commercial?

On the other hand, media bring us positive things, such as information, a possibility to communicate with our friends across the globe, to find the information about holiday destinations or find a shortest way from the airports when travelling.

Each individual should be fully aware of an impact by media: to refuse media content that is in the opposition with ethical standards, provides a deformed view of values and threatens personal development or which is harmful. (Šoková Katarína, 2016)

MEDIA LITERACY IN ADULT EDUCATION

Can you imagine one day without a mobile phone, TV, radio or newspaper? You see that media have become a solid part of our every-day lives. We use them to relax, when we want to get information or when we want to learn something. They are beneficial for us in many ways. On the other hand, they have their own minuses. We would like you to learn how to know them and how to use them for your benefits.

Media cover the whole world. A lot of information, connections, facts, opinions arguments. That is why you will need all your knowledge, experience and views to understand media properly.

A book, newspaper, radio, TV, Internet...Media were invented and developed in this order. People have always been amazed by the latest invention that broadened opportunities to gain information, communication and fun. (ZASEPA, T. a kol., 2014)



The term 'media literacy' refers to the knowledge, skills and competencies that are required to use and interpret media. Yet defining media literacy is far from straightforward. (Buckingham, 2003, p. 3). Media literate or information literate people are those who know how to find, understand, use and communicate information. When you read this definition you see the importance of learning how to understand media.

When you have and still develop these skills, you have better chances to get a better job, to have a better communication and to be a better citizen in your community and society. You get information on the latest health care service in news or you will reveal a latest trick in advertisement for a product you really do not need. You know about changes on your street in the near future a municipality intends to make or you compare a story in the book you have just read with its movie adaptation.

However, media literacy acquisition is an ongoing process. No matter if you are a student, a teacher or a retired person. Lifelong learning means Learning to know, Learning to Do, Learning to Be and Learning to Live. And in this context media literacy is even of a greater importance.

MEDIA LITERACY IMPROVEMENT

What are challenges for media literacy educators and trainees? Today, in the period of information and media advantages, especially speed and timeliness of information or its availability for more people. On the other hand, the speed, timeliness and availability do not go hand in hand with overload, reliability and trust. Have you ever had a feeling there are just too much sources, too many theories with totally opposing facts?

There are myriads of definitions of media literacy. Some definitions stress its relation with information literacy, some with digital literacy or other literacies. (comp. UNESCO, 2013) To provide you with a full definition is not our aim. We just would like to stress an interconnection of media literacy with critical thinking.

Media literacy must have a prominent position in education, as its importance will just grow. That is why its connection with critical thinking will provide educators and students more efficient opportunities to teach, learn to use media. Media literacy can be obtained in a process of education. It may be formal or informal. Education that uses media is not media education, but education from media. Media literacy means an application of critical thinking in the media sphere or its application beyond it. (comp. Bisovsky, 2018)



MEDIA LITERACY AND TRAINERS

When you read previous lines, you may feel a bit confused. You definitely see the importance of media literacy and also its position in lifelong learning and probably in the context of other key competences. You also see a connection between media literacy and critical thinking and their place in education. And now a more complicated part: How?

How should we teach adults 45+ and 60+ to become more media literate? We will help you. The first thing to understand is that we speak of a transversal competence. That means that you as an educator and also your trainees will have to remember, understand and apply their experience, knowledge and opinions. Do not worry, they have a lot of them. Our task is to teach them strategies how to do it now and how to do it in the future.

We will teach them how to think critically, to become a smart user of media, to create media efficiently and to understand point of view. We will teach them how to ask questions, how to exchange ideas, how to agree or disagree and how to formulate opinions. And, the most important thing, we will teach them how to incorporate this in their every-day lives.

WHY MEDIA LITERACY AS COMPETENCE?

Mediawijzer.net, the Dutch centre of expertise for media literacy, asked professionals and specialists to define competences that form media literacy. (Mediawijzer, 2011)

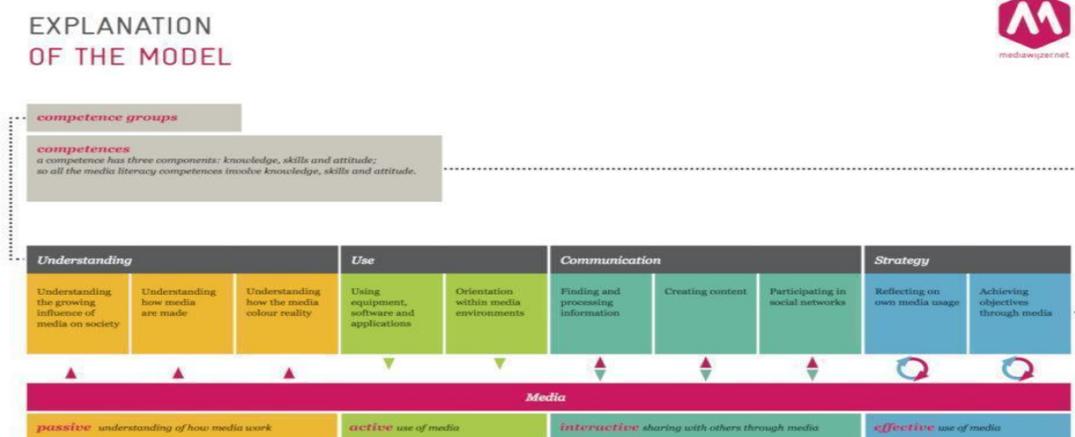


Fig.1. 10 media literacy competences

The 10 competence model classifies the most important competences shaping media literacy. They are divided into 4 competence groups. The first group is passive: Understanding. You have to understand the influence of media on society, how media work and how they reflect



reality. The second group is active: it is about a usage of equipment, software and apps and a context of media. The third group is about communication: how we find and process information, how we create content and how we participate in social networks. The last group is about strategy: a reflection on our own media usage and how we achieve our objectives via media.

As you see, we speak of partial competences supporting the whole. We obtain our media literacy when we develop all its parts. And that is one of our lifelong goals.

RESOURCES

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KEY TERMS AND ISSUES FOR TRAINERS

FALLACY

Cambridge dictionary and Collins dictionary define the term as: an idea that a lot of people think is true but is in fact false. A fallacy is an idea which many people believe to be true, but which is in fact false because it is based on incorrect information or reasoning.

To understand fallacy in practice, firstly we should know what an argument is. The term has several meanings, but we focus on this: a reason or reasons why you support or oppose an idea or suggestion, or the process of explaining these reasons (Cambridge dictionary). So, it has two parts. The first is a premise and the second is a conclusion. The role of a premise in an argument is a reason or a support of the conclusion. And the conclusion? It is a statement about which the author wants to convince the audience.

The example by Aristotle:

1. All men are mortal.
2. Socrates was a man.
3. Therefore Socrates is mortal.

A fallacy then is an error in reasoning in a general sense. It is not only an error of facts, but it is an argument that has a wrong premise or a premise without a needed support.

And why do we deal with it? Authors in media often provide arguments, not only facts. And a problem is when they use fallacies to mislead, persuade or manipulate a recipient. Please, read examples and see how it works in the media sphere:

“A commercial claims that 3 out of 4 dentists would choose this particular brand of toothpaste for their own families to use. “

An appeal to authority, they are claiming that something must be true because it is believed by someone who said to be an "authority" on the subject.

“He may be a qualified candidate, but he has tattoos, so I won't vote for him.“

A personal attack. This fallacy occurs when someone refutes another's ideas by attacking the person rather than the ideas.

RESOURCES:

<http://logicalfallacies.info/>

<https://www.nizkor.org/fallacies/>

<https://www.softschools.com/examples/fallacies/>



BIAS

The definition by Cambridge dictionary: the action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment or the fact of preferring a particular subject or thing.

The first thing we have to bear in mind is that media are a product. It means that someone created media, invested his or her energy, knowledge, competence and money, of course. On the other hand, there are different types of texts, works or structures and they have different aims. For example, the main aim of the news is to provide us with objective facts. On the other hand, an editorial expresses an opinion and some pictures are just there to advertise a product.

It is very hard and sometimes impossible to be objective in news. However, there are sometimes intentional moves in favour of or against somebody. It can be from a different political party, a business competitor or a next opponent of your national football team.

There are media that have no problem to admit they favour a specific political party or that they support a certain businessman. In that case recipients know what to expect. However, and that is a real issue, there are media that seem to be objective, but, when you “taste “ their work, they are not.

Examples of bias in media:

“Our brave Prime minister beats the weak opposition. Again.”

“11 football heroes beaten by a terrible referee.”

“Historically, left-wing parties have been more beneficial for people than right-wing parties.”

RESOURCES:

<https://www.studentnewsdaily.com/types-of-media-bias/>

<https://study.com/academy/lesson/media-bias-criticism-definition-types-examples.html>



INTRODUCTION

In this section we will introduce you to a series of activities that aim to show different methodological approaches for teaching media literacy. Not all the methodological possibilities and approaches are included. We have selected some of the methodologies that encourage the learners to reflect and analyze.

In this section, the learners will experience four different methodologies which we will explain in the next pages, with the purpose to be able to analyze and compare them at the end. For this reason, we recommend you teach these activities together, within the same course, in an experiential way. The future educators will carry out the activities in the role of students and, in the last activity, they will do a reflection and comparative analysis of the approach of each of the methodologies used in order to see the benefits and difficulties that each one presents.

All the activities proposed for this section are designed to provide relevant knowledge on the subject (media literacy and critical thinking), but the methodological approach is more innovative and participatory in some of them, to help the participants understand their benefits.

It is very important to understand that **the overall objective of this section is not for the trainers and trainees to do the activities, but to understand the different methodological approaches** and have the ability to compare and contrast them.

The participants do not need to be aware of the purpose of these activities. It is enough for them to understand that they are participating in a series of activities in an experiential way, and that, to make the most of it, they are advised to be open and observe and analyse what they are experiencing with the mind of an educator.

Here’s an overview for the trainers only. We recommend you to have this in mind while reading the following activities so that you can see the whole picture of this section.

Activity	Approach	Methodological learning objectives
<p>1. ROLE PLAY Why do we believe in science?</p>	<p>Role-play Inquiry based learning (scientific experiments)</p>	<ul style="list-style-type: none"> ● Experience how a role-play can help to build an engaging and motivating learning environment in the classroom. ● Acknowledge the usefulness of fun activities where errors are welcomed and applauded, to help students lose their fear of making mistakes.



Activity	Approach	Methodological learning objectives
		<ul style="list-style-type: none"> ● Empathise with the students that have to deal with information in a subject they don't feel confident. ● Understand the importance of practical activities to improve critical thinking.
<p>2. ORAL PRESENTATION</p> <p>Lies, damned lies and statistics</p>	<p>Oral presentation</p>	<ul style="list-style-type: none"> ● Understand that oral presentations are incomplete if they are not accompanied by practice and/or reflection.
<p>3. SMALL GROUPS DISCUSSION</p> <p>Who is responsible for climate change?</p>	<p>Small groups discussion</p> <p>Practical activity</p> <p>Mind map or collage</p>	<ul style="list-style-type: none"> ● Compare discussions in small groups (activity 3) with discussions in big groups (activity 4) ● Experience how the way we read can change when we are aware that the text has mistakes and fallacies. ● Get to know a way to facilitate discussion in small groups through graphical representation of ideas. ● See how a practical activity can help to consolidate the knowledge acquired (fallacies).
<p>4. OPEN DISCUSSION</p> <p>The need for professional journalism</p>	<p>Audiovisual presentation</p> <p>Big group discussion</p>	<ul style="list-style-type: none"> ● Compare discussions in small (activity 3) and big groups (activity 4) ● Understand the need of some dynamics to facilitate reflection and discussion in big groups
<p>5. ANALISIS AND REFLECTION</p>	<p>Chart analysis</p>	<ul style="list-style-type: none"> ● Become aware of the activities that have been experienced and the way





Activity	Approach	Methodological learning objectives
What did we do?	Big group discussion	they were planned. <ul style="list-style-type: none"> ● Compare and analyze the four activities and their methodological approaches. ● Reflect on the pros and cons of participative activities and teacher centered classes.

We recommend starting with the Role-play activity because it can help to build a good learning environment. If your group is already accustomed to work together in a positive and engaging atmosphere, you can change the order of the activities.



4 . 1 LEAD IN

Description of the ACTIVITY:

The objective of this lesson is to introduce the concept of media literacy and enhance the trainees' interest in this issue.

Title: WHAT IS MEDIA LITERACY?

Objectives:

Trainees discuss the importance and power of media.

Trainees express their opinions.

Trainees test their media literacy.

Methods: group discussion, frontal explanation, test

Improved key competences: media literacy, critical thinking

Improved critical thinking skills: expressing opinions, discussion skills, reflection

Duration: 45 min.

Material: worksheets, pencils

Procedure:

Lead-in: Look at the quotes and decide whether you agree with them and why. Discuss them in the class. The aim of this activity is to recognize the power and influence of mass media, but not to exaggerate it.

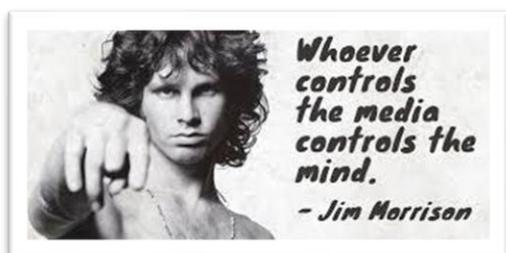


Fig. 1.



Fig. 2.

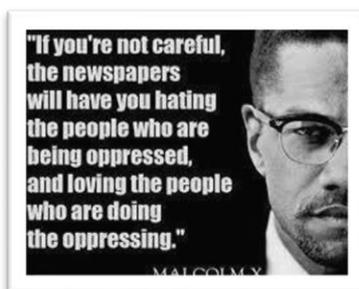


Fig.3.

Ask and motivate: Do you think we can perceive the media influence and power in real life? Can you give some examples?

Here, if the discussion does not move forward, the trainer can remind the trainees of the well-known cases of media bias in the particular country.

Give instruction:

- Read the dictionary definition of media literacy (www.dictionary.com):
Media literacy is the ability or skills to critically analyze for accuracy, credibility, or evidence of bias the content created and consumed in various media, including radio and television, the internet, and social media.
 Based on this definition, do you think you have this competence?
- Take the Media Literacy Quiz. Source: <https://ylai.state.gov/verifies/englishquiz/>

1. Which headline uses clickbait to draw in viewers?

- A. You won't believe what this player said about his teammates?!
- B. Goalkeeper voices frustration with lack of teamwork

2. Which story is missing key context?

- A. House buyers in the cities are paying more for their houses
- B. Housing prices in the cities rise by 3% after the creation of 5,000 new jobs

3. What is a clearer indicator of a news writer's biases?

- A. The author's credentials and background.
- B. Their nationality.

**4. What is the best way to check an image's veracity?**

- A. Google the topic and see if the photo shows up.
- B. Copy the image and reverse image search it.

5. Does the publishing date matter to an article's veracity?

- A. No, true news stays true regardless of context.
- B. Yes, knowing when an article was published helps contextualize the information it is presenting and provides a fuller picture.

6. Which headline is designed to create an emotional response?

- A. Art museum embraces blasphemy and the devil
- B. Controversial artist depicts religious icons in new exhibit

7. Which story requires an expert's opinion?

- A. Hurricane Demolishes Florida Coastline
- B. Hurricane Threatens Marine Ecosystem Off Florida Coastline

8. Which is the headline of an opinion piece?

- A. High-Speed Rail To Run from Philadelphia to New York
- B. High-Speed Rail Too Expensive; Should Not Be Built

9. What is the best strategy for double-checking if a story is true?

- A. Ask trusted friends if they've heard about it.
- B. Search for the topic online and see if other articles come to a similar conclusion using multiple sources.

10. Which headline uses clickbait to draw in viewers?

- A. Insane revelation threatens celebrity's marriage
- B. Celebrity to separate from spouse of 9 years

**11. What is the best way to determine an article's intended audience?**

- A. Look at the publishing outlet and story framing.
- B. Look at the author's credentials.

12. Which story requires an expert opinion?

- A. Freedomian naval capabilities indicate expansionist intent
- B. Stock market closes up 400 points

13. What is a good indicator that a story is true?

- A. It has shown up multiple times on social media.
- B. An article talking about it is well sourced and published by a reliable outlet.

14. Which story is missing key context?

- A. Candidate wins election
- B. Candidate wins election by less than 300 votes

15. What is a good indicator that an image was manipulated?

- A. Objects seem cropped, off color or out of place.
 - B. Instinct and something about shadows.
- Analyse the results with your trainer. He/she will provide an explanation when needed.



THE KEY:

1. Which headline uses clickbait to draw in viewers?

YOUR ANSWER: A. You won't believe what this player said about his teammates?!

EXPLANATION: A. This headline neither provides any clues as to the story's details nor accurately represents its tone. Alternatively, Option B presents useful information in a neutral tone.

2. Which story is missing key context?

YOUR ANSWER: A. House buyers in the cities are paying more for their houses

EXPLANATION: A. While headline A is still true, headline B includes key context that explains that positive job creation is why house buyers are paying more for properties in the cities. The key context included in headline B tells a more accurate story about what the article is about.

3. What is a clearer indicator of a news writer's biases?

YOUR ANSWER: A. The author's credentials and background.

EXPLANATION: A. A news writer's journalistic and employment history is an important indicator of the kinds of stories they write. While their nationality may play a role who they are biased toward, checking a writer's published history is usually the most accurate way of detecting their biases or conflicts of interest.

4. What is the best way to check an image's veracity?

YOUR ANSWER: B. Copy the image and reverse image search it.

EXPLANATION: B. Reverse image searching a picture will provide lots of important context, including if it has been used before to describe a different situation. Searching Google for the topic will only bring up the photo within the same context and may reinforce a false narrative.

5. Does the publishing date matter to an article's veracity?

YOUR ANSWER: B. Yes, knowing when an article was published helps contextualize the information it is presenting and provides a fuller picture.

EXPLANATION: B. More context is always better. The publishing date of a story can tell you what the context of the story was when it was written, but also if it may no longer be applicable to the current situation.

6. Which headline is designed to create an emotional response?

YOUR ANSWER: A. Art museum embraces blasphemy and the devil



EXPLANATION: A. Option A uses strongly negative terms that are meant to illicit powerful emotions. Alternatively, good journalism tries to be as neutral as possible and present facts in an evenhanded way, as in Option B.

7. Which story requires an expert's opinion?

YOUR ANSWER: B. Hurricane Threatens Marine Ecosystem Off Florida Coastline

EXPLANATION: B. While Story A can be reported by anybody who has evidence of the hurricane, Story B requires a marine biologist or someone well versed in marine biology to quote in order for the headline to be accurate.

8. Which is the headline of an opinion piece?

YOUR ANSWER: B. High-Speed Rail Too Expensive; Should Not Be Built

EXPLANATION: B. Headline A is a claim about something that is happening, the construction of a railway, while Headline B is a claim about what should happen, that it would be better if the railway were not built.

9. What is the best strategy for double-checking if a story is true?

YOUR ANSWER: B. Search for the topic online and see if other articles come to a similar conclusion using multiple sources.

EXPLANATION: B. Searching for a story to see if it is consistent across multiple outlets and from different sources is a technique known as lateral reading. It is an indispensable tool in news verification. Option A is acceptable as an initial step, but just relying on it alone leaves you vulnerable to viral fake stories.

10. Which headline uses clickbait to draw in viewers?

YOUR ANSWER: A. Insane revelation threatens celebrity's marriage

EXPLANATION: A. Option A does not provide any clues as to the story's details. Alternatively, Option B presents useful information in a neutral tone.

11. What is the best way to determine an article's intended audience?

YOUR ANSWER: A. Look at the publishing outlet and story framing.

EXPLANATION: A. Articles are set up for a specific audience through relevant frames such as how the subject will affect a specific population. Author credentials may help determine an intended audience, but since many authors write for many different audiences, just looking at their credentials does not always work.

12. Which story requires an expert opinion?

YOUR ANSWER: A. Freedomian naval capabilities indicate expansionist intent



EXPLANATION: A. Headline B is evident to anyone who can check the standing of the stock market, while Headline A requires someone with authoritative knowledge on international affairs to be quoted in order for that headline to be valid.

13. What is a good indicator that a story is true?

YOUR ANSWER: B. An article talking about it is well sourced and published by a reliable outlet.

EXPLANATION: B. Fake stories can oftentimes go viral. The fact that you have seen something repeatedly does not mean that it is true or accurate. Always judge a story by its content, together with the journalistic integrity of the outlet publishing it.

14. Which story is missing key context?

YOUR ANSWER: A. Candidate wins election

EXPLANATION: A. Headline A does not express the fact that the election results were contentious, important given that what might seem like a triumphant moment could actually be very bitter.

15. What is a good indicator that an image was manipulated?

YOUR ANSWER: A. Objects seem cropped, off color or out of place.

EXPLANATION: A. While instinct is sometimes correct, it is always better to look for specific examples of image modification. Cropping, changing colors or adding new objects are all specific examples of possible modifications that should raise concerns of an image's veracity.

Source: <https://ylai.state.gov/verifies/englishquiz/>

Make reflection: Based on the test results, are you media literate? Did you score more than 10/15 correct answers?

Conclusion: What did you learn today in the introductory lesson? What was new to you? Write down 3 elements you need to consider in the critical view of mass media.

The trainees will most probably mention the author's reputation, high presence of emotions and similar features, missing information that is supposed to be there, blurred or cropped images. However, other answers are possible and welcome.

Media literacy is an especially important competence also for 45+ and 60+ trainees. The media influence important and less important decisions we daily make, from purchasing habits to world politics views. Nobody is fully resistant to their influence, but we are able to adopt strategies to recognise it.

This lesson should serve as an introduction to the topic of media literacy development. The applied methods should enhance the trainees' motivation and increase their interest in the issue.



JasonBachCartoo

(Source:

<https://i.pinimg.com/originals/2c/25/d3/2c25d3b2fd2559d18b3fa8334e6be79c.jpg>)



4.2 KNOW

Description of the ACTIVITY:

This is a fun and relaxed activity that has the double objective of showing how the scientific community works while also creating a good class atmosphere through play and acting. The participants in groups design a scientific experiment with which they must demonstrate a law of Nature that is in fact false. The participants are encouraged to deliberately cheat. All groups then present their results at a mock scientific congress where the other groups play the role of the Scientific Community and try to dismantle the false arguments and the cheating.

Title: WHY DO WE BELIEVE IN SCIENCE?

Objectives:

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.

The trainee experiences a role-play activity.

Methods: work in groups, brainstorming, group discussion, role-playing, reflection

Improved key competencies: critical thinking, scientific literacy

Key improved critical thinking skills: acceptance of criticism, recognizing patterns, communicating information, active listening, analyzing information

Duration: 90 minutes

Material: basins, water, cleaning cloths, craft supplies and various objects / toys (balls, wooden parts, paper clips, plastic figures, metal washers, plastic cups, dough, feathers, etc).

Procedure:

Lead-in: It is very difficult nowadays to find reliable information. When thinking of really reliable knowledge, most of the times, there is one kind of knowledge that comes to our minds. That is Science.

Why do we believe Scientific Knowledge is reliable? Well, of course, the Scientific Method and the fact that all claims must be supported by evidence make Science trustworthy. But there is something else, a system that can detect errors and manipulations in a way that is, if not perfect, at least the most effective found until now. We are talking about the Scientific Community.



We are going to simulate a Scientific Congress in this classroom. First, every group will do a little research on what makes an object float or sink. After that, each group will give a presentation on their research in a mock Scientific Congress and the rest of the participants will act as the Scientific Community.

Ask and motivate

The Scientific Community is a very important mechanism of scientific work.

Do you think scientists ever make mistakes in their research and reach incorrect results?

Do you think it is acceptable that a scientist makes mistakes in scientific research?

How do you think the Scientific Community works to prevent mistakes, incorrect results or fake studies?

Do you know what the experts must do before scientific results are allowed to be published?

Present the activity:

Show the materials, the water and the basins. We are going to do a scientific experiment. Before starting the experiment, we need a question. For example, I wonder: Which characteristics make an object float or sink? (Some of the trainees will answer the question).

I didn't ask you, I was wondering myself, but of course, you are humans, and humans always seek answers. The answer we give to a question when we don't know the solution yet is a HYPOTHESIS. In order to not confuse our interlocutor, it is convenient to clarify that our statement is only a hypothesis that we have not verified. This is achieved by adding words like "I think...", "maybe..." etc.

Give the instructions:

- Brainstorming: The whole group brainstorms different hypotheses on what makes an object float or sink. The trainer encourages crazy and funny ideas.
- Divide the trainees in groups.
- Each group chooses an hypothesis. It must be one they know for sure is false.
- The group designs one experiment based on the hypothesis of their choice. They **MUST** cheat and manipulate to prove their hypothesis to be right.
- For the experiment they can use any materials in the classroom, even objects they have in their own bags.
- Prepare a 2-minute long presentation to show their results in a mock scientific congress.



- The whole group arranges the chairs in a semi-circle to see each other. Put a table in front of the chairs and invite the groups to give their short presentations.
- Each group gives a two minute long presentation on the table.
- Remind the participants to be respectful and encourage them to overact and give funny presentations.
- The audience must criticise the experiments shown in order to catch the lie in the argument.
- When needed, the trainer gives his/her own point of view and names the trick when it is a common one: confirmation bias, lack of control group, mixing parameters, etc.

Reflect:

How did you feel when we said we were going to do some science? It could be the way your learners feel sometimes when dealing with new information. Try to empathise.

Was it easier to cheat or to catch the lies?

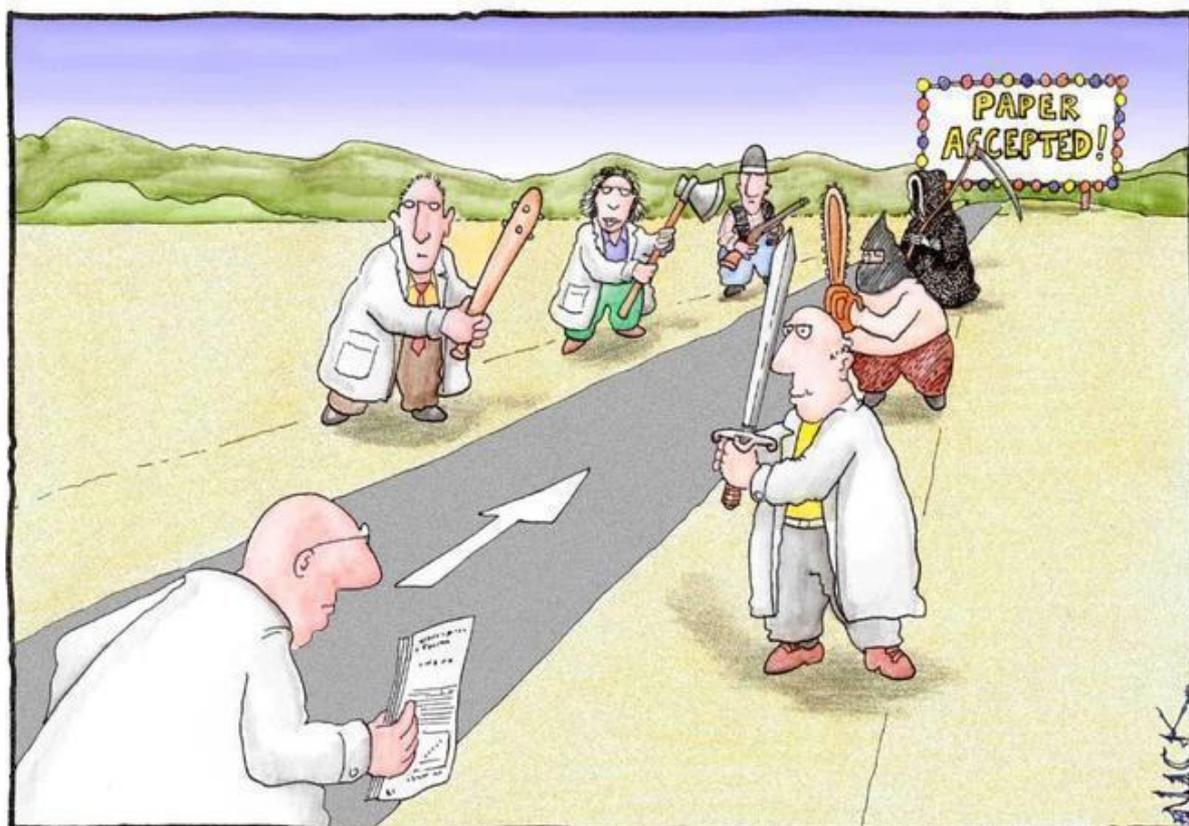
How does the Scientific Community prevent wrong results from being published?

Do you think the Scientific Community makes scientific knowledge more reliable?

What about other kinds of information? Do we have any corrective systems for information in mass media or social media? How do we know what we read or watch is reliable?

Conclusion: Scientists are humans and humans make mistakes, lie and cheat sometimes. The Scientific Community is the system that keeps Science reliable, as it is built on the teamwork of scientists all around the world.

One of the mechanisms of correction is the so-called peer-to-peer review. Any scientific publication must be approved by a number of experts in the subject before it is allowed to be published. The experts are anonymous and review the publications independently. Most of the time, it takes two to four reviews until a paper is accepted, and, if there is any doubt of the fairness or reliability of the experiment, it doesn't get approval at all. Scientific Congresses work in a similar way. There is a committee of scientists that decides whether a presentation is relevant or not and then, after each presentation, the audience asks questions.



Most scientists regarded the new streamlined peer-review process as “quite an improvement.”

Image credits: Nick Kim, Massey University, Wellington

This system has weaknesses and can occasionally fail. But most of the time it works well and it is the characteristic that makes people believe in science. “Scientifically proven” means “analyzed and audited by a large number of disinterested experts”.

There are some mechanisms to prevent wrong information from being published in the media, but it is not so easy to correct them. We could spend hours analysing these difficulties.

Further information:

Below you can find some common tricks or mistakes you can find in this activity. Please note that this table is not meant for you to teach to the trainees, but so that it is easier for you to recognize the tricks that the trainees will use and be able to name them.



Trick and definition	Examples	How science fights this
<p>Confirmation bias</p> <p>The tendency to interpret new evidence as confirmation of one's existing beliefs or theories.</p>	<p>1) If I want to prove that all red objects float, I choose only those red objects that meet my rule. For other red objects that do not float, I will give alternative explanations such as "it's not really red".</p> <p>2) This bias is very present in everyday life and is the reason behind most prejudices. For example, the belief that migrants commit more crimes than natives.</p>	<p>Blinded experiment</p> <p>Information which may influence the participants of the experiment is masked or blinded until after the experiment is complete.</p> <p>For example, in trials for medicine, the scientist doesn't know whether he/she is giving the patient a real medicine or a placebo.</p> <p>Also a control group can help with this mistake.</p>
<p>Lack of control group</p> <p>Sometimes we can jump to conclusions in an experiment and think that an event that is present in all our samples is the cause of our result, when in fact, it is an external factor.</p>	<p>1) I want to prove that objects float when they are ordered to do so. I take several rubber balls and tell them to "float". The balls will float.</p> <p>If I take a control group now, it would be made up of a few balls that I do not tell anything to. I throw them into the water and see that they float too.</p> <p>2) A man drinks a glass of whisky on the rocks and gets drunk. The next day he drinks vodka on the rocks and gets drunk. The next day, he drinks gin on the</p>	<p>Control group in medical trials: placebo</p> <p>A group of patients is given a pill, but only 50% of the pills contain the active ingredient of a medicine.</p> <p>If all patients are cured, we can conclude that it was not the medicine that cured them, but an external factor, such as time. If most of those cured are those who took the medicine, we can conclude that the medicine does help the cure.</p> <p>Lab control group</p>



Trick and definition	Examples	How science fights this
	<p>rocks and gets drunk. So he concludes that ice is what gets him drunk.</p> <p>3) In a laboratory I want to test the effectiveness of a fertilizer. It turns out that this winter is especially sunny and it makes the plants grow very fast. I conclude that my fertilizer is good.</p>	<p>I should have studied several plants. Some with fertilizer and others without, but under the same conditions. This way, seeing that they all grow a lot, I would have realized that the cause was not the fertilizer.</p>
<p>Mixing parameters</p> <p>When we want to study how a particular parameter influences our experiment, we must isolate all the other possible factors that may affect it.</p>	<p>1) If I want to prove that all objects with rounded shapes float, I can take a toy ball, a rubber duck and a bottle cap. But it would be more correct to take a rubber ball and compare it with a paper ball, a metal ball and a wooden ball.</p> <p>2) A lady has a cold and decides to get into bed, has a glass of orange juice, a bowl of chicken soup and an anti-catarrhal medication. After a week she says "my chicken soup is magnificent, it cured my cold in just three days"</p>	<p>Isolation of variables</p> <p>Several experiments are designed in which all the conditions are exactly the same, except those we want to test</p>
<p>Observer subjectivity</p> <p>The result or conditions of the experiment are different depending on who the</p>	<p>1) I want to prove that all beautiful objects float. I choose a series of beautiful objects and I see how they float. However, other</p>	<p>Measurable data collection</p> <p>"That which is not measurable is not science". Ernest Rutherford</p>



Trick and definition	Examples	How science fights this
<p>observer is.</p>	<p>observers might dismiss some of these objects as not being beautiful at all.</p> <p>2) Transparency International is an NGO dedicated to defining and qualifying corruption in different countries. One of the indicators they use is society's perception of corruption. However, they have noticed that there are countries where citizens have a much higher perception than in other countries with less corruption. Therefore, the indicator of perception would not be a complete indicator alone.</p>	<p>Statistics</p> <p>Sometimes we want to measure variables that may not be easy to measure. So we resort to statistics. For example, we could ask a certain number of people which objects they consider beautiful. We will probably find some patterns.</p>
<p>Chance factor</p> <p>Sometimes chance can lead to different results than usual</p>	<p>1) An air bubble trapped inside a paper ball will make it float.</p> <p>2) A culture of bacteria may have been contaminated by a fungus present in the room.</p>	<p>Repeatability or test–retest reliability</p> <p>A scientific experiment is only valid if it can be repeated in different contexts, by different research teams and at different times and the same result is obtained.</p> <p>Most of the scientific articles include a description of the methodology used so that the scientific community can detect</p>





Trick and definition	Examples	How science fights this
		errors in the approach and also so that they can be repeated to check the results.





4.3 UNDERSTAND

Description of the ACTIVITY:

This activity is a classic lecture whose main objective is to compare its methodology with more interactive ones. The secondary aim is to teach a little about manipulation and interpretation of statistics, but it's not necessary to go very deep in the subject, as we want to show that new and complex knowledge needs some practice to be completely assimilated, and that teaching is not complete only with this kind of presentation.

A very important aspect is that the trainer can choose a presentation on a topic of media literacy they feel comfortable with. We provide an example that can be adapted, but feel free to choose another presentation that adapts to your context and audience.

Title: LIES, DAMNED LIES, AND STATISTICS.

Objectives:

The trainee gets in contact with most common manipulations based on statistics.

The trainee reflects on the importance of practical activities to fully understand new knowledge.

Alternatives for different context: You can use another presentation on media literacy in a subject you master.

Methods: Oral presentation

Improved key competencies: critical thinking, media literacy

Improved critical thinking skills: analysing information, self-reflection

Duration: 10 minutes

Material: a projector

Procedure:

Lead-in: Statistics are very useful tools for analyzing complex systems. They are numerical data and are based, most of the times, in very rigorous research. But, can we believe in statistics? Well, sometimes, we can, at least, be skeptical, because it is a kind of information quite easy to manipulate. Let's look at some examples.



Ask and motivate: You should not ask questions, because we want to show how important they are by missing them.

Give the lecture:

You can find the presentation on Annex 1.

Reflect:

Do you think you are ready to deal with statistical information?

Do you think statistics are easier or harder than you thought before?

What else would you need to improve your skills on understanding information based on statistics?

Reflect:

Do you think statistics are easier or harder than you thought before? Describe your feelings now after you have learned more about how we can be misled through statistics? Which of the most common manipulations in statistics can you detect now in everyday life (where?). Based on what you know, can you detect them now? Do you think you are ready to deal with statistical information? Explain why? What else would you need to improve your skills on understanding information based on statistics?

Conclusion: Statistics are very useful to understand complex situations that are not a black or white matter. However, statistical information can be manipulated easily sometimes, so we have to be careful and practice critical thinking when reading it.



4.4 APPLY

Description of the ACTIVITY:

In this activity, the participants join in groups of two or three to have a small discussion. To prepare the discussion, the trainees are asked to read a text related to the topic under discussion. The participants are warned that the text deliberately contains some false arguments and fallacies that they should detect. In this way, a critical reading attitude is encouraged.

Title: WHO IS RESPONSIBLE FOR CLIMATE CHANGE?

Objectives:

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.

Methods: comprehensive reading, active listening, discussion, graphic arrangement of ideas, collage

Improved key competencies: critical thinking, media literacy

Key improved critical thinking skills: detection of fallacies, critical reading, communication, argumentation, comparison of opinions

Duration: 45 minutes

Material: worksheets, scissors, pens, markers, paper

Procedure:

Lead-in:

Ask and motivate:

Give the instructions:

- Read the given definition of fallacies.
- Read the given list of 6 arguments (Environmental responsibility)
- Remove the sentences based on bad arguments and fallacies. You will find a total of three arguments based on the fallacies described below. Notice that an argument you don't agree with is not necessarily a bad argument.
- Mark which type of fallacy has been used in each case.



Examples of fallacies:

There are dozens of types of fallacies categorised in many ways. In this exercise we will look at just three of the most commonly used ones. The definitions are extracted from Wikipedia articles. If you are curious, you can take a look at the Wikipedia entry on fallacies, where you will find many useful examples and definitions.

Ad hominem fallacy:

Typically this term refers to a rhetorical strategy where the speaker attacks the character, motive, or some other attribute of the person making an argument rather than attacking the substance of the argument itself. The most common form of *ad hominem* is "A makes a claim x, B asserts that A holds a property that is unwelcome, and hence B concludes that argument x is wrong".

Naturalistic fallacy: In philosophical ethics, the **naturalistic fallacy** is the mistake of explaining something as being good reductively, in terms of natural properties such as *pleasant* or *desirable*. The term was introduced by British philosopher G. E. Moore in his 1903 book *Principia Ethica*.

Slippery slope: A slippery slope argument (SSA), in logic, critical thinking, political rhetoric, and caselaw, is an argument in which a party asserts that a relatively small first step leads to a chain of related events culminating in some significant (usually negative) effect. The core of the slippery slope argument is that a specific decision under debate is likely to result in unintended consequences



Environmental responsibility

<p>1. Appealing to individual responsibility allows those truly responsible to avoid it. Citizens must focus on demanding greater responsibility from governments and companies.</p>	<p>2. Many environmentalists campaign through social media and the internet, which are part of the problem they are denouncing. If they are against technology, they should stop using it. This incoherence makes me distrust their arguments.</p>
<p>3. Climate change is a global problem. Each person emits a number of tonnes of CO2 per year depending on their consumption habits. Continuing our lifestyles unchanged is contributing to the disaster.</p>	<p>4. The problem of climate change is a problem of the production and distribution system. Individual actions alone cannot tackle it. Governments need to develop policies to curb it.</p>
<p>5. The problem with climate change is that we do not live in harmony with nature. If we only used natural products, this would not happen.</p>	<p>6. Reducing CO2 emissions means reducing production and thus destroying the engine of the economy. It would mean returning to the caverns.</p>

Solutions:

Ad hominem fallacy: 2

Naturalistic fallacy: 5

Slippery slope: 6

Reflect: How did you feel when reading the arguments and knowing for sure there were some fallacies to be detected? Were fallacies easy to find?





During the activity, have your opinions of climate responsibility changed in any way?

Were fallacies easy to find? What knowledge did you use to detect fallacies? What did you learn from your coworker while working together? Which of these findings will be the most useful for you in the future? During the activity, have your opinions of climate responsibility changed in any way? Explain how and why.

Conclusion: The bad arguments and fallacies in the text were not difficult to find, they were very evident, but it was the awareness that there were some tricks and fallacies in the text which made it harder to read. This is one kind of critical thinking. Remember this attitude and try to apply this most of the time when reading everyday life information. It might be surprising how often you will find such bad arguments.



4.5 ANALYSE

Description of the ACTIVITY:

This activity consists of listening to an audio podcast and discussing it with the whole class. The purpose is to show a partially interactive activity, in which all trainees are allowed to participate. However, it is not a practical activity, as there is no direct application of the concepts worked on. In addition, the debate is held in a large group so that it can later be compared with the activities in small groups.

It can seem that there is no time enough for this activity, but remember that the main objective is not the activity and reflection itself, but to provide an experience of the methodology so that trainees are able to compare it with the rest at the end. As this methodology is frequently in educational contexts, the trainees do not need long time to experience in order to be able to reflect on it. For this reason, it is not a problem if you have to cut debate too soon.

Of course, any other multimedia items could be used in this activity, as long as they are adapted to disadvantaged groups: hard of hearing or language skills.

Title: THE NEED FOR PROFESSIONAL JOURNALISM

Objectives:

The trainee reflects on the reliability of different sources of information

The trainee shares his/her opinions with the rest of participants.

The trainee compares the effectiveness of discussion in big and small groups in education

Methods: listen to an audio (read a translated transcription), discussion in a big group

Improved key competencies: critical thinking, media literacy

Improved critical thinking skills: application, discussion, active listening

Duration: 30 minutes

Material: sound equipment, white board

Procedure:

Lead-in: We are going to listen to a part of a radio program. For you to understand the audio, there is one concept we should introduce first: confirmation bias. The confirmation bias is one “shortcut” for our mind to handle the excess of information it gets. It makes us pay attention only to information that confirms what we believe. It makes, for example, one racist person pick up on information about crimes committed by immigrants and ignore those referred to crimes perpetrated by natives.



Ask and motivate: Do you know other examples of confirmation biases?

Can you think of ways in which the media takes advantage of this?

Give the instruction:

- Listen to the audio and read the transcription (it can be translated into different languages):
<https://www.npr.org/2015/12/21/460602085/digital-culture-critic-abandons-fake-on-the-internet-column?t=1600170178499>
- The trainer chairs the debate. Paying attention to the facilitation of the group discussion is very important. Encourage learners to speak in turns.
- The trainer will look for volunteers to manage the speaking time and to collect the main ideas that will appear in the group discussion.
- Some questions the facilitator can ask to motivate people to speak are:
 - How is it possible that proving that fake news is untrue makes it even more popular?
 - Do we need professional journalists in this digital era of information?
 - Are Twitter, Facebook and similar platforms responsible in any way for fake-news?
- In order to make participation easier for each participant (including introverted learners), the trainer gives one object. It must be passed by from person to person. Each person decides whether they want to say something when the object reaches them or to give the object to the next person in line. It should be done only for the first round. Then the object is taken away, and each person asks for a speaking turn when needed.
- The trainer collects every opinion in a piece of paper only at his/her view and summarizes out loud from time to time.
- At the end of the discussion, the trainees write on a post-it one idea they heard in the debate they agree, one idea they disagree and one idea they want to think about in the future.
- The trainer summarizes all the agreements and disagreements and the complexity of the debate.

Reflect: How did you feel in the big group discussion? Was it similar to the previous activity where we discussed in small groups? What are the differences?



Do you think that the audio represents the only version of the topic? As teachers, we can unconsciously bring in our own biases with the materials and examples we use in the classroom. There is a difference between lying in writing and lying with a "multimedia item". Do we have the same attitude when we watch a video as when we read a text? **Explain the differences.**

Conclusion:

Most of the information we receive nowadays comes in a variety of multimedia formats other than texts. This fact also implies that we currently need to extend our critical analysis of information to multiple formats. In the case of information in multimedia formats, not only the content, but also the form of the presentation can be misleading. A video is a format that is more easily manipulated. For example, a fancy production in which more money has been invested can give a greater sense of veracity than the same elements in a written text. It is important to always keep a critical and reflective attitude about the information we receive regardless of the format in which it is offered to us. And, as educators, we must keep this fact in mind when trying to be objective with the discussions we propose to the learners.



4 . 6 EVALUATE AND CREATE

Description of the ACTIVITY:

This activity is the most important out of all the activities mentioned before. It involves analysing the four activities experienced and their methodologies in order to extract the pros and cons of each one of them. The final goal is not to criticise the drawbacks of some approaches and focus on the advantages of others, but for the trainees to be able to choose in which educational situations it is more appropriate to use each approach, depending on the purpose they intend to reach.

Secondly, the trainer can use this activity to evaluate and provide feedback on CT skills.

Title: WHAT DID WE DO?

Objectives:

The trainee explains the approach of the trainer and his/her intentions.

The trainee identifies and analyzes the typical features of a cartoon/photo/picture in practice and compares his or her answers with other members of the group.

The trainer evaluates the CT skills acquired.

Methods: evaluation, analysis, sharing opinions

Developed key competencies: critical thinking, active learning

Developed critical thinking skills:

Duration: 30 minutes

Material: board

Procedure:

Lead-in: We have participated in four different activities. Each has been designed to illustrate a different method of teaching. Now we ask you to step out of the role of the students and into the role of the teachers to analyse and compare the four activities.

Ask and motivate: What activities have we done? Do you remember them? In what order did we do them? Which ones were more participatory? Which ones took longer? Which ones encouraged most profound learning?

Give the instructions:

- The teacher draws a table with 4 columns. The title of each column will be the name of each of the activities.



- Brainstorm the characteristics of each of the methodologies. As it is a brainstorming, the trainer should not write down titles for each row, so allows free thinking to occur.
- The trainer can ask some questions to lead the reflection if needed: What did we do? What are the differences in: duration, learning, fun, participation, critical thinking, connection with real life etc.? What can each approach be useful for?

Reflect:

Can you imagine a way to apply the methodologies used in the different activities in your own lessons? Do you think these methodologies would work in your particular context? What difficulties would you find? When you create an activity, do you first think about the methodology you are going to use and then the content or the other way around? Do you think all contents can be taught with any methodology? Is there any methodology in which you don't see clearly the benefits of using it instead of another? Why? Do you think that there is a methodology that is clearly superior to the others, regardless of the activity?

Conclusion:

Here is a comparative of the four activities and some interesting conclusions that could arise:

Activity 1 Why do we believe in science?	Activity 2 Lies, damned lies and statistics	Activity 3 Who is responsible for climate change?	Activity 4 Fake on the internet column
Funny	Classical	Interesting	Classical
Very participative	No participative	Quite participative	Not very participative
Difficult to understand	Easy to understand	The collage part can be difficult to understand	Easy to understand
Chaotic	Easy to control	Easy to control	Easy to control, but difficult to facilitate



Activity 1 Why do we believe in science?	Activity 2 Lies, damned lies and statistics	Activity 3 Who is responsible for climate change?	Activity 4 Fake on the internet column
Very long	Short	Long	Not too long
Creative	Inspiring depending on the subject	Creative	Inspiring depending on the multimedia
Connected with the real world but not with everyday life	Difficult to see the connection with the real world	Strong connection with the real world and everyday life	The subject is connected with the real world, but there is no practice that allows to see it.
Difficult to carry out	Easy to carry out	Easy to carry out	Easy to carry out. Difficult to facilitate
Provides complete learning: theoretical, practical, and reflection	Provides incomplete learning: only theoretical	Provides incomplete learning: practical and reflection, but not theoretical.	Provides incomplete learning: Theoretical and reflection, but not practical.
Useful to create a good learning environment in the classroom. A good methodology to show how something as complex as a scientific community works.	Useful to introduce a new theme. To reach a wide number of students, when you don't have much time.	Useful for practicing some critical thinking applied to real life situations and communication skills. Also useful to practice fallacies and biases theory.	Useful to introduce a new theme and work some communication skills.
Useful to deal with			





Activity 1 Why do we believe in science?	Activity 2 Lies, damned lies and statistics	Activity 3 Who is responsible for climate change?	Activity 4 Fake on the internet column
difficult information because of the fun element.			

Evaluation

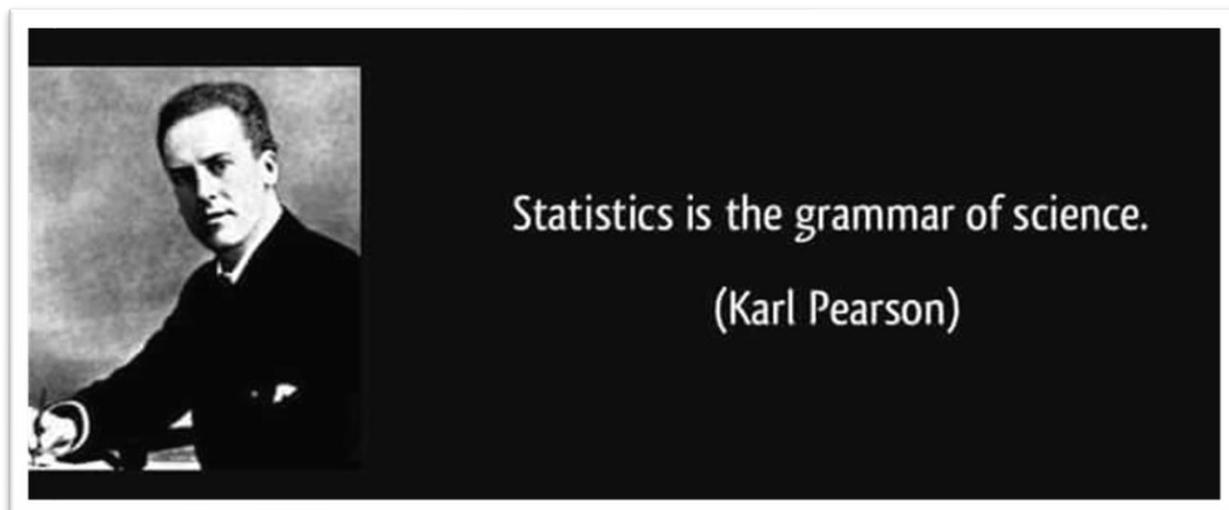
Mark each header with the situation found in this activity

Understanding of the importance of active learning	Trainees identify the most participatory activities as clearly positive.	Trainees have doubts about which activities are more didactic.	Trainees rate less participatory activities more highly
Identification of the possible difficulties of a practical activity	Trainees recognise all the possible difficulties to be taken into account in order to make the activity more participatory	The trainees recognise some of the possible difficulties to be taken into account in order to make the activity more participatory.	Trainees do not recognise the possible difficulties to be taken into account in order to make the activity more participatory.
Trainees see the importance of activities that are connected to the real world.	Trainees themselves point out how important it is to connect activities to the real world.	Trainees point out the importance of connecting activities to the real world when the question is suggested by the trainer.	Trainees do not see how important it can be to connect activities to the real world.
Trainees understand the learning objectives of each of the activities.	Trainees fully understand the learning objectives of all activities.	Trainees partially understand the learning objectives of all or some of the activities.	Trainees have great difficulty in pinpointing the learning objectives of some of the activities.



ANNEX 1

Title: HOW TO LIE WITH STATISTICS

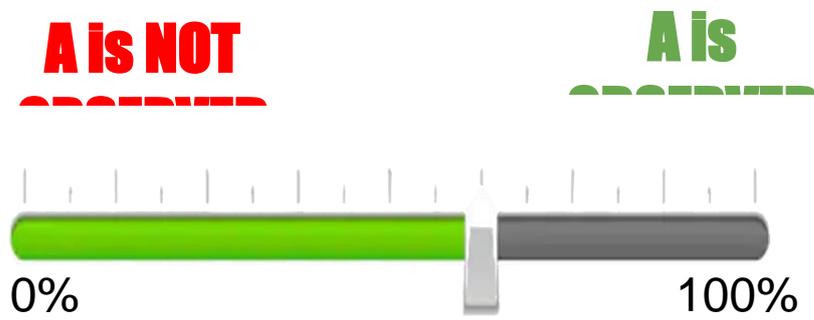
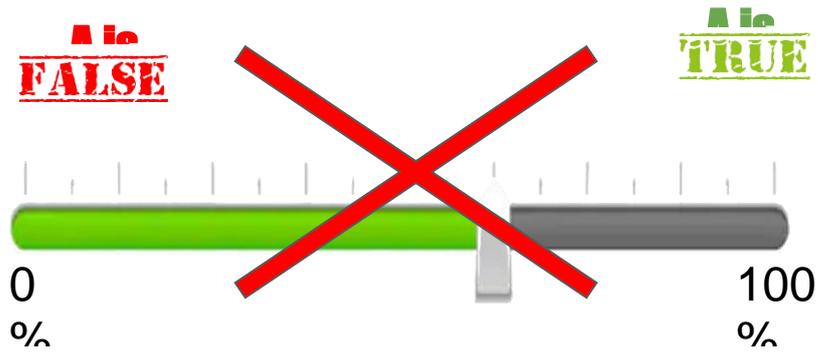


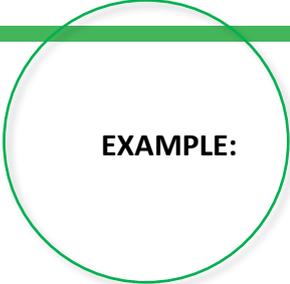
The following information is extracted from the book: Darrell Huff, (1954) How to Lie with Statistics (illustrated by I. Geis), Norton, New York, ISBN 0-393-31072-8.

Modern science is MAINLY based on statements of statistical significance and probability. The statistics is a tool. Some examples of statistics used in science:

- 1) Studies have shown that the probability of developing lung cancer is almost 20 times greater in cigarette smokers compared to nonsmokers (ACS, 2004);
- 2) There is a significant likelihood of a catastrophic meteorite impact on Earth sometime in the next 200,000 years (Bland, 2005);
- 3) First-born male children exhibit IQ test scores that are 2.82 points higher than second-born males, a difference that is significant at the 95% confidence level (Kristensen & Bjerkedal, 2007).

A common misconception is that statistics provide a measure of proof that something is true, but they actually do no such thing. Instead, statistics provide a measure of the probability of observing a certain result. This is a critical distinction.

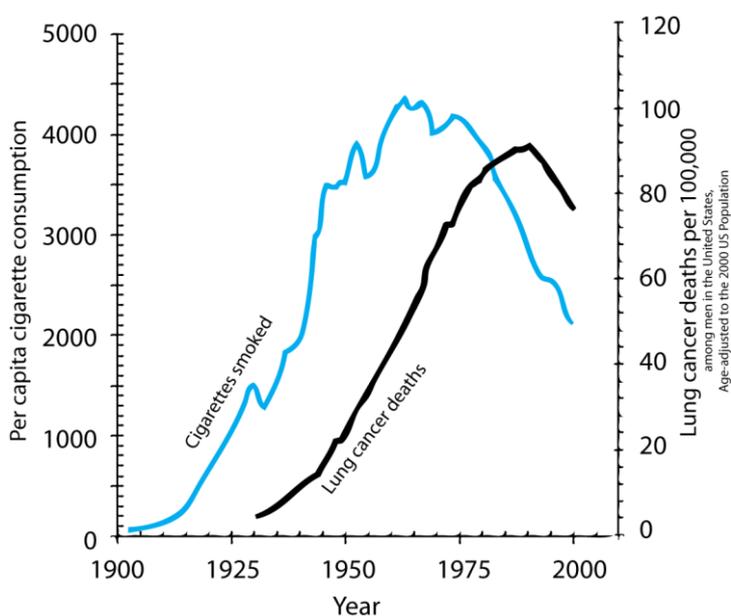




EXAMPLE:

LUNG CANCER

The American Cancer Society has conducted several massive studies of cancer in an effort to make statements about the risks of the disease in US citizens. Cancer Prevention Study I enrolled approximately 1 million people between 1959 and 1960, and Cancer Prevention Study II was even larger, enrolling 1.2 million people in 1982. Both of these studies found much higher rates of lung cancer among cigarette smokers compared to nonsmokers, however, not all individuals who smoked contracted lung cancer (and, in fact, some nonsmokers did contract lung cancer). Thus, the development of lung cancer is a probability-based event, not a simple cause-and-effect relationship.

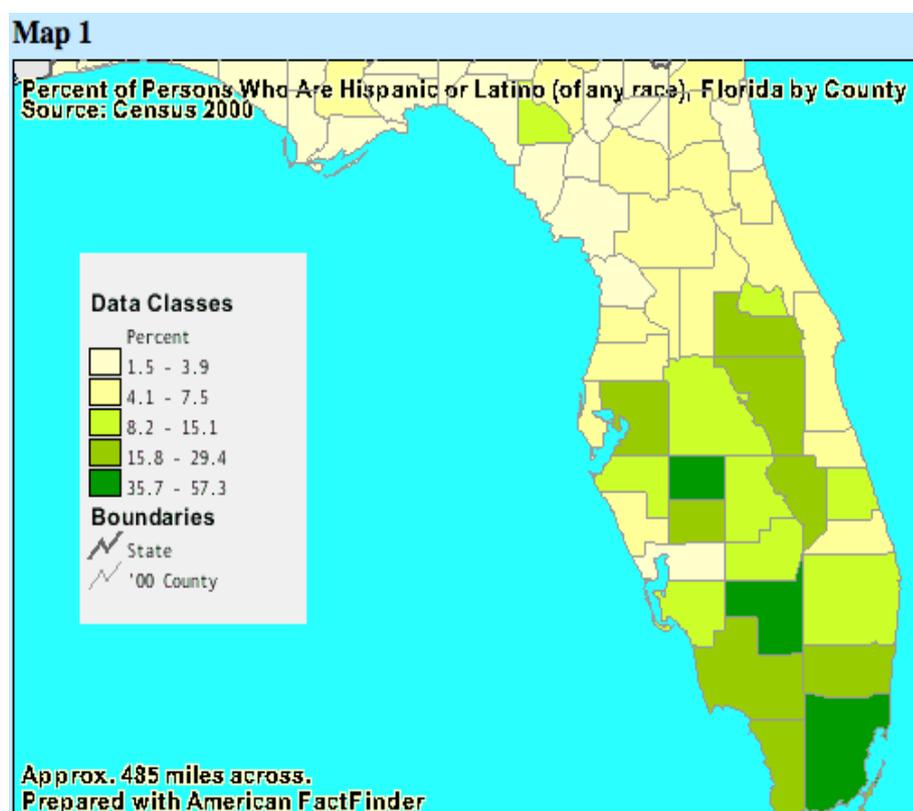


In the following sections we will discuss some common ways of lying with statistics.



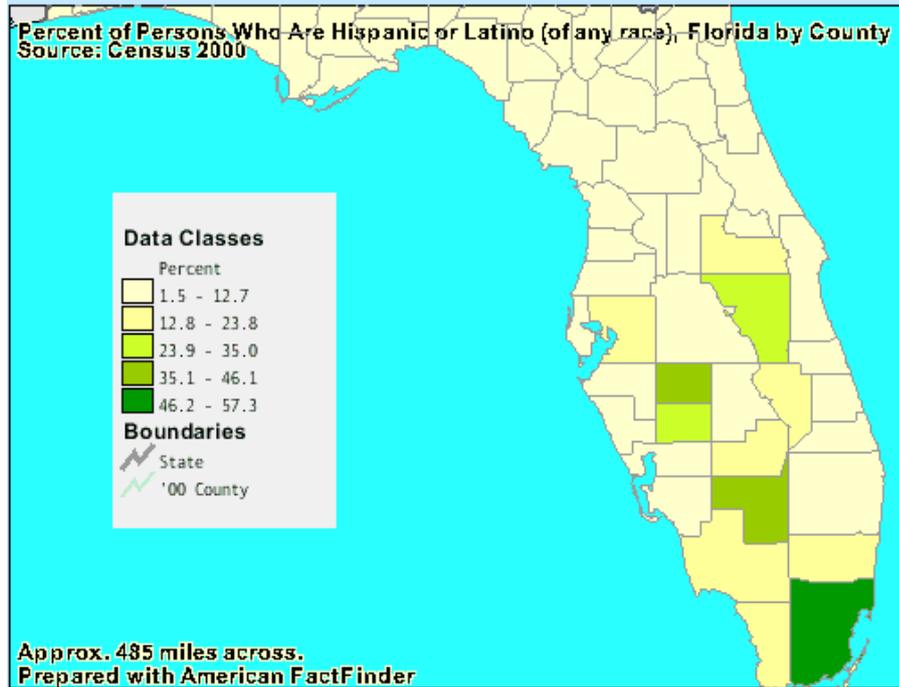
HOW TO LIE WITH MAPS

When representing information on a map, we colour different areas according to a range of data. Depending on the size of the range we choose for each colour, we can achieve a more or less coloured map. For example, the percentage of people who are Latino or Hispanic in a given region of Florida, if we assign the lighter colours to the ranges between 1.5 and 7.5 percent (map 1), we will get more intense colours for the ranges above 7.5. On the other hand, we can place this limit at 23.9 percent (map 2) and observe how the map gives much less coloured regions. Another very frequent trick to lie with maps is the choice of colour. The same map where different areas are coloured in red (map 3), for example, will give an impression of danger or alertness, contrary to green or blue.

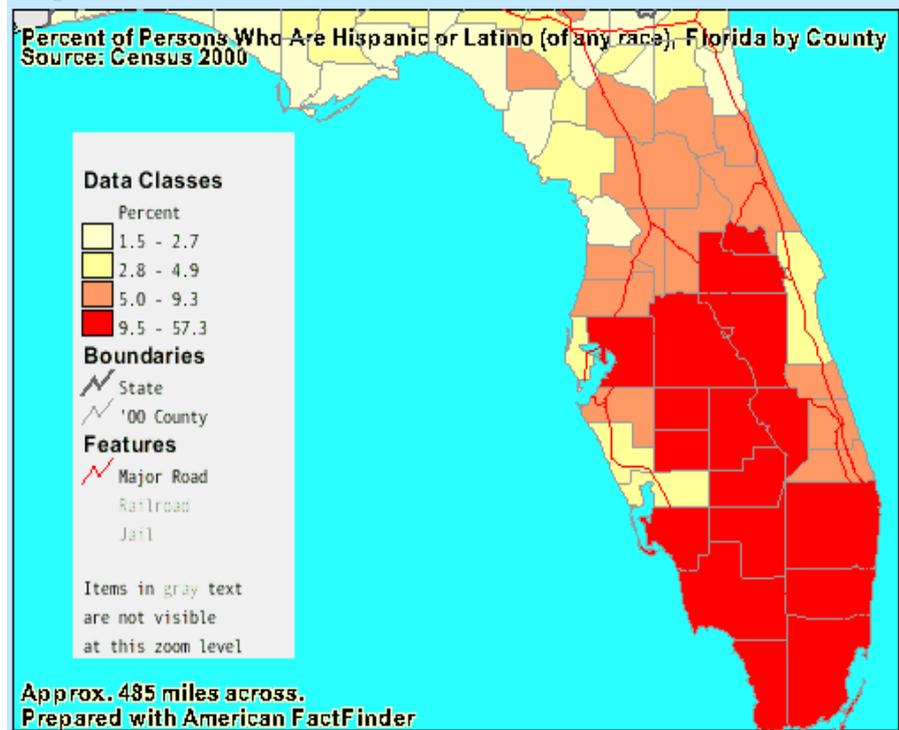




Map 2



Map 3



Percent of persons who are Hispanic or Latino, Florida by County.

Source: <https://www.citylab.com/design/2015/06/when-maps-lie/396761/>

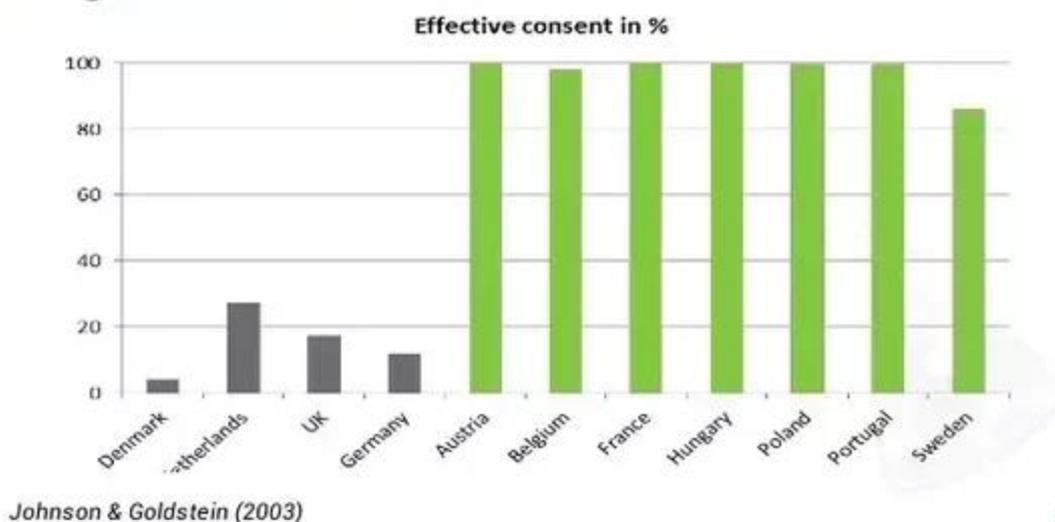


HOW TO LIE WITH THE WAY WE COLLECT DATA

Many statistics are based on data collected through surveys or questionnaires. The way in which the questions in a questionnaire are posed may induce the respondent to give one answer or another. For example, the order of the questions, the wording, the format (face-to-face or online) can be changed to get a different answer.

In 2003, the journal Science published a study (Johnson & Goldstein, 2003)³ in which they showed the abysmal difference in responses to organ donation requests simply by changing the way donors gave consent, by ticking a checkbox, or by leaving it blank. It appears that the decision to donate organs is so complex that it is much easier for people to leave the box blank, i.e. not to act. As a result, much better donation results were obtained in countries where the question was along the lines of "If you do not want to donate your organs, tick this box". By leaving the box blank, the person gave their consent to become a donor.

Organ Donation



18

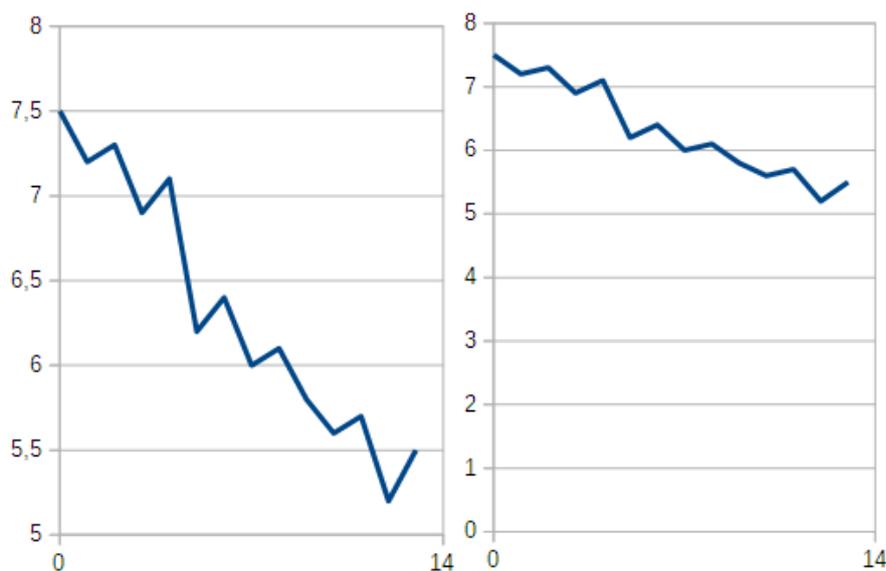
³ Eric J. Johnson and Daniel Goldstein. Science • 21 Nov 2003 • Vol 302, Issue 5649 • pp. 1338-1339
 • [DOI: 10.1126/science.1091721](https://doi.org/10.1126/science.1091721)





HOW TO LIE WITH GRAPHS

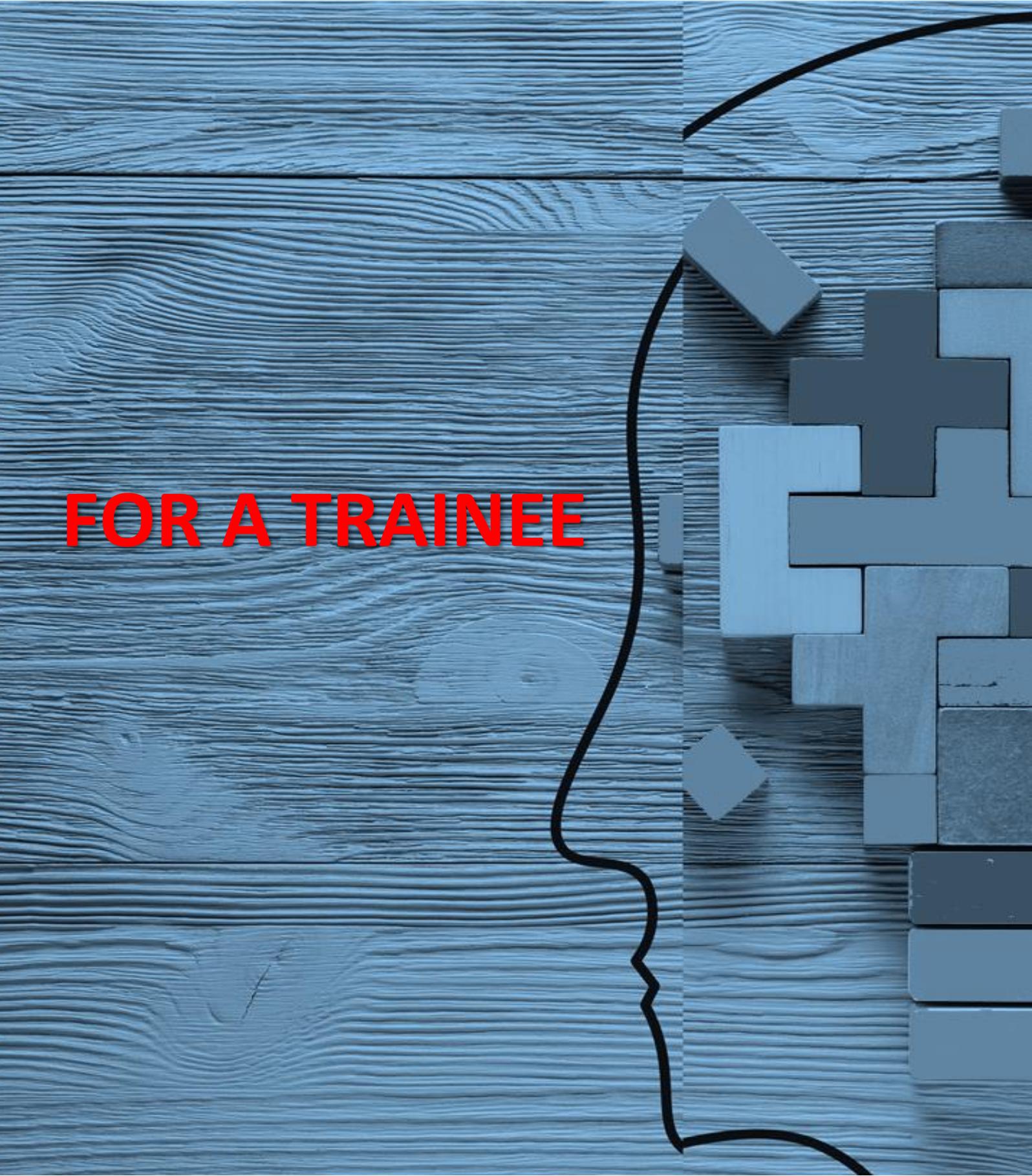
There are multiple ways to manipulate a graph to lead to incomplete information. The simplest of all is to modify the scale of the coordinate axes to make the changes appear more or less relevant. For example, when plotting unemployment data for the last 14 months, the fall in unemployment looks much larger if it is plotted between 5 and 8, than if we place the coordinate axis at 0.



Evolution of the unemployment rate over the last 14 months. Fictitious data



FOR A TRAINEE





4 . 1 LEAD IN

Title: WHAT IS MEDIA LITERACY?



TASK 1:

Look at the quotes and decide whether you agree with them and why. Discuss them in the class

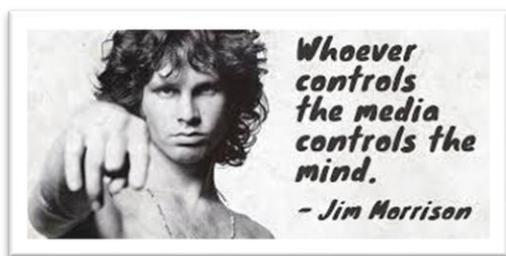


Fig. 1



Fig. 2

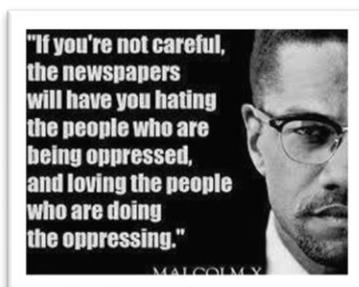


Fig.3



TASK 2:

Read the dictionary definition of media literacy:

Media literacy is the ability or skills to critically analyze for accuracy, credibility, or evidence of bias the content created and consumed in various media, including radio and television, the internet, and social media.

Based on this definition, do you think you have this competence?

**TASK 3:**

Take the Media Literacy Quiz.

1. Which headline uses clickbait to draw in viewers?

- A. You won't believe what this player said about his teammates?!
- B. Goalkeeper voices frustration with lack of teamwork

2. Which story is missing key context?

- A. House buyers in the cities are paying more for their houses
- B. Housing prices in the cities rise by 3% after the creation of 5,000 new jobs

3. What is a clearer indicator of a news writer's biases?

- A. The author's credentials and background.
- B. Their nationality.

4. What is the best way to check an image's veracity?

- A. Google the topic and see if the photo shows up.
- B. Copy the image and reverse image search it.

5. Does the publishing date matter to an article's veracity?

- A. No, true news stays true regardless of context.
- B. Yes, knowing when an article was published helps contextualize the information it is presenting and provides a fuller picture.

6. Which headline is designed to create an emotional response?

- A. Art museum embraces blasphemy and the devil
- B. Controversial artist depicts religious icons in new exhibit

7. Which story requires an expert's opinion?

- A. Hurricane Demolishes Florida Coastline
- B. Hurricane Threatens Marine Ecosystem Off Florida Coastline

**8. Which is the headline of an opinion piece?**

- A. High-Speed Rail To Run from Philadelphia to New York
- B. High-Speed Rail Too Expensive; Should Not Be Built

9. What is the best strategy for double-checking if a story is true?

- A. Ask trusted friends if they've heard about it.
- B. Search for the topic online and see if other articles come to a similar conclusion using multiple sources.

10. Which headline uses clickbait to draw in viewers?

- A. Insane revelation threatens celebrity's marriage
- B. Celebrity to separate from spouse of 9 years

11. What is the best way to determine an article's intended audience?

- A. Look at the publishing outlet and story framing.
- B. Look at the author's credentials.

12. Which story requires an expert opinion?

- A. Freedomian naval capabilities indicate expansionist intent
- B. Stock market closes up 400 points

13. What is a good indicator that a story is true?

- A. It has shown up multiple times on social media.
- B. An article talking about it is well sourced and published by a reliable outlet.

14. Which story is missing key context?

- A. Candidate wins election
- B. Candidate wins election by less than 300 votes



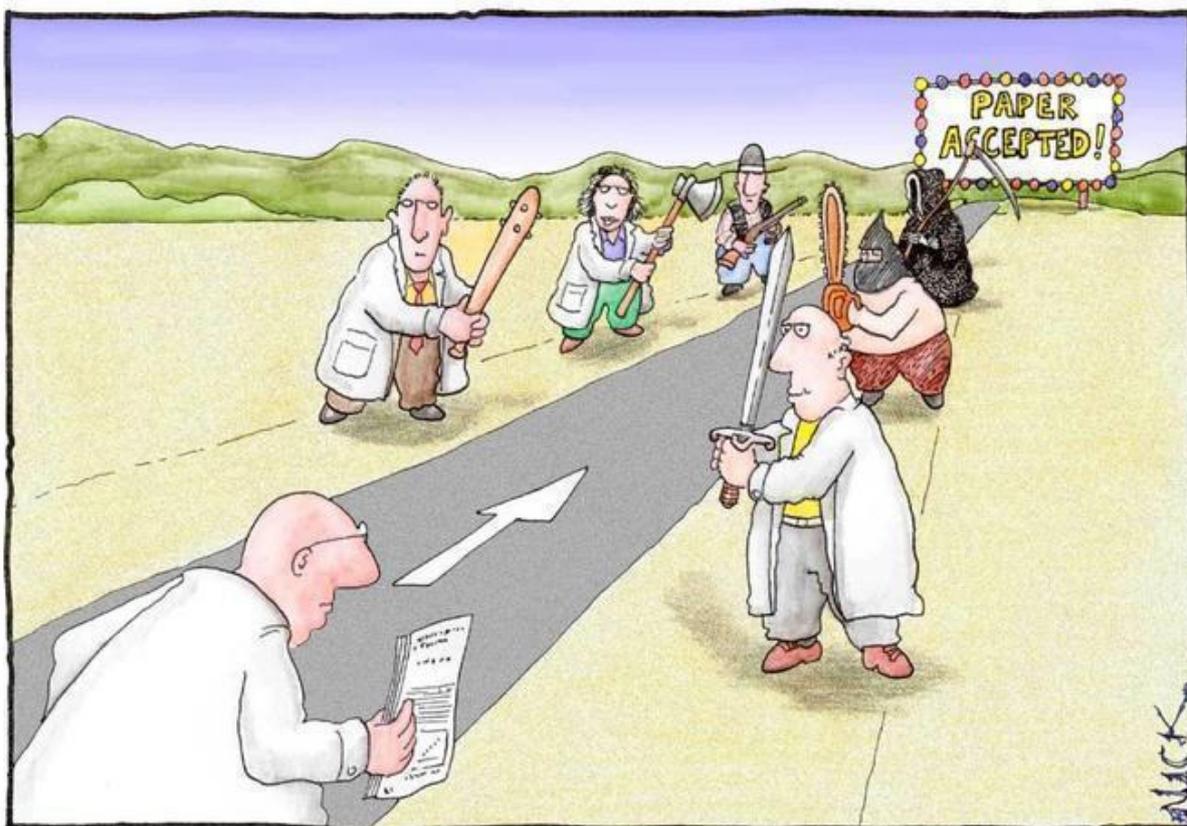
15. What is a good indicator that an image was manipulated?

- A. Objects seem cropped, off color or out of place.
- B. Instinct and something about shadows.



4.2 KNOW

Title: **WHY DO WE BELIEVE IN SCIENCE?**



Most scientists regarded the new streamlined peer-review process as “quite an improvement.”

Image credits: Nick Kim, Massey University, Wellington



TASK 1:

Reflect on these questions

Do you think scientists ever make mistakes in their research and reach incorrect results?

Do you think it is acceptable that a scientist makes mistakes in scientific research?

How do you think the Scientific Community works to prevent mistakes, incorrect results or fakes studies?



Do you know what the experts must do before scientific results are allowed to be published?



TASK 2:

Brainstorming of hypothesis

What makes an object float or sink?



TASK 3:

Experiment. Complete the table below with the details of your experiment

Name of the group:	
Hypothesis you are going to prove:	
Material:	
Experiment (what you are going to do)	
Results (what happened)	
Conclusion (what does the result mean)	
Comments	

**TASK 4:**

Identify the tricks you used in your experiment

Can you name the tricks you used?



4 . 3 UNDERSTAND

Title: **LIES, DAMN LIES AND STATISTICS.**



TASK 1:

Listen to the presentation



4.4 APPLY

Title: WHO IS RESPONSIBLE FOR CLIMATE CHANGE?



Task 1: READ THE DEFINITIONS OF FALLACIES

There are dozens of types of fallacies categorised in many ways. In this exercise we will look at just three of the most commonly used ones. The definitions are extracted from Wikipedia articles. If you are curious, you can take a look at the Wikipedia entry on fallacies, where you will find many useful examples and definitions.

Ad hominem fallacy:

Typically this term refers to a rhetorical strategy where the speaker attacks the character, motive, or some other attribute of the person making an argument rather than attacking the substance of the argument itself. The most common form of *ad hominem* is "A makes a claim *x*, B asserts that A holds a property that is unwelcome, and hence B concludes that argument *x* is wrong".

Naturalistic fallacy:

In philosophical ethics, the **naturalistic fallacy** is the mistake of explaining something as being good reductively, in terms of natural properties such as *pleasant* or *desirable*. The term was introduced by British philosopher G. E. Moore in his 1903 book *Principia Ethica*.

Slippery slope:

A slippery slope argument (SSA), in logic, critical thinking, political rhetoric, and caselaw, is an argument in which a party asserts that a relatively small first step leads to a chain of related events culminating in some significant (usually negative) effect. The core of the slippery slope argument is that a specific decision under debate is likely to result in unintended consequences



TASK 2: READ AND REMOVE THE FALLACIES

Read the given list of arguments (Environmental responsibility) and remove the sentences based on bad arguments and fallacies. You will find a total of three arguments based on the fallacies described below. Notice that an argument you don't agree with is not necessarily a bad argument.

Mark which type of fallacy has been used in each case.

Environmental responsibility

<p>Appealing to individual responsibility allows those truly responsible to avoid it. Citizens must focus on demanding greater responsibility from governments and companies.</p>	<p>Many environmentalists campaign through social media and the internet, which are part of the problem they are denouncing. If they are against technology, they should stop using it. This incoherence makes me distrust their arguments.</p>
<p>Climate change is a global problem. Each person emits a number of tonnes of CO2 per year depending on their consumption habits. Continuing our lifestyles unchanged is contributing to the disaster.</p>	<p>The problem of climate change is a problem of the production and distribution system. Individual actions alone cannot tackle it. Governments need to develop policies to curb it.</p>
<p>The problem with climate change is that we do not live in harmony with nature. If we only used natural products, this would not happen.</p>	<p>Reducing CO2 emissions means reducing production and thus destroying the engine of the economy. It would mean returning to the caverns.</p>



4.5 ANALYSE

THE NEED FOR PROFESSIONAL JOURNALISM

LISTEN OR READ THE TRANSCRIPTION OF THE AUDIO

ARI SHAPIRO, HOST:

For 82 weeks, Caitlin Dewey wrote a column for The Washington Post called "What Was Fake On The Internet This Week?" Now she's decided that format doesn't work anymore, and she's here to explain why. Welcome to the show.

CAITLIN DEWEY: Hi, Ari. How are you?

SHAPIRO: I'm good. So how has the Internet changed since you started this column in May of 2014?

DEWEY: Well, it seems to me like it's changed in two main ways. The first is that there's been sort of this industrialization of the hoax news industry, meaning that a lot of news sites now exist that do nothing but publish fake news for the traffic and the ad revenue.

SHAPIRO: So people are just making money off fake news and hoaxes.

DEWEY: Exactly. There's been just, like, a proliferation of that sort of site that didn't really exist when I started the column. The other thing that's happened - in some ways, sort of more troubling - is that where fake news just used to be sort of ridiculous or sensational, anything to make people click, it now tends to have more of a partisan edge to it. It seems aimed to exploit peoples' biases or prejudices or pre-existing views. And we're finding that that's something that's a little harder to combat in the format of a weekly column.

SHAPIRO: Are you saying that if you debunk something that confirms peoples' prejudices, they're more likely to believe the fake thing that confirms their prejudices than they are the column debunking it?

DEWEY: Absolutely. In fact, I'm not the only one who's found that. There's actually been a great deal of research to that effect, too. So, like, within these very siloed communities, they tend to believe in a conspiracy or in misinformation more when it is debunked than they did before, so it's troubling. It's difficult for us to figure out sort of how to address those issues.

SHAPIRO: Can you give me a recent example of perhaps something that you debunked in a column that had traction anyway because it confirmed what people wanted to believe?

DEWEY: Yeah, absolutely. There was one just last week. A Facebook user showed a photo of a protest at an Islamic education center in Dearborn, Mich., and he claimed that it was a photo of a pro-ISIS protest. In fact, it was from a peace rally that that Islamic center holds every year, and even though we were able to very clearly document that that's what it was, that it



happened every year, that it had been covered in local paper and things like that, that photo still continued to spread on Facebook with this misinformation that it was a pro-ISIS rally. And you know, when you have such clear news coverage and documentation that that's not what it is, I mean, it's hard to say how the rumor circulates anyway.

SHAPIRO: If journalists like you just give up on trying to demonstrate that these stories are false, haven't we really lost something valuable as a society?

DEWEY: Absolutely but rest assured we are not giving up. We are stopping the weekly column because it just seems to be ineffective and ill-suited to the current Internet landscape. But we are definitely looking at different, more creative and more aggressive ways to deal with the spiral of misinformation, and hopefully we'll come up with something new soon.

SHAPIRO: But it doesn't sound like you're super optimistic about getting that spiral under control.

DEWEY: No, I'm definitely not optimistic, but I mean, obviously one of the core functions of journalism is to correct misinformation. So regardless of what the atmosphere is like online, I think we have to continue persevering and hopefully innovating ways to stop the spiral even if it does seem sort of futile.

SHAPIRO: Caitlin Dewey is the digital culture critic at The Washington Post, and until last week, she was the author of "What Was Fake On The Internet This Week?" Thanks for joining us.

DEWEY: Thank you.



4 . 6 EVALUATE AND CREATE

WHAT DID WE DO?



TASK 1

Think about the last 4 activities we made and compare the methodologies used in each one

1 Why do we believe in science?	2 Lies, damned lies and statistics	3 Who is responsible for climate change?	4 The need for professional journalism



4.7 SUMMARIZE



FOREIGN LANGUAGE SKILLS



5



FOREIGN LANGUAGE SKILLS

TRAINER HANDBOOK

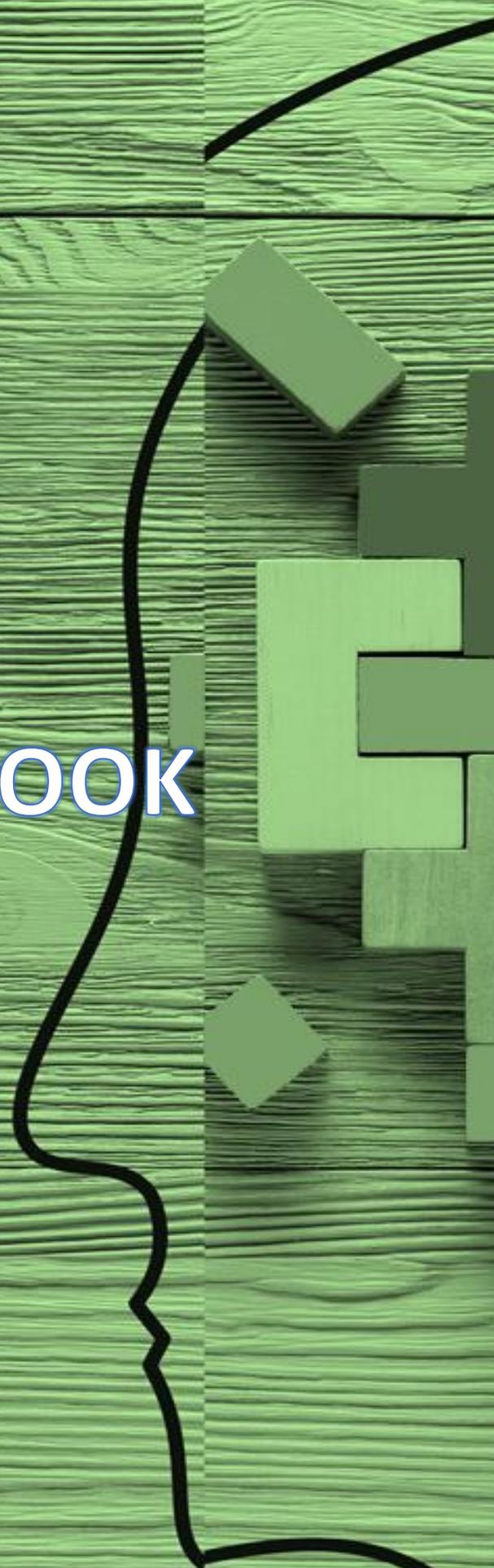
5. 1 LEAD IN: THE GRAMMAR VERSION OF „HOT POTATO“	215
5. 2 KNOW: FAMOUS PERSON’S BIOGRAPHY	216
5. 3 UNDERSTAND: GRAMMAR AND PUNCTUATION BINGO	219
5. 4 APPLY: CROSSWORD PUZZLES	222
5. 5 ANALYSE: VERB PYRAMID.....	223
5. 6 EVALUATE AND CREATE: THE MOVING LINE	225
5. 7 SUMMARIZE: PAST CONSTRUCTIONS IN A SONG	228

FOR A TRAINEE

5. 1 LEAD IN: THE GRAMMAR VERSION OF „HOT POTATO“	242
5. 2 KNOW: FAMOUS PERSON’S BIOGRAPHY	243
5. 3 UNDERSTAND: GRAMMAR AND PUNCTUATION BINGO	244
5. 4 APPLY: CROSSWORD PUZZLES	247
5. 5 ANALYSE: VERB PYRAMID.....	249
5. 6 EVALUATE AND CREATE: THE MOVING LINE	250
5. 7 SUMMARIZE: PAST CONSTRUCTIONS IN A SONG	252



TRAINER HANDBOOK





WHY SHOULD WE LEARN FOREIGN LANGUAGES?

Taking this course is beneficiary in many different aspects. Learning foreign languages benefits academic progress in other subjects, narrows achievement gaps, benefits basic skill development, benefits abstract and creative thinking, enhances student's sense of achievement, helps student score higher on standardized tests, promotes cultural awareness and competency, enhances career opportunities and benefits understanding and security in community and society. (According to NEA Research, 2007)

According to the Wallin (2019) density of the left brain is greater in bilinguals than in monolinguals. This finding is significant in that the left brain is responsible for processing information and controlling aspects of sensory perception, memory and speech. In addition, bilinguals score higher on average on tests involving creative thinking or problem-solving. The ability to translate abstract concepts from one language to another also develops the skill to look at tangible problems in more than one abstract way. Smith (2008) described creativity as the ability of the brain "to simultaneously activate and process multiple unrelated categories". (p.525) Creativity, he hypothesized, is more likely to occur in people who can draw upon more than one language. He postulated that creativity is heavily dependent on the strength and power of cognitive functions such as planning, cognitive flexibility and working memory. And, there is considerable evidence that these functions are enhanced in the brain of a second-language learner. Thus, he contends, "the more vastly the cognitive functions are improved, the greater the level of creativity becomes possible." Bilinguals also have better developed empathy; because they have to match their language to the language of others (interlocutors) for successful communication, so they better understand the others' mental states. They know that an object can be represented in more than one way linguistically. Furthermore, British Academy (2019) writes that there is evidence that foreign language learning programmes aimed at older populations may help to build cognitive reserve because language learning engages an extensive brain network that is known to overlap with the regions negatively affected by the aging process.



KEY TERMS:

Critical thinking

What is critical thinking and why is important that our trainees practice and improve critical thinking? If trainees are to develop critical thinking of their target groups, they must fully understand the concept of critical thinking, what it really is. Of course, not only the trainers, but also those who improve their skills. Under the term critical thinking, we understand “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven & Paul, 2007, p. 1). In addition, “critical thinking is the systematic evaluation or formulation of beliefs, or statements, by rational standards. It operates according to rational standards in that beliefs are judged by how well they are supported by reasons” (Vaughn, 2005, p. 4). According to S. D. Brookfield (1988) the particular mental activities involved are diverse, they include: planning, analysis, synthesis, classification, comparison, generalization, discrimination, inference, predicting, and identification of cause-effect relationships. Developing these 5 key skills would lead to better learning and teaching.

Why should we teach critical thinking to our adult trainees? We may assume that adult learners already have strong critical thinking abilities. However, Friend & Zubek (2016) point out that our potential for critical thinking increases from the end of childhood up to mid-twenties and is improving up to mid-thirties. However, then, it starts decreasing up to seventies. For this reason, it is highly advantageous to keep this skill active, since all of the components that critical thinking includes are skill that employees of various different job professions should possess.

INTRODUCTION: The following tasks are designed for all the teachers of foreign language that want to teach grammar and vocabulary in a more engaging and interesting way. These tasks are made in a way that can be adapted to students of different ages and language levels and include critical thinking as a transversal component of all of them. The material is the most suitable for language levels B1-B2+, but it can be easily adjusted for any language level needed. We hope that they will be helpful and beneficial in your teaching.



5 . 1 LEAD IN

A) GRAMMAR TASKS



TASK 1:

Title: THE GRAMMAR VERSION OF „HOT POTATO“

Description of the ACTIVITY:

The objective of this task is to recall the most common word types.

Objectives:

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.

Methods: Grammar game

Improved key competences: Critical thinking, Language learning

Improved critical thinking skills: Reflection, expressing opinion, discussion

Duration: 25 min

Materials: None

Language level: This task is suitable for all the learners who are familiar with the word types and are able to think of a particular word in the short period of time (meaning that they have a sufficient range of vocabulary).

Procedure:

All the trainees get up and stand in the circle. Trainer gives them a beanbag and sets a basic timer for a random interval, such as one minute and six seconds. The trainee with the bean bag must think of a word that falls into a particular category of a word type (such as a noun) and a theme (Summer, School, Vacation..), and then pass it to the left as quickly as possible. The trainee left holding the bag when the time beeps must leave the circle. For each new round, trainees are given different word type and a different theme; adjectives, nouns, adverbs, and so on. The game is played until there is only one person left and he is a winner.

Reflection:

After each round, trainees reflect on the words that they suggested and explain how and why they are connected to the topic of the particular round.



5.2 KNOW



TASK 2:

Title: FAMOUS PERSON'S BIOGRAPHY

Description of the ACTIVITY:

Trainees read famous person's biography and look for different examples of Past Simple in the text.

Objectives:

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.

Methods: silent reading, group discussion

Improved key competences: Grammatical knowledge, Critical thinking

Improved critical thinking skills: Expressing opinion, Discussion skills

Duration: 25 min

Materials: Biography handout

Recommendations for the trainers: Try choosing the biography of a polemic public person (or a text on a controversial past event), so the participants can practice past tense while at the same time they practice critical thinking on the topic of the chosen text. By doing so, there is a greater possibility that the productive discussion will arise afterwards.

Language level: This task is suitable for learners who are at least B2 level of learning or have some background knowledge in grammatical tenses. This task can be adjusted for different levels with varying in the choice of tenses and the difficulty of vocabulary in a text.

**Procedure:**

Trainees get a copy of famous person's biography that will be quick and easy to read in class. They use the biography to identify the different examples of the past tense. In this particular task they have to underline different examples of Past Simple in a biography of Adolf Hitler. Trainer asks trainees how they recognized the form of a tense. Trainer explains that Past Simple is best used for telling the stories and retelling events that happened in the past. He explains that it can be used because there is a chronological order of events that follow one another and thus there is no need to use other verb tenses.

Reflection: Was it difficult for you to spot the different examples of a verb tense in the story? What helped you to find it? Do you like this type of grammar exercise?

Questions for the follow-up discussion: Why do you think people listened and followed what Hitler had to say? Do you think that such course of events could have been prevented? If yes, how? What do you think would happen if he hadn't committed suicide? Do you think it is possible that such figure emerges again? How could we avoid it? What did we learn from it?

Example biography:**Adolf Hitler Biography**

Adolf Hitler was born on 20 April 1889 in the town of Braunau. At primary school, Hitler showed great intellectual potential and was extremely popular with fellow pupils as well as being admired for his leadership qualities. However, competition at secondary school was tougher and Hitler stopped trying as a result.

He also lost his popularity among his fellow students and instead preferred to re-enact battles from the Boer war with younger children. At the age of 15, he failed his exams and was told to repeat the year but he left without a formal education instead.

At the age of 18, he moved to Vienna with money inherited after his father's death in 1903, in order to pursue a career in art. However his applications for both the Vienna Academy of Art and the School of Architecture were rejected.

It was supposedly at this time that Hitler first became interested in politics and how the masses could be made to respond to certain themes. During the First World War he volunteered to fight for the German Army. He won several awards for bravery, including the Iron Cross First Class.

In October 1918, he was blinded in a mustard gas attack. Germany surrendered while Hitler was in hospital and he went into a state of great depression. In 1919, Hitler attended his first meeting of the German Workers' party, an anti-Semitic, nationalist group as a spy for the



German Army. However, he found he agreed with Anton Drexler's German nationalism and anti-Semitism. He disagreed with how they were organised leading him to make a passionate speech. Hitler quickly cemented his reputation as an engaging orator through his passion about the injustices faced by Germany. It soon became clear that people were joining the party just to see Hitler make his speeches, which would leave the audience in a state of near hysteria and willing to do whatever he suggested. With terrible economic conditions and rapid inflation, support for Hitler's party grew. By 1923, the Nazi's had 56,000 members and many more supporters. On 8 and 9 November 1923, Hitler staged the Nazi Beer Hall Putsch. He hoped to force the Bavarian government to work with the Nazis and march together on Berlin. The attempt failed but, although Hitler was tried for treason, the judge gave him a very light sentence. While in prison, Hitler wrote 'Mein Kampf', which formulated his political ideas.

In the presidential elections of 1932, Hitler came second. On 30 January 1933, President Hindenburg was forced to appoint Hitler as Chancellor, given his popular support.

Hitler put Germany's unemployed to work on a massive rearmament programme, using propaganda and manufacturing enemies, such as the Jews, to prepare the country for war. Initially, Hitler's actions were ignored by his powerful neighbours, as they believed appeasement was the only way to avoid a war.

On 1 September 1939, Hitler invaded Poland and the Second World War began as a result.

In 1944, there was an unsuccessful assassination attempt and, in response, Hitler stepped up the atmosphere of suspicion and terror.

Hitler committed suicide on 30 April 1945, with his long term girlfriend Eva Braun, who he is thought to have perhaps married at the last minute. Germany's surrender followed soon after.



5.3 UNDERSTAND



TASK 3

Title: GRAMMAR AND PUNCTUATION BINGO

Description of the ACTIVITY: Trainees must find particular grammatical constructions in the text and have to say BINGO when they do.

Objectives:

Trainees practice their reading with purpose skills (scanning).

Trainees practice their knowledge of grammatical forms.

Methods: Reading

Improved key competences: Grammatical knowledge, critical thinking

Improved critical thinking skills: Grammatical thinking

Duration: 25 min

Materials: Bingo handout

Language level: This task is appropriate for many different language level trainees. It can easily be adapted to all the levels varying in difficulty and complexity of the text given to trainees.

Procedure:

This game can be tailored for students of all ages. Trainer begins by developing bingo cards that contain the following instructions: “find a sentence written in the active voice”, “find a sentence that contains at least three nouns”, “find a sentence that contains at least two personal pronouns”, “circle the sentence written in direct speech”. The trainees are given a common resource, such as the latest issue of the *Wall Street Journal/The Independent*, or in this particular task – an article from *The Guardian*, and must race to see who can get ‘BINGO’ first. When they find all examples in question, they then give each other tasks on what to find. Three to four more confident volunteers from the group give one task on what to find in the text. Cards for elementary school students may contain more basic questions related to nouns, pronouns, and verbs, whereas cards for older students will focus on more complex word usage and sentence structures. The trainees are given handouts with the text from the article:

'I document America's strange beauty': the photography of My Name is Earl's Jason Lee



Jason Lee knew he was in trouble when he stepped on the set. The year was 1992, Sonic Youth were at their peak and he was starring as a doomed skateboarder in their latest video. As a music obsessed, pro skateboarder with acting aspirations, he felt he had a point to prove. To add more pressure, it was for the song 100% – the band’s classic ode to a murdered Black Flag roadie – and the video was being co-directed by one of his skateboarding friends (some guy called Spike Jonze).

“I was really trying my hardest to focus,” says Lee. “I was like pretending to be Robert De Niro on the set, really trying to get into it and make it count and make it real and believable.”

‘I’m just a skateboarder from Orange County’ ... Jason Lee. Photograph: Mark Davis/Getty Images

Admittedly, lying on some grass with a white sheet pulled over you isn’t exactly the Russian roulette scene from *The Deer Hunter*, but for someone with limited range it was still a push. “I don’t know Shakespeare, I can’t do accents, I didn’t study, I don’t read many plays, I’ve never been in a play. I’m just a skateboarder from Orange County who fell into acting because I like watching movies,” says Lee, down the phone from his home in Los Angeles.

Lee believes his career has been a series of happy accidents. He became a pro skater during the massive knee-pad boom in the 80s. He charmed *Clerks* director Kevin Smith at an audition, became friends with him and ended up with life-changing roles in *Mallrats* and *Chasing Amy*. Cameron Crowe loved him so much he made him a jaded rock star in *Almost Famous*. Then he transferred to TV at a time when moving from film to small screen was still seen as a step down. But he landed on his feet and wound up in one of the biggest network hits of the last two decades as the titular star of *My Name Is Earl*.

Now at 50 years old, he’s a father of five dealing with the reality of home schooling. There are still hints of his slacker past – anecdotes are peppered with the occasional “duuuude” – but like other skaters, such as Jonze, Ed Templeton and Mark Gonzales, Lee found art as he reached middle age.

I love America. I'm fascinated by all its shapes and sizes and forms

In the past decade, Lee has moved away from the screen and taken up residence behind a tripod. He got interested in photography after being on set and wanting to “understand things a little bit more as an actor”. He bought a camera, and a light meter, asked a few questions and started shooting. “I started just roaming America and documenting its weirdness and its strange beauty. That’s been going on now for 14 years,” he says.

He has released a series of photography books that cover the freewheeling yearly American road trips that he takes either by himself or with his children. “I love road tripping. I love America,” he says. “I’m fascinated by all its shapes and sizes and forms and all the shit that just kind of gets left behind.”



The result is a mix of expansive landscapes and smaller snapshots of a beautiful but declining nation that recall the work of William Christenberry and the Dutch Paris, Texas cinematographer, Robby Mueller.

His latest book *In the Gold Dust Rush* – shot in New York state, Texas, Arizona, New Mexico, Colorado, Utah, Nevada, Oregon and northern California – has echoes of Peter Bogdanovich’s *The Last Picture Show*, documenting small town America as it erodes. Old petrol station signage sits on mounds of dirt, one-horse towns silently stew as Lee’s camera surveys the scene. Outbuildings look like they could be blown over by a stiff breeze. “America is beautifully shitty,” says Lee. “That’s the lay of the land. That’s what you might find in the desert, that’s what our suburbia looks like.”

Lee knows all about suburbia: he grew up in Orange County. His family lived in a 70s tract home with a skate ramp out front and BMX bikes. He skateboarded to school, went to the liquor store and played video games. “It was just that typical 70s and 80s American suburban upbringing; staying out all night, causing trouble, going to the arcade and getting slices of pizza at the strip mall,” he says.

Source: <https://www.theguardian.com/artanddesign/2021/feb/01/jason-lee-america-photography-my-name-is-earl-strange-beauty-gold-dust-rush>

Reflection: Ask the trainees: „How did you like this activity? Was it difficult for you to find these particular grammatical structures? Did you read the whole text or just scan it?”



5.4 APPLY



TASK 4

Title: CROSSWORD PUZZLES

Description of the ACTIVITY:

Trainees solve grammar puzzle in pairs or in small groups.

Objectives:

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.

Methods: group discussion, writing

Improved key competences: Critical thinking, Language learning, knowledge in spelling

Improved critical thinking skills: Expressing opinion, discussion

Duration: 35 min

Materials: Handouts and link on which trainers can easily design crossword puzzles

(<https://www.xwords-generator.de/en>)

Procedure:

Trainer gives you handouts with crossword puzzle. There are many ways in which crossword puzzles can be designed. For example, it can practice different parts of a sentence, verb conjugations, and concepts such as synonyms and antonyms. It can also have clues like; “three letter antonym for happy” or “the past tense of run.” It can be used as a group work, competition or home assignment. This particular crossword was designed by Mary C. Howard and consists of various grammatical questions. Trainees solve this puzzle in pairs/groups and then check their answers with the rest of the trainees.

Language level: This task is appropriate for many different language level trainees. It can easily be adapted to all the levels varying in difficulty and complexity of the grammatical statements and questions.

Tips for the trainers: If you decide to create your own crossword puzzle, try to include multilayered statements / questions in which the answer requires previous grammatical knowledge. That way, trainees are able to discuss the answer among themselves and it stimulates further discussion on the particular grammatical topic.

Reflection: Was it helpful that you were solving these tasks as a group? How was the discussion in the group?



5.5 ANALYSE



TASK 5

Title: VERB PYRAMID

Description of the ACTIVITY:

Trainees are divided into two teams and have to run to the board and write three different forms of that verb (Continuous/Past Simple/Past participle).

Objectives:

Trainees recall their knowledge on different verb tenses.

Trainees practice working in a team.

Methods: Writing, Group work

Improved key competences: Language learning, Verb tenses

Improved critical thinking skills: Using critical thinking while discussing the answer among the group

Duration: 30 min

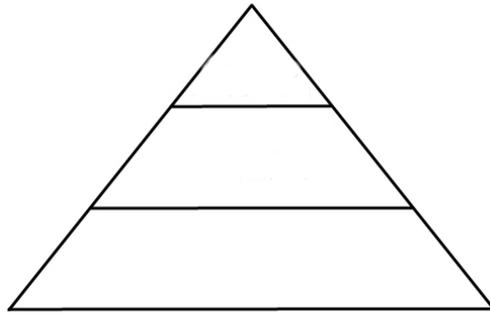
Materials: Blackboard

Language level: This task is appropriate for many different language level trainees. It can easily be adapted to all the levels varying in difficulty and complexity of the grammatical tasks.

Procedure:

Trainer draws a pyramid on either side of the board and breaks it up into blocks – something like a food pyramid, but with as many blocks as there are rounds in the game. So, if there is time for 10 rounds, there should be 10 blocks drawn in each pyramid. Then trainees are given a verb and they have to run to the board and write three different forms of that verb (Continuous/Past Simple/Past participle). The participant who gets the tense right wins their team a block in the pyramid. When a participant wins a pyramid block, fill in that block with chalk or marker to indicate the process. The first team with enough blocks to build their whole pyramid wins.

Reflection: Ask trainees “How did you like this activity? Was it helpful working in a team as opposed to individual work?”



Example of the pyramid



5.6 EVALUATE AND CREATE



TASK 6:

Title: THE MOVING LINE

Description of the ACTIVITY:

The objective of this task is to ask all the trainees what they are going to do after class and then report answers after the activity is done.

Objectives:

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.

Methods: pair work, group work

Improved key competences: Critical thinking, Language learning, Using grammar in speaking

Improved critical thinking skills: Critical approach towards other people's answers.

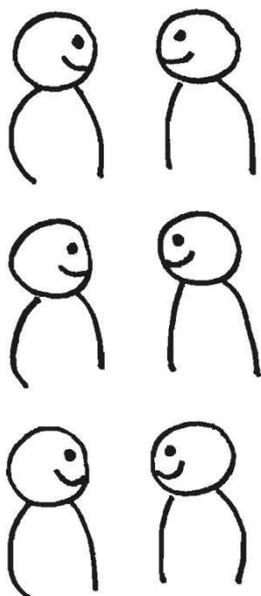
Duration: 25 min

Materials: None

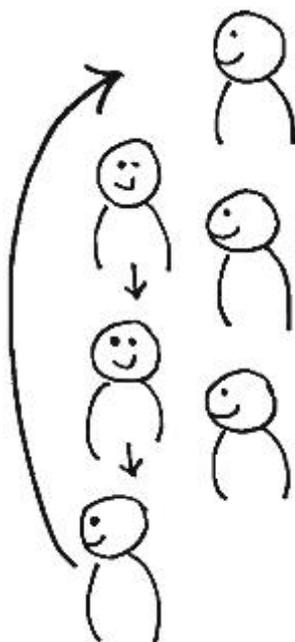
Language level: This task is appropriate for levels that are not that proficient in English language, therefore it is perfect for those who need further speaking practice.

Procedure:

Trainees are divided into two groups of equal numbers. Trainees form two lines facing one another.



One trainee asks the other facing them, “What are you gonna do after class?” The trainee answers, “I’m gonna _____ . What are you gonna do after class? The other trainee then answer, “I’m gonna _____ . The one line shifts position so that each trainee has a new partner. (The person at the end of the moving line moves to the beginning of the line.)



Trainees exchange the same information with their new partners. Then you shift positions again.

The trainees in the moving line continue to interact with new partners and then move on. The activity concludes when the students in the moving line are back in their original positions. After the game is finished the trainees try to recall as many of other trainees’ answers as they can.



Reflection: Ask the trainees “Was it difficult for you to remember the answers of other trainees? What helped you?”

Questions for the follow-up discussion: How did you feel during this type of a fast-paced activity? Which skills are needed in order to successfully complete this type of activity? Do you think that this activity reflects the environment that we live in? Which characteristics and skills are needed to successfully participate in such society? What might be the consequences?



5.7 SUMMARIZE



TASK 7:

Title: PAST CONSTRUCTIONS IN A SONG

Description of the ACTIVITY:

The objective of this task is to find which verb tense is present throughout the whole song and find out when it is used.

Objectives:

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.

Methods: Song analysis

Improved key competences: Critical thinking, Language learning, Listening skills

Improved critical thinking skills: Reflection, Discussion, Grammar analysis

Duration: 25 min

Materials: Song lyrics handout

Language level: This task is appropriate for many different language level trainees. It can easily be adapted to all the levels varying in difficulty and complexity of the song chosen and grammatical statements and questions given to trainees.

Procedure:

Trainees get a copy of the song “Somebody that I used to know”. First, they listen to the song and follow the lyrics along.



"Somebody That I Used To Know"

(feat. Kimbra)

[Gotye:]

*Now and then I think of when we were together
Like when you said you felt so happy you could die
Told myself that you were right for me
But felt so lonely in your company
But that was love and it's an ache I still remember*

*You can get addicted to a certain kind of sadness
Like resignation to the end, always the end
So when we found that we could not make sense
Well you said that we would still be friends
But I'll admit that I was glad that it was over*

*But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need that though
Now you're just somebody that I used to know*

*Now you're just somebody that I used to know
Now you're just somebody that I used to know*

[Kimbra:]

*Now and then I think of all the times you screwed me over
But had me believing it was always something that I'd done
But I don't wanna live that way
Reading into every word you say
You said that you could let it go
And I wouldn't catch you hung up on somebody that you used to know*

[Gotye:]

*But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love*



*But you treat me like a stranger and that feels so rough
 No you didn't have to stoop so low
 Have your friends collect your records and then change your number
 I guess that I don't need that though
 Now you're just somebody that I used to know*

*Somebody
 (I used to know)
 Somebody
 (Now you're just somebody that I used to know)*

*Somebody
 (I used to know)
 Somebody
 (Now you're just somebody that I used to know)*

*(I used to know)
 (That I used to know)
 (I used to know)
 Somebody*

Trainees listen to the song once again and underline all the past verb forms. After listening and underlining, participants, together with the trainer comment on the verbs that have been underlined. Then together they elicit the verb form that is present throughout the whole song, which is *Past Simple*. They gradually form a rule and conclude that Past Simple is used to talk about a completed action in a time before now. The time of the action can be in the recent past or the distant past and action duration is not important. Trainer further explains: “You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions (I sometimes **walked** home at lunchtime. / I often **brought** my lunch to school.). Teacher further writes on the blackboard; **a definite point in time: last week, when I was a child, yesterday, six weeks ago** (We **saw** a good film *last week*. / *Yesterday*, I **arrived** in Geneva.)”

Tip for the trainer: While choosing the song try to take into account the level of foreign language knowledge of the trainees. In addition, try to vary the topics of the songs for each lesson (the concept of romantic love, racism, violence, sexism, etc) so that the trainees have the opportunity to practice critical thinking on different topics.



Reflection: Ask the trainees: Was it more fun for you to learn grammar by listening to the song and analyzing song lyrics? Would you prefer this type of the activity more often?

Questions for the follow-up discussion: Are there any unfamiliar words? What is the song about? What happened to him? How does he feel now?



B) VOCABULARY TASKS

ACTIVITY 1 TRAINER

Description of the activity: The objective of this lesson is to introduce vocabulary learning. The introduction is followed by an activating task (building a Depth and Complexity Frame) in which certain vocabulary words are learned.

Title: VOCABULARY LEARNING STRATEGY – BUILDING A DEPTH AND COMPLEXITY FRAME

Objectives:

Trainees discuss what is important in learning vocabulary.

Trainees express their opinions.

Trainees play the game and identify their strengths and weaknesses.

Methods: group discussion, frontal explanation

Improved key competences: critical thinking

Improved critical thinking skills: discussion skills, reflection

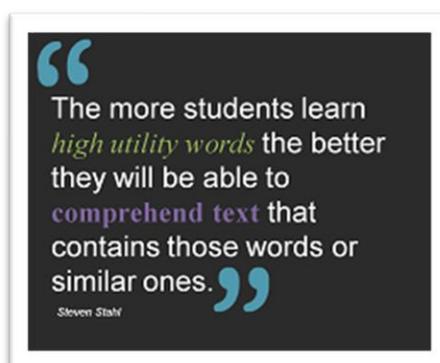
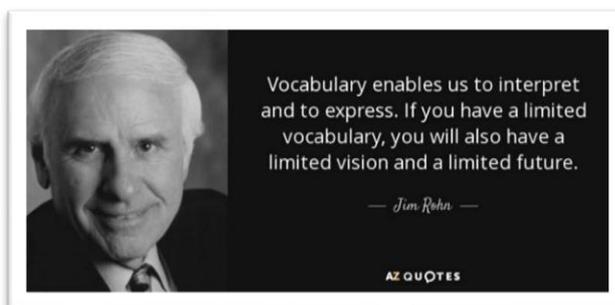
Duration: 45 minutes

Material: worksheet, pencils, dictionary

Language level: 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.

Procedure:

Lead in: Look at the given quotes and think about it. Do you agree with them? Discuss them in the class. The task of this activity is to determine the relevance of vocabulary. Trainees should identify their own strengths and weaknesses



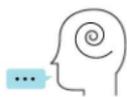
Ask and motivate: Do you think your knowledge of vocabulary could be improved? Can you give some examples from your everyday life where you realized that you would need more vocabulary?

Give instruction: Introduction of the Depth and Complexity Frame



TASK 2

- Read the short text. Choose a word that you don't know.
- Use the blank frame and place the word you don't know in the center of the map. Pronounce the word and look it up in the online dictionary (if necessary).
- Read the text again. Are there any related words mentioned in the context of the chosen word?
- Use a dictionary and look up the word and find a suitable definition.
- Find words and phrases that match the meaning of the word. Add the words you found to your frame.
- Read the text again. Connect the word to the meaning within the text.



TASK 3

Fill in the remaining fields within the Depth and Complexity Frame.

- Find an example of the word
- Find a synonym
- Find an antonym (opposite)
- Find an example that represents the opposite of your word.

→Text (examples for unknown words are bold):

Washington, D.C.

Yesterday, Stephen returned from a trip to Washington, D.C., the capital of the United States. His visit took place during the week prior to the Fourth of July. Logically, there were many activities and celebrations in town in preparation for Independence Day. During his stay in the city, Stephen visited a lot of **important** historical sites and monuments, and he left with a deeper understanding of the political history of the United States.

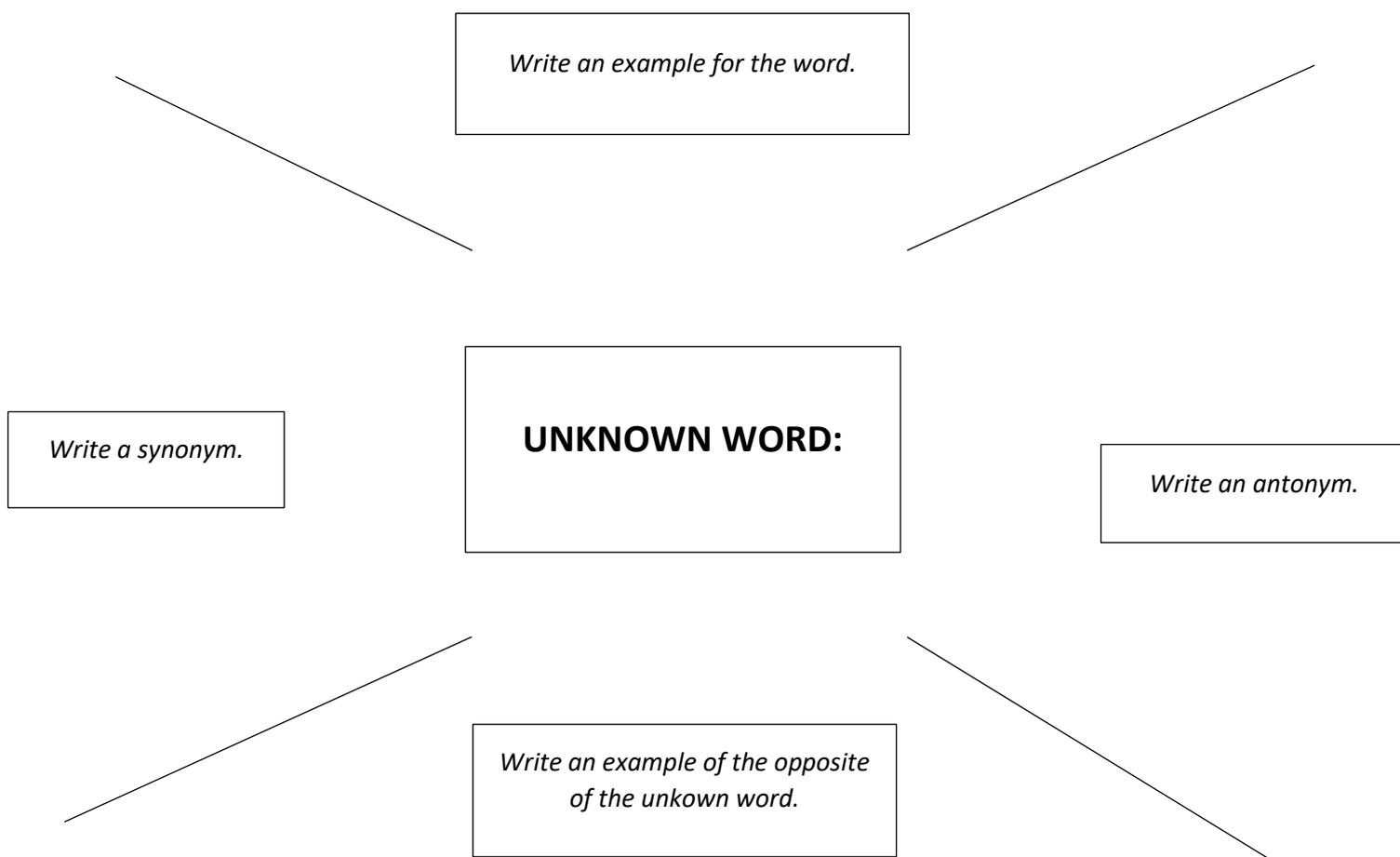
Stephen spent a lot of time outdoors exploring the important monuments surrounding Capitol Hill. Of course, he saw the White House from its outside gate at 1600 Pennsylvania Avenue. Stephen also visited the Washington Monument, the Jefferson Memorial, and the Lincoln Memorial. These statues and pavilions are **dedicated** to former U.S. presidents. They **commemorate** the **contributions** that these leaders made throughout American history. Washington, D.C. also has several war memorials dedicated to fallen soldiers during the major wars of the 20th century.

Away from the Capitol Hill area, Washington, D.C. has many museums and art galleries worth visiting. Stephen **enjoyed** his visit to Washington, D.C. because he learned a lot more about American history after touring each important landmark.

(Source: <https://lingua.com/de/englisch/lesen/washington/>)



→ Depth and Complexity Frame:



Make reflection:

- Based on your DACF, do you feel that you have understood the word now? Do you think you will be able to remember the word tomorrow?

Conclusion:

What did you learn today about vocabulary learning and the frame? Students will assume that they will retain the word initially. However, to retain the single vocabulary word over a longer period of time, frequent repetition is needed.

Depth and Complexity Frames reinforce critical thinking, are extremely flexible to use, and help learners reinforce specific vocabulary and word groups.



ACTIVITY 2 TRAINER

Description of the ACTIVITY: This is a fun, but at the same time meaningful activity. The task is first to sort given words into pairs.

Title: LINK AND USE VOCABULARY

Objectives: Trainees form word pairs in groups and thereby train their vocabulary skills and also their critical thinking skills.

Methods: group discussion, frontal explanation

Improved key competences: foreign language communication, vocabulary learning, critical thinking

Improved critical thinking skills: reflection, expressing opinions, discussion skills

Duration: 45 minutes

Material: worksheets, word pairs (cards), pencils, blackboard

Language level: 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).

Procedure:

Lead in:

At the beginning of this activity, two example on "word pairs" are made together on the board.

a)

beautiful

pretty

("Beautiful" and "pretty" are both adjectives and describe when something looks good. This can be either the outer appearance or the soul or character.)

b)

dangerous

safe

("Dangerous" and "safe" are opposites.)

The purpose of this activity is for the trainees to know what their task will be in the groups.

Ask and motivate:

Now you have seen an example of word pairs. Can you think of another example?



- The trainees should now think about and present their own example. This encourages the trainees to form their own examples and at the same time promotes their critical thinking.

Give instruction:

Look at the word cards and pick out word pairs. In groups, discuss whether the words are opposites, have the same meaning, are unrelated, or go together.

close	ugly	ill	select
speak	small	true	backward
infant	Laugh	safe	sad
before	like	respect	really
remember	on	attractive	empty

talk	unhappy	honor	choose
gorgeous	forget	open	secure
tiny	correct	absolutely	baby
off	Cry	beautiful	forward
full	sick	after	dislike



Make reflection:

Trainees are then asked to introduce their word pairs and describe how the two words are related.

Conclusion:

Did you find it easy to form word pairs or did you have difficulties understanding them?
Where do you see your personal strengths and weaknesses?



What do you take away from this vocabulary learning activity? Do you personally feel that fun exercises like these help improve your own vocabulary understanding?

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.

Activity 3 TRAINER

Description of the ACTIVITY: This is a fun and simple activity that playfully reinforces vocabulary and requires quick thinking and action. “Blackboard race” is a traditional classroom game for all ages. The blackboard is divided into two halves and the whole class into two teams. The trainer calls out a category and has students run to the board and write as many related words as possible.

- ➔ Example: “Animals you will see at the zoo”. One student from each team must run up to the board and write as many English zoo animal names as they can think of within a certain time limit.

Title: VOCABULARY GAME -> BLACKBOARD RACE

Objectives: Trainees practice quick thinking of a certain vocabulary topic.

Methods: vocabulary game

Improved key competences: foreign language communication, critical thinking, creative thinking

Improved critical thinking skills: reflection, quick thinking

Duration: 45 minutes

Material: worksheets, blackboard

Language level: For this activity, trainees again need a basic understanding of English. Accordingly, it requires at least B2. Again, however, 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.

Procedure:

Lead in: Look at the given picture. What category could it be?



Figure 3 The picture suggests the theme of "friendship".

Ask and motivate:

The next step is for the trainees to consider possible terms and write them down for themselves. This step enables independent, critical thinking.

Methodological recommendations: The selected image implies friendship and other related terms. However, concepts such as 'unity despite racial differences' can also be recognized. Further discussions can be adapted to the appropriate language level of the trainees.

Examples:

Fun

Joy

Trust

Assistance

Alliance

Community

Trips

Harmony

Interests



With each other

Honesty

Sympathy

Give instruction:

The coach gives instructions for the game on the board. He explains the procedure and divides the teams.

a) The trainer introduces the first category:

Name animals that you can find in the zoo.

or:

Name things that are related to the term "beach".

Make reflection:

Based on the Blackboard game: Did you find it easy to find matching terms?

The trainees should reflect on the game and recognize their own difficulties in order to be able to improve them.

Conclusion:

What did you learn today in this game lesson? Were some categories new to you? Write down three elements you take away from this activity.



FOR A TRAINEE



5 . 1 LEAD IN

A) GRAMMAR TASKS

TASK 1:

Title: THE GRAMMAR VERSION OF „HOT POTATO“



TASK 1:

Get up and stand in a circle. Trainer gives you a topic such as *Summer, School, Vacation* and a word type (noun, verb, adjective...). Trainer will give you a beanbag and set a basic timer for a random interval, such as one minute and six seconds. Each of you will say the word type that fits into particular category and then pass the beanbag to the left as quickly as possible. The trainee that is left holding the bag when the time beeps must leave the circle. For each new round, you will be given different word type. The game is played until there is one person left and he is a winner.

Reflection:

After each round, they reflect on the words that they suggested and explain how and why they are connected to the topic of the particular round.



5.2 KNOW

TASK 2:

Title: FAMOUS PERSON'S BIOGRAPHY



TASK 2:

You will get a copy of a famous person's biography. You will use the biography to identify the different forms of the past tense. In this particular task you have to underline forms of Past Simple in the biography of Adolf Hitler. Trainer asks how you recognized the form of a tense?

Reflection:

Trainer will ask you "Was it difficult for you to spot the different verb tenses in a story? What helped you to find it? Do you like this type of grammar exercise?"



5.3 UNDERSTAND



TASK 3:

Title: GRAMMAR AND PUNCTUATION BINGO

You will get bingo cards that contain the following instructions: “find a sentence written in the active voice”, “find a sentence that contains at least three nouns”, “find a sentence that contains at least two personal pronouns”, “circle the sentence written in direct speech”. You will be given an article from *The Guardian*, and must race to see if you can get ‘BINGO’ first. After that three to four volunteers from the group will say what is being searched for next. Again, the first person to find it in the text has to shout BINGO. You will be given handouts with the text from the article:

'I document America's strange beauty': the photography of My Name is Earl's Jason Lee

Jason Lee knew he was in trouble when he stepped on the set. The year was 1992, Sonic Youth were at their peak and he was starring as a doomed skateboarder in their latest video. As a music obsessed, pro skateboarder with acting aspirations, he felt he had a point to prove. To add more pressure, it was for the song 100% – the band’s classic ode to a murdered Black Flag roadie – and the video was being co-directed by one of his skateboarding friends (some guy called Spike Jonze).

“I was really trying my hardest to focus,” says Lee. “I was like pretending to be Robert De Niro on the set, really trying to get into it and make it count and make it real and believable.”

‘I’m just a skateboarder from Orange County’ ... Jason Lee. Photograph: Mark Davis/Getty Images

Admittedly, lying on some grass with a white sheet pulled over you isn’t exactly the Russian roulette scene from *The Deer Hunter*, but for someone with limited range it was still a push. “I don’t know Shakespeare, I can’t do accents, I didn’t study, I don’t read many plays, I’ve never been in a play. I’m just a skateboarder from Orange County who fell into acting because I like watching movies,” says Lee, down the phone from his home in Los Angeles.

Lee believes his career has been a series of happy accidents. He became a pro skater during the massive knee-pad boom in the 80s. He charmed *Clerks* director Kevin Smith at an audition, became friends with him and ended up with life-changing roles in *Mallrats* and *Chasing Amy*. Cameron Crowe loved him so much he made him a jaded rock star in *Almost Famous*. Then he transferred to TV at a time when moving from film to small screen was still



seen as a step down. But he landed on his feet and wound up in one of the biggest network hits of the last two decades as the titular star of *My Name Is Earl*.

Now at 50 years old, he's a father of five dealing with the reality of home schooling. There are still hints of his slacker past – anecdotes are peppered with the occasional “duuuude” – but like other skaters, such as Jonze, Ed Templeton and Mark Gonzales, Lee found art as he reached middle age.

I love America. I'm fascinated by all its shapes and sizes and forms

In the past decade, Lee has moved away from the screen and taken up residence behind a tripod. He got interested in photography after being on set and wanting to “understand things a little bit more as an actor”. He bought a camera, and a light meter, asked a few questions and started shooting. “I started just roaming America and documenting its weirdness and its strange beauty. That's been going on now for 14 years,” he says.

He has released a series of photography books that cover the freewheeling yearly American road trips that he takes either by himself or with his children. “I love road tripping. I love America,” he says. “I'm fascinated by all its shapes and sizes and forms and all the shit that just kind of gets left behind.”

The result is a mix of expansive landscapes and smaller snapshots of a beautiful but declining nation that recall the work of William Christenberry and the Dutch Paris, Texas cinematographer, Robby Mueller.

His latest book *In the Gold Dust Rush* – shot in New York state, Texas, Arizona, New Mexico, Colorado, Utah, Nevada, Oregon and northern California – has echoes of Peter Bogdanovich's *The Last Picture Show*, documenting small town America as it erodes. Old petrol station signage sits on mounds of dirt, one-horse towns silently stew as Lee's camera surveys the scene. Outbuildings look like they could be blown over by a stiff breeze. “America is beautifully shitty,” says Lee. “That's the lay of the land. That's what you might find in the desert, that's what our suburbia looks like.”

Lee knows all about suburbia: he grew up in Orange County. His family lived in a 70s tract home with a skate ramp out front and BMX bikes. He skateboarded to school, went to the liquor store and played video games. “It was just that typical 70s and 80s American suburban upbringing: staying out all night, causing trouble, going to the arcade and getting slices of pizza at the strip mall,” he says.



Source: <https://www.theguardian.com/artanddesign/2021/feb/01/jason-lee-america-photography-my-name-is-earl-strange-beauty-gold-dust-rush>

Reflection: Trainer will ask you „How did you like this activity? Was it difficult for you to find these particular grammatical structures? Did you read the whole text or just scan it?



5.4 APPLY

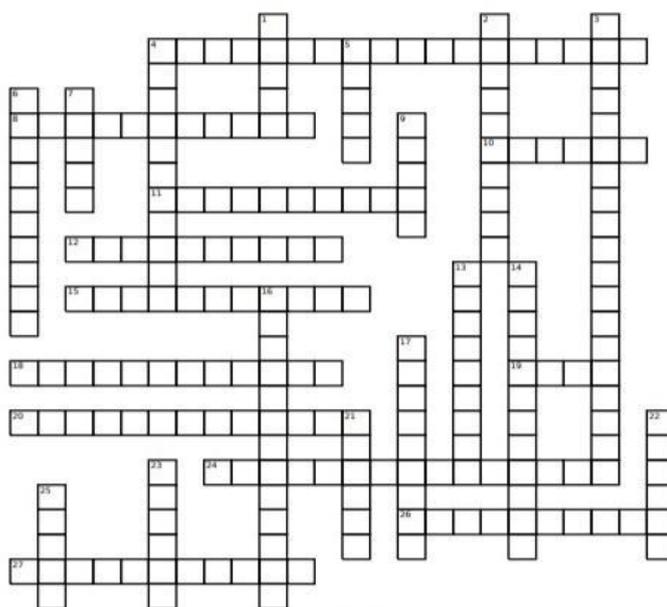


TASK 4

Title: CROSSWORD PUZZLES

GRAMMAR CROSSWORD PUZZLE

MARY C. HOWARD



- Across**
- 4 TRANSITIONAL WORD USED AFTER A SEMICOLON IN A COMPOUND SENTENCE
 - 8 CAPITALIZED WORDS THAT REFER TO A SPECIFIC PERSON, PLACE, THING, OR IDEA
 - 10 GROUP OF WORDS WITH BOTH A SUBJECT AND A VERB
 - 11 KING OF PHRASE THAT CONTAINS MORE INFORMATION ABOUT A PREVIOUS NOUN IN SENTENCE
 - 12 VERBAL FORM BEGINNING WITH THE WORD TO
 - 15 KIND OF CLAUSE THAT IS A COMPLETE THOUGHT
 - 18 TYPE OF VERB THAT ESTABLISHES AND IDENTITY BETWEEN SUBJECT AND A WORD IN THE PREDICATE LIKE AN ADJECTIVE, NOUN, OR PRONOUN
 - 19 PUNCTUATION MARK USED AROUND AN APPOSITIVE PHRASE ALREADY CONTAINING COMMAS
 - 20 KIND OF CONJUNCTION USED IN A COMPLEX SENTENCE AFTER THE INTRODUCTORY ADVERBIAL CLAUSE
 - 24 DESCRIPTIVE WORD FORMED FROM A PROPER NOUN
 - 26 PRONOUN CASE USED FOR SUBJECT OF SENTENCE OR AFTER LINKING VERB
 - 27 MISUSE OF COMMA IN COMPOUND SENTENCE CREATING A RUN-ON

- Down**
- 1 SENTENCE WITH TWO INDEPENDENT CLAUSES NOT SEPARATED BY A SEMICOLON OR COMMA AND COORDINATING CONJUNCTION
 - 2 VERBAL FORM USED AS AN ADJECTIVE
 - 3 BEGINS WITH A PREPOSITION AND ENDS WITH AN OBJECT OF THE PREPOSITION
 - 4 KIND OF CONJUNCTION USED IN PAIRS, SUCH AS NOT ONLY / BUT ALSO
 - 5 VERB CATEGORY THAT DESIGNATES TIME OF THE VERB
 - 6 MARK USED TO INDICATE A POSSESSIVE OR THE OMISSION OF LETTERS IN A WORD
 - 7 KIND OF PUNCTUATION USED AFTER AN INTRODUCTORY PHRASE OR CLAUSE IN A SENTENCE
 - 9 FORMS OF PRONOUNS THAT DENOTE WHICH ONE TO USE
 - 13 PRONOUN CASE USED AS DIRECT OBJECT OR OBJECT OF THE PREPOSITION
 - 14 KIND OF CONJUNCTION USED IN A COMPOUND SENTENCE
 - 16 NOUNS/PRONOUN RECEIVING THE ACTION OF AN ACTION VERB
 - 17 KIND OF CLAUSE THAT ISN'T A COMPLETE THOUGHT
 - 21 VERBAL FORM USED AS A NOUN
 - 22 MARK USED IN A COMPOUND ADJECTIVE
 - 23 GROUP OF WORDS LACKING A SUBJECT, VERB, OR BOTH
 - 25 KIND OF MARK USED WHEN AN EXPLANATION IS TO FOLLOW IT



Trainer gives you handouts with crossword puzzle. This particular crossword puzzle was designed by Mary C. Howard and consists of various grammatical questions. You will solve this puzzle in pairs/groups and then check your answers with the rest of the trainees.

Reflection:

Trainer will ask you “Was it helpful that you were solving these tasks as a group? How was the discussion in the group?”



5.5 ANALYSE



TASK 5

Title: VERB PYRAMID

Trainer draws a pyramid on either side of the board and breaks it up into blocks – something like a food pyramid, but with as many blocks as there are rounds in the game. So, if there is time for 10 rounds, there should be 10 blocks drawn in each pyramid. You are given a verb and have to run to the board and write three different forms of that verb (Continuous/Past Simple/Past participle). Trainee who gets the tense right wins their team a block in the pyramid. When a trainee wins a pyramid block, trainer fills in that block with chalk or marker to indicate the process. The first team with enough blocks to build their whole pyramid wins.

Reflection:

Trainer will ask you “How did you like this activity? Was it helpful working in a team as opposed to individual work?”



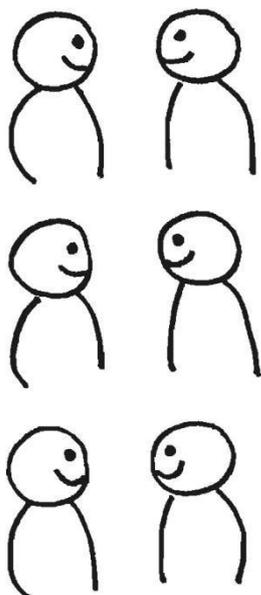
5 . 6 EVALUATE AND CREATE



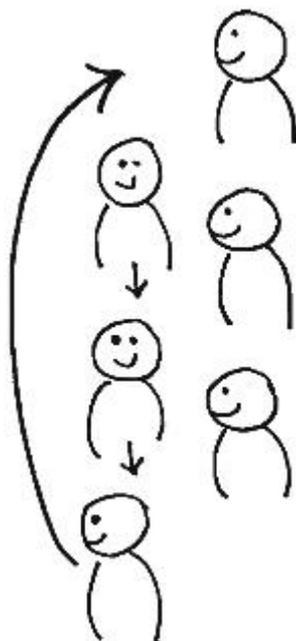
TASK 6:

Title: THE MOVING LINE

You are divided into two groups of equal numbers and form two lines facing one another.



One trainee asks the other facing them, “What are you gonna do after class?” The trainee answers, “I”m gonna _____. What are you gonna do after class? The other trainee then answer, “I”m gonna _____. The one line shifts position so that each trainee has a new partner. (The person at the end of the moving line moves to the beginning of the line.)



You exchange the same information with their new partners. Then you shift positions again.

The trainees in the moving line continue to interact with new partners and then move on. The activity concludes when the trainees in the moving line are back in their original positions. After the game is finished the trainees try to recall as many of other trainees' answers as they can.

Reflection:

The trainer asks you “Was it difficult for you to remember the answers of other trainees? What helped you?”



5.7 SUMMARIZE



TASK 7:

Title: PAST CONSTRUCTIONS IN A SONG

You get a copy of the song “Somebody that I used to know”. First, you listen to the song and follow the lyrics along. Then you listen to the song once again and underline all the past verb forms. After listening and underlining, together with the trainer, you comment on the verbs that have been underlined. Then you elicit the verb form that is present throughout the whole song and together with the trainer form a rule for its usage.

Reflection:

The trainer will ask you: Was it more fun for you to learn grammar by listening to the song and analyzing song lyrics? Would you prefer this type of the activity more often?



B) VOCABULARY TASKS

ACTIVITY 1 TRAINEE

VOCABULARY LEARNING STRATEGY – BUILDING A DEPTH AND COMPLEXITY FRAME



TASK 1

Look at the given quotes and think about it. Do you agree with them? Discuss them in the class.

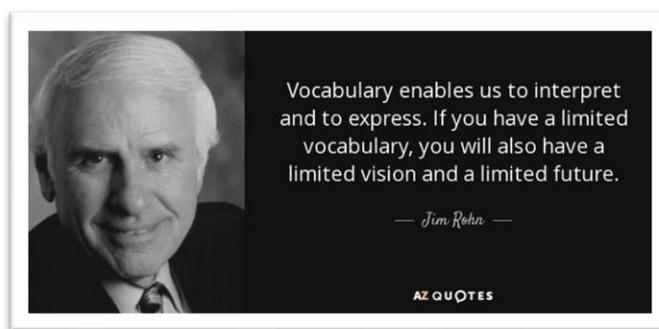


Fig. 1 (Source: <https://www.azquotes.com/quote/810169>)

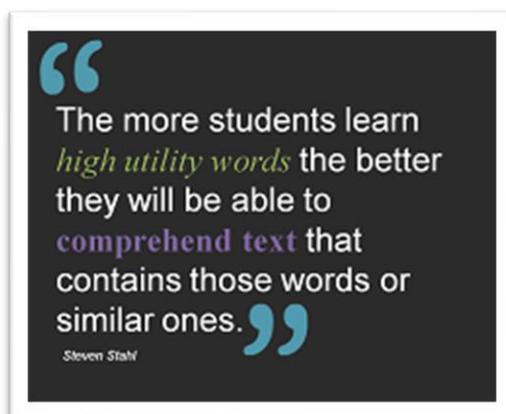


Fig. 2 (Source: <https://www.quotemaster.org/good+vocabulary#&gid=1&pid=1>)



TASK 2

- a) Read the short text. Choose a word that you don't know.
- b) Use the blank frame and place the word you don't know in the center of the map. Pronounce the word and look it up in the online dictionary (if necessary).
- c) Read the text again. Are there any related words mentioned in the context of the chosen word?
- d) Use a dictionary and look up the word and find a suitable definition.
- e) Find words and phrases that match the meaning of the word. Add the words you found to your frame.
- d) Read the text again. Connect the word to the meaning within the text.

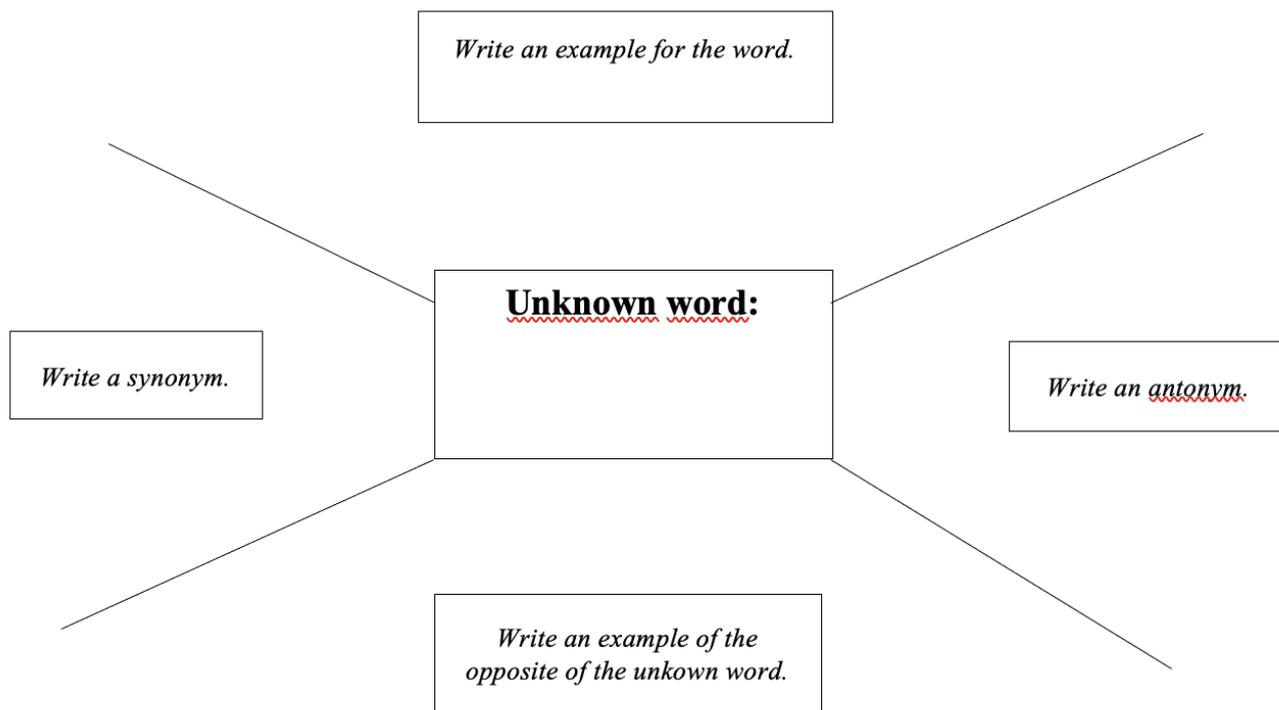
Washington, D.C.

Yesterday, Stephen returned from a trip to Washington, D.C., the capital of the United States. His visit took place during the week prior to the Fourth of July. Logically, there were many activities and celebrations in town in preparation for Independence Day. During his stay in the city, Stephen visited a lot of **important** historical sites and monuments, and he left with a deeper understanding of the political history of the United States.

Stephen spent a lot of time outdoors exploring the important monuments surrounding Capitol Hill. Of course, he saw the White House from its outside gate at 1600 Pennsylvania Avenue. Stephen also visited the Washington Monument, the Jefferson Memorial, and the Lincoln Memorial. These statues and pavilions are **dedicated** to former U.S. presidents. They **commemorate** the **contributions** that these leaders made throughout American history. Washington, D.C. also has several war memorials dedicated to fallen soldiers during the major wars of the 20th century.

Away from the Capitol Hill area, Washington, D.C. has many museums and art galleries worth visiting. Stephen **enjoyed** his visit to Washington, D.C. because he learned a lot more about American history after touring each important landmark.

Source: <https://lingua.com/de/englisch/lesen/washington/>



TASK 3

Fill in the remaining fields within the Depth and Complexity Frame.

- Find an example of the word
- Find a synonym
- Find an antonym (opposite)
- Find an example that represents the opposite of your word.



TASK 4

Based on your DACF, do you feel that you have understood the word now? Do you think you will be able to remember the word tomorrow? Write down three elements you need to know when learning vocabulary in an efficient way.



ACTIVITY 2 TRAINEE

VOCABULARY LEARNING STRATEGIES – LINK AND USE VOCABULARY



TASK 1

Look carefully at the two examples given. What is the relationship between the two vocabulary words?

1. Are they opposites/antonyms? (black - white)
2. Are they synonyms? (tasty and delicious)
3. Are the words unrelated?
4. Do the words belong to a group (house and roof)?

a)

beautiful

pretty

b)

dangerous

safe



TASK 2

Now you have seen an example of word pairs. Can you think of two other examples?



TASK 3

Look at the word cards and pick out word pairs. In groups, discuss whether the words are opposites/antonyms (1), have the same meaning/synonyms (2), are unrelated (3), or go together (4).

Discuss in your group. There are several solutions. If a word is not known, use a dictionary.

close	ugly	ill	select
speak	small	true	backward
infant	Laugh	safe	sad
before	like	respect	really
remember	on	attractive	empty

talk	unhappy	honor	choose
gorgeous	forget	open	secure
tiny	correct	absolutely	baby
off	Cry	beautiful	forward
full	sick	after	dislike



ACTIVITY 3 TRAINEE

VOCABULARY GAME -> BLACKBOARD RACE



TASK 1

Look at the given picture. What category could it be?



Source: https://kajabi-storefronts-production.global.ssl.fastly.net/kajabi-storefronts-production/blogs/6119/images/FeLAGBTLi6RjyQpWool_pexels-photo-1574650.jpg



TASK 2

Name matching terms that are related to the theme of the picture.



TASK 3

The Blackboard Race: Collect in your team and line up in front of the blackboard. Listen carefully to the category the trainer asks for.

a) Name animals that you can find in the zoo.

b) Name things that are related to the term "beach".



TASK 4

Based on the Blackboard game: Did you find it easy to find matching terms?

**TASK 5**

What did you learn today in this game lesson? Were some categories new to you? Would you have liked to proceed in smaller steps? Write down three elements you take away from this activity.
