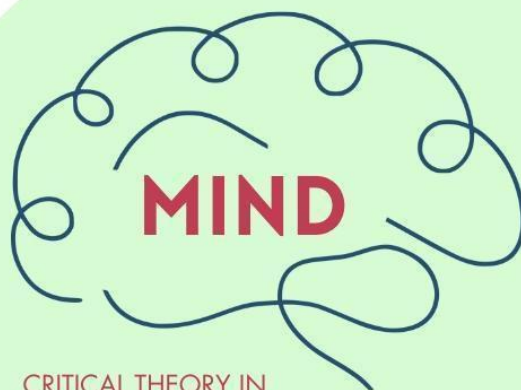


THE MIND PROGRAMME

Critical thinking development programme and materials for non-formal adult education



CRITICAL THEORY IN
ADULT EDUCATION PRACTICE:
EMPOWERMENT FOR CRITICAL ACTIONS



Co-funded by
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project number: 2023-1-LT01-KA220-ADU-000153426

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency. Neither the European Union nor National Agency can be held responsible for them.

This intellectual output (IO4) has been conceived and developed under the project “MIND – Critical theory in adult education practice: empowerment for critical actions”.

Thanks to partners for their precious contributions

Šiuolaikinių didaktikų centras, LT

Izglītības attīstības centrs, LV

Academia de Studii Economice din București, RO

Ustanova za obrazovanje odraslih Dante, HR

Authors

Daniela Dumitru, Sandra Kalniņa, Antonela Marjanušić, Ivone Mataija, Mihaela Minciu, Ramona-Elena Richiteanu-Nastase, Daiva Penkauskienė (coord.)

Redactor

Jurgita Balaišienė (Šiuolaikinių didaktikų centras, LT)

Logo and layout created by project partner Ustanova za obrazovanje odraslih Dante, HR

Icons Flaticon.com

© Erasmus+ project “MIND – Critical theory in adult education practice: empowerment for critical actions” consortium



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Conents

Introduction	4
General information	4
Main concepts of the programme	5
Modules and length of the programme	7
Development of critical thinking dispositions & skills in each of the modules	8
M1. WHAT IS CRITICAL THINKING IN ADULT EDUCATION?	10
M2. PORTRAIT OF A CRITICAL THINKER.....	12
M3. VALUE OF CRITICAL THINKING FOR AN INDIVIDUAL: Wellbeing.....	14
M4.1. VALUE OF CRITICAL THINKING FOR THE COMMUNITY: Community stories	18
M4.2. VALUE OF CRITICAL THINKING FOR THE COMMUNITY: Community values	22
M5. VALUE OF CRITICAL THINKING FOR THE SOCIETY Culture and power: a dialog between the individual ant the work of art (the aspect of material culture)	25

Introduction

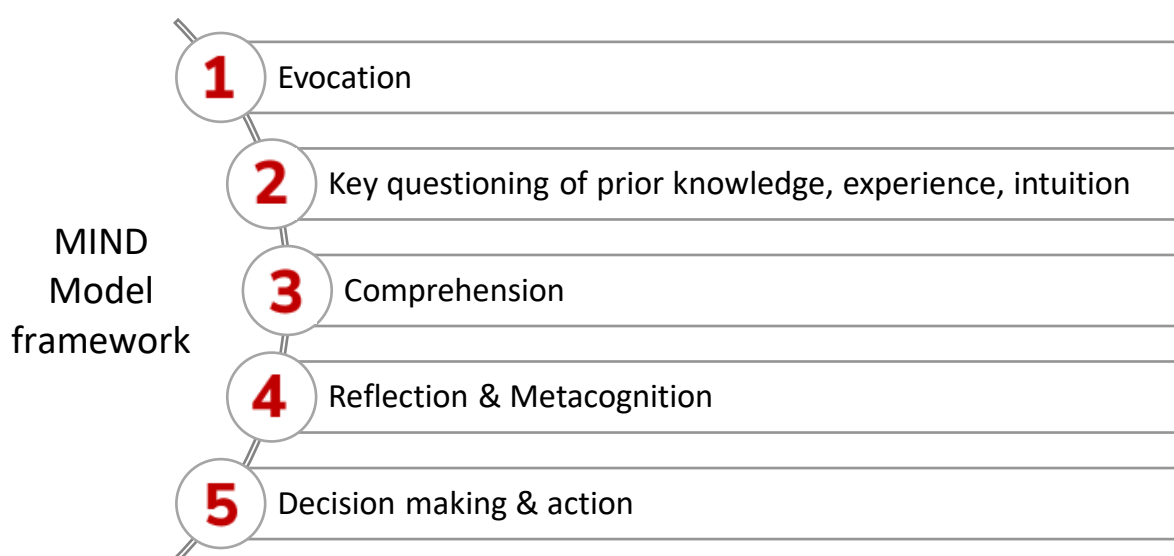
General information

This programme is aimed at leaders and developers, lecturers, trainers, and all those working with adult learners in non-formal adult education programmes in different non-formal education contexts. The programme aims to provide clear methodological guidelines for the development of critical thinking among various adult groups and to model its process by providing concrete steps for the implementation.

The programme is built on the best knowledge informed by science, how adults learn best, and on development of critical thinking methodologies, namely social constructivism, pragmatism, and critical pedagogy.

All this “wisdom” has been united into 5 stages “MIND Model framework”:

1. **EVOCATION** of learner’s interest into an idea, question, problem or issue, and willingness to explore further, dig deeper.
2. **KEY QUESTIONING OF PRIOR KNOWLEDGE, EXPERIENCE, INTUITION** for making assumptions, hypothesis about a question, an idea, an issue, a problem.
3. **COMPREHENSION** of a new content, studying and getting deeper into a question, an idea, a problem, a topic.
4. **REFLECTION AND METACOGNITION** that leads to evaluating and re-evaluating previously held beliefs and attitudes.
5. **DECISION MAKING AND ACTION** coming out of previously experienced process, gone through 1–4 stages.



The full description of the “MIND Model framework” and its stages can be found in publication

“THE MIND MODEL: Model framework for the development of critical thinking in non-formal adult education”.

The learning process is sequential, step-by-step. It repeats itself throughout the programme, which consists of five modules:

M1: What is critical thinking in adult education?

M2: Portrait of a critical thinker

M3: The value of critical thinking for the individual

M4: The value of critical thinking for the community

M5: The value of critical thinking for society

Each module provides an opportunity to explore the essence of critical thinking and the importance of its development, and to understand its implications as well as value for adult education at the individual, community, and societal levels. The length of each module is calculated in academic hours and is approximate: from- to. It may vary depending on the way of its delivery – face-to-face (on-site) or distance contact (off-site); individual study or group work; and the readiness and experience of the programme implementers, both – the teacher and the learner.

The first two modules are essential, as they introduce key concepts. It is therefore suggested to start with and not skip them. If the proposed material is not suitable or not relevant enough, it can be replaced with other material that is in line with the objectives of the module.

The third, fourth and fifth modules are optional, as are the topics proposed for their implementation. Adult teachers are free to decide which of the three modules is more relevant to whom and when. When selecting materials for the modules, we suggest choosing topics that are relevant to the specific time and context, so that they are engaging, ambiguous and stimulate critical thinking.

Main concepts of the programme

CRITICAL THINKING: etymological meaning „kritikos" (gr.) to be able to make judgments, "krinein" (gr.) – to separate, decide: <https://www.etymonline.com/word/critical>.

For ancient Greeks, it was considered an ability to make a decision based on a certain standard. In today's context, it is understood as a set of specific dispositions and skills of a person that manifest in the context of thinking - helps to understand and decide what is true and what is false, what is right, correct or what is wrong. More definitions can be found in: [COMPENDIUM OF SCIENTIFIC IDEAS: Critical Thinking in non-formal education](#).

DEVELOPMENT OF CRITICAL THINKING: It is a well-organized teaching and learning process that builds and develops a person's knowledge, critical thinking skills and dispositions in the context of formal and non-formal education.

CRITICAL THINKING SKILLS: a person's ability to interpret, analyze, synthesize, evaluate any

kind of information, draw evidence-based conclusions, reflect, self-regulate, and make critical judgements.

CRITICAL THINKING DISPOSITIONS: a person's attitudes or habit of mind that is an integral part of their beliefs and actions. Inquisitiveness, openness, analyticity, systematicity, intellectual empathy, perseverance, trust in reason notify a critically thinking person.

EVOCATION: lat: *ēvocāre* – to lure, entice; to summon, evoke. In critical thinking context, evocation means to recall, to evoke prior knowledge and experience, and get an interest to know more.

COMPREHENSION: simply, it means an action of grasping the meaning of an idea, an issue, a problem. Critical comprehension means using active thinking strategies and methods that help to control and manage the thinking process, and understanding what is already known, unknown, not clear, is under a question, doubtful, etc.

REFLECTION: a simple meaning of it is an image that can be seen in water or in a mirror; and the process by which light and heat are sent back from a surface and do not pass through it (<https://www.collinsdictionary.com/dictionary/english/reflection>). Critical reflection means questioning and reconsidering one's beliefs, attitudes, knowledge, being able to see oneself in a "new light".

METACOGNITION: to put it simply, it is thinking about one's thinking. In critical thinking context, it means being aware of one's thinking, being able to understand a process and patterns of one's thinking. Metacognition goes hand in hand with critical reflection and leads to a process of rethinking and change.

More about critical thinking – in the MIND project publications:

- "COMPENDIUM OF SCIENTIFIC IDEAS: Critical thinking in non-formal adult education";
- "EXECUTIVE REPORT: Critical thinking in non-formal adult education programs and documents".

Modules and length of the programme

Modules	Implementation	Topics	Learning time		Total
			on-site or offsite	Individually	
			Academic hrs.		
M1: What is critical thinking in adult education	Compulsory	Concept(s) of critical thinking	5	3	8
M2: Portrait of critical thinker	Compulsory	Traits of critically thinking person: skills and dispositions	5	3	8
M3: Value of critical thinking for an individual	Optional	Self and Reality; Choice and Moral Dilemmas; Happiness and Wellbeing	5	2	7
M4: Value of critical thinking for the community	Optional	Tolerance and Confrontation; Boundaries and Inclusiveness; Traditions and Innovations	5	2	7
M5: Value of critical thinking for the society	Optional	Globalization and Ethnicity; Environment and Civic Progression; Culture and Power; Freedom and Responsibility	5	2	7
Total:			25	10	35

Development of critical thinking dispositions & skills in each of the modules

CRITICAL THINKING DISPOSITIONS					
Stages of the framework	M1	M2	M3	M4	M5
Evocation	Inquisitiveness Accuracy	Clarity	Analyticity	Inquisitiveness	Inquisitiveness Accuracy
Key questioning of the prior knowledge, experience, intuition	Openness Accuracy	Accuracy	Openness Intellectual empathy Clarity Accuracy	Openness	Openness Accuracy
Comprehension	Analyticity Systematicity	Analyticity Systematicity	Clarity Accuracy Intellectual autonomy Confidence in reason	Analyticity	Analyticity Intellectual courage Systematicity Perseverance
Reflection & Metacognition	Clarity	Openness	Confidence in reason Intellectual autonomy Attentiveness	Clarity	Clarity Autonomy
Decision making & Acting	Autonomy	Autonomy	Intellectual courage Clarity Accuracy Openness	Intellectual empathy	Intellectual empathy Autonomy

CRITICAL THINKING SKILLS					
Stages of the framework	M1	M2	M3	M4	M5
Evocation	Interpretation	Explanation	Interpretation Analysis	Interpretation	Interpretation Inquisitiveness
Key questioning of the prior knowledge, experience, intuition	Interpretation Explanation	Interpretation Explanation	Evaluation Explanation Analysis	Interpretation Explanation	Interpretation Explanation
Comprehension	Analysis Synthesis Inference	Analysis Synthesis Inference	Evaluation Inference Self-regulation Explanation	Analysis Synthesis Inference	Analysis Synthesis Inference
Reflection & Metacognition	Evaluation Reflection Self-regulation	Evaluation Reflection Self-regulation	Self-regulation	Evaluation Reflection Self-regulation	Evaluation Reflection Self-regulation
Decision making & Acting	Evaluation Inference	Evaluation Inference	Self-regulation Evaluation	Evaluation Inference	Evaluation



Training materials

INTRODUCTION: Training presentation (slides)

M1. WHAT IS CRITICAL THINKING IN ADULT EDUCATION?

Objectives






1. To get acquainted/deepen the knowledge about the concept of critical thinking.
2. To reveal the interlink between adult education & development of critical thinking.
3. To build a personal relationship with the concept of critical thinking.




Expected results

By the end of the module adult educators:

1. Will be able to conceptualise critical thinking.
2. Will make sense of critical thinking relevance to adult education.
3. Will be able to formulate personal concepts of critical thinking.

The process

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Evocation	Let learners generate various ideas, opinions about CT concepts based on their prior knowledge, experience, imagination, orally or in a written form. <i>According to me, critical thinking is....</i>	Brainstorm Keywords Hint quotes etc.
 Key questioning of prior knowledge, experience & intuitions	Let learners share their assumptions on CT concept & discuss what they are based on, share what else has to be/wanted to be learned. <i>I think so, because of....</i> <i>I have read.... / saw.... / observed....</i>	Discussion Pair & share K-W-L
 Comprehension	Let learners get deeper into the topic by working with a new material – textual or visual, use proposed reading or/and visual strategies	I.N.S.E.R.T. Mind-map Jigsaw etc.
 Reflection & metacognition	Let learners evaluate and re-evaluate previously held knowledge, beliefs, & attitudes, as well as the overall learning process orally <i>Previously I have thought, now I think....</i> <i>Now I think that....</i>	K-W-L Open questions etc.
 Decision making & acting	Let learners make their own definition of CT concept orally or/and in a written form. <i>My concept of critical thinking is....</i>	Free writing Reflective essay "Save the last word for me" etc.

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 <p>Suggested materials to work with (for independent learning or/and group learning)</p>	<p>For getting overview of critical thinking concept:</p> <ul style="list-style-type: none"> • https://plato.stanford.edu/entries/critical-thinking/?fbclid=IwAR3qb0fbDRba0y17zj7xEfO79o1erD-h9a-VHDebal73R1avtCQCNRFDwK8 <p>For understanding the issue of critical thinking meaning and development in adult education:</p> <ul style="list-style-type: none"> • https://newprairiepress.org/cgi/viewcontent.cgi?article=2363&context=aerc • https://www.academia.edu/4771153/CRITICAL_THINKING_SKILLS_IN_ADULT_LEARNERS <p>For understanding personal value of critical thinking:</p> <ul style="list-style-type: none"> • https://generalassemb.ly/blog/why-critical-thinking-is-essential-for-your-personal-and-professional-success/ <p>For understanding interconnections between adult learning, critical thinking and decision making:</p> <ul style="list-style-type: none"> • https://files.eric.ed.gov/fulltext/EJ917394.pdf <p>For understanding importance of responsibility for self-directed learning and critical thinking:</p> <ul style="list-style-type: none"> • https://www.researchgate.net/publication/254075067_Critical_Thinking_and_Self-Directed_Learning_in_Adult_Education_An_Analysis_of_Responsibility_and_Control_Issues 	
 <p>Note for adult educators</p>	<p>The selected material should explain/deepen/expand/ broaden the understanding of critical thinking concepts & its interrelation with adult education. We suggest using our selection of materials. However, it is also possible to use other materials with similar meaning.</p> <p>The complexity of the material depends on the learner profile. Some materials can be assigned for independent studying, especially when time is short. In this case, a flipped classroom approach can be used, where learners are given the task of working with the material in advance. However, the task must be formulated very clearly and learners must be given clear instructions and support during their independent learning period.</p>	
 <p>Training materials</p>	<p>MODULE 1: Training presentation (slides)</p> <p>MODULE 1: COMPREHENSION stage: Text “The concept of critical thinking: A question of definition” (doc)</p>	

M2. PORTRAIT OF A CRITICAL THINKER

Objectives






1. To get acquainted with critical thinking skills and dispositions.
2. To analyze “portraits” of personalities and to recognize their critical thinking traits.
3. To evaluate one’s critical thinking skills and dispositions.
4. To make a list of critical thinking skills and dispositions to be improved.




Expected results

By the end of the module adult educators:

1. To name critical thinking skills and dispositions, to understand difference and interrelation between them.
2. To apply gained knowledge on critical thinking skills and dispositions in practical tasks, make connections with personal experience.
3. Critically reflect and rethink personal skills and dispositions.
4. Make decisions on personal improvement.

The process

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Evocation	Let learners make a list of personal traits that notify critically minded people (individually/in pairs or groups).	Brainstorm
 Key questioning of prior knowledge, experience & intuitions	Let learners share their lists & discuss, argue about their choice, depending on their prior knowledge, experience & intuition.	Discussion Pair & share
 Comprehension	Let learners get deeper into the topic by working with a new material – textual or visual, use proposed reading or/and visual strategies (for example, biographies, interviews, movies, videos, etc.). Let learners come back to their previously made list, review it, make additions.	Double diary Check list
 Reflection & metacognition	Let learners evaluate their skills and dispositions, reflect upon them.	Spidergram
 Decision making & acting	Let learners make justified decision on skills and disposition to be improved either for personal or professional reasons.	Venn diagram Free writing Reflective essay

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 <p>Suggested materials to work with (for independent learning or/and group learning)</p>	<p>For getting acquainted with the representative of critical pedagogy Paul Freire. The interview provides insights on the meaning and mission of critical thinking. It is a good example of critical thinker's dispositions that are observable, present in Paul Freire himself.</p> <ul style="list-style-type: none"> • Interview with Paul Freire https://www.youtube.com/watch?v=U8aExMg8foA <p>For analysis of speeches in search for critical thinking skills and dispositions:</p> <ul style="list-style-type: none"> • 7 Famous Speeches that Changed the World: https://get.goreact.com/resources/famous-speeches-that-changed-the-world/ • Greta Thunberg's full speech to world leaders at UN Climate Action Summit: https://www.youtube.com/watch?v=KAJsdgTPJpU 	
 <p>Note for adult educators</p>	<p>The selected material should be illustrative in terms of critical thinking skills and dispositions. Learners may analyse "portraits" of famous personalities, national heroes, ordinary people from local communities, family members, relatives, etc.</p> <p>The complexity of the material depends on the learner profile. Some materials can be assigned for independent studying.</p>	
 <p>Training materials</p>	<p>MODULE 2: Training presentation (slides) MODULE 2: COMPREHENSION stage: List of critical thinking skills and dispositions (slides) MODULE 2: COMPREHENSION stage: Checklist (slides) MODULE 2: COMPREHENSION stage: Text "I Have a Dream". Speech by the Rev. Martin Luther King Jr. (doc) MODULE 2: REFLECTION & METACOGNITION stage: Spidergrams (schemes)</p>	

M3. VALUE OF CRITICAL THINKING FOR AN INDIVIDUAL: Wellbeing

Objectives


1. To describe the concept of wellbeing and its implications.
2. To exemplify the two dimensions of wellbeing (affective and cognitive).
3. To establish connections between the concept of critical thinking and wellbeing.



Expected results




By the end of the module adult educators:



1. Will be able to characterize the concept of wellbeing.
2. Will understand the importance of approaching wellbeing in adult education.
3. Will be able to analyze the state of wellbeing and make links with critical thinking starting from personal experiences.

The process

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Evocation	<p>Invite learners to express a variety of ideas and opinions about the concept of wellbeing, drawing on previous information as well as their experiences:</p> <ol style="list-style-type: none"> 1. Ask the participants: "What is the first thing that comes to your mind when you think about wellbeing?" 2. Ask the participants the following questions (in this order): <ul style="list-style-type: none"> • Think of an event/situation in which you experience happiness / a good feeling. • What triggered the situation? • How did it happen? • What was the result? <p>Because we wish participants to think critically about their experience, ask them to find something that was not so good in the previous event, even though it was regarded as a positive event.</p> <ol style="list-style-type: none"> 3. Ask the participants the following questions (in this order): <ul style="list-style-type: none"> • Think of an event/situation in which you experience sadness/a negative feeling. • What triggered the situation? • How did it happen? • What was the result? 4. Ask participants to find something that was positive in the previous event, even though it was regarded as a negative event. 5. Project the <i>yin yang</i> sign to facilitate in the next stage (intuition) the realization that every situation can be interpreted nuanced. 	<p>Keywords</p> <p>Brainstorming</p> <p>Discussion</p> <p>Slido/Mentimeter</p> <p>DIY Fortune cookies</p>

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
	<p>DIY Fortune cookies: participants will extract a “cookie” (a piece of folded blank paper) which will be kept until the end of the workshop. They add (stick) post-it papers with ideas / thoughts around it throughout the module.</p> <p>At the end of the workshop, the participants will write a message to take with them or to give away as a gift to someone else.</p> <p>Encourage learners to make links between wellbeing and critical thinking based on their prior knowledge.</p> <p>Both activities can be oral and written.</p>	
 <p>Key questioning of prior knowledge, experience & intuitions</p>	<ol style="list-style-type: none"> Learners will take two tests: <ul style="list-style-type: none"> Satisfaction with life inventory (Ed Diener). The Life Orientation Test (LOT-R). Learners individually will make a list of 5 things that make them happy/ make them feel good. <p>Teamwork: 2 members.</p> <p>Afterwards, they will select 2 of these (5 things) that take less than 5 min. to experience wellbeing.</p> <p>They will share the list with their partner. They will be asked to decide if there is something that works for them in this list.</p> <ol style="list-style-type: none"> Discussing agency (control): „Do you think that wellbeing is under your control?” <p>In the first part (the applied tests), participants will realize that optimism like other personal characteristics can be measured objectively, but the way we interpret the quantitative results is contextual and relative to each person's conditions. That is, we need to think critically about any results that concern our personal lives.</p> <p>Parts two and three are about sharing experiences. This involves using critical thinking in a reference group.</p> <p>Let learners share their views on wellbeing and the influence of critical thinking, justifying the information, experiences they have considered.</p> <p>Ask the learners what information/ notions they would like to deepen on wellbeing and its implicit link to critical thinking.</p>	<p>K-W-L.</p> <p>Decision based exercises (who would you choose?)</p> <p>Discussion</p> <p>Essay/Reflective journals</p> <p>Personal storytelling</p> <p>Slido/Mentimeter</p> <p>Questioning:</p> <p><i>What do you mean by....?</i></p> <p><i>Can you explain?</i></p> <p><i>How do you do that...?</i></p> <p><i>Are there others that confirm this?</i></p> <p>etc.</p>
 <p>Comprehension</p>	<p>Until this stage, a certain “tension” has been created and participants have an overview of the critical thinking approach to the concept of wellbeing. After discussing how to define the concept of wellbeing, participants will be given a document in which several definitions/ approaches to the term wellbeing are provided and the dimensions of wellbeing are also explained. Let learners explore the topics in more depth by using new material (articles, books, videos, etc.), encouraging the exchange of ideas between learners. Allow learners to work individually together for a better understanding of</p>	<p>I.N.S.E.R.T</p> <p>Discussion</p> <p>Questioning:</p> <p><i>Now that you are thinking it through, are your feelings more ordered?</i></p> <p><i>Do you think that your wellbeing depends on how well you</i></p>

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
	<p>the concept of wellbeing, its link with critical thinking and its implications.</p> <p>The trainer will explain Ellis's reinterpreted diagram, from which the participants will comprehend that the installation of wellbeing depends on the use of critical thinking between a triggering event and the actual behaviour of the subject.</p>	<p><i>understand things?</i></p> <p>etc.</p>
 <p>Reflection & metacognition</p>	<p>Let learners reflect on and evaluate previously held information about the concepts studied, so that they become active participants and not just passive receivers of wellbeing knowledge.</p> <p>We will ask the learners to perform the following tasks individually:</p> <ul style="list-style-type: none"> • 3 Things You're Grateful: List three aspects of life that currently bring you the sense of wellbeing. • 2 Areas for Improvement: Identify two areas in your life where you feel wellbeing could be strengthened. • 1 Actionable Goal: Write one small, realistic action you can take this week to improve your wellbeing in one of these areas. 	<p>K-W-L.</p> <p>3-2-1 Wellbeing check-in</p>
 <p>Decision making & acting</p>	<p>DIY Fortune cookies:</p> <ol style="list-style-type: none"> 1. Learners will write a message to take with them or to give away as a gift to someone else. During the training, participants might observe or think of another person that will benefit from the message written on the fortune cookies. Hence, they might decide to give away their "fortune", "their personal fortune cookie". 2. As an alternative, mix the fortune cookies in a "basket" and extract again. In this way, each person will receive a "lucky message". <p>Let learners develop their own definition of the concept of wellbeing and the implications of critical thinking about it.</p>	<p>DIY Fortune cookies</p> <p>Free writing</p> <p>Reflective essay</p> <p>To do list (Important/Urgent axis)</p>
 <p>Suggested materials to work with (for independent learning or/and group learning)</p>	<p>For getting overview of wellbeing concept:</p> <ul style="list-style-type: none"> • Rojas, M. (2019). Well-Being and its conceptualization. In <i>Well-Being in Latin America: Drivers and Policies</i> (pp. 19–30). doi: 10.1007/978-3-030-33498-7_3. <p>For a more detailed understanding of the different types of wellbeing, as well as to identify the link between wellbeing and happiness, life satisfaction:</p> <ul style="list-style-type: none"> • Disabato, D. J., Goodman, F. R., Kashdan, T. B., Short, J. L. & Jarden, A. (2016). Different types of wellbeing? A cross-cultural examination of hedonic and eudaimonic wellbeing. <i>Psychological Assessment</i>, 28(5), 471–482. doi: 10.1037/pas0000209. <p>For a deeper understanding of the link and influence between critical thinking and wellbeing:</p> <ul style="list-style-type: none"> • Švarcová, E. (2010), The role of critical thinking for well-being of individual and society. In P. Doucel., G. Chroust., & V. Oškrdal (Eds.) <i>IDIMT-2010: Information technology – human values, innovation and economy</i>. 18th Interdisciplinary information management talks, September 8–10, 2010, Jindřichův Hradec, Czech Republic (pp. 323–331). https://idimt.org/wp-content/uploads/proceedings/IDIMT_proceedings_2010.pdf#page=326 	

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
	<p>For understanding the link between happiness, wellbeing and life satisfaction assessment:</p> <ul style="list-style-type: none"> Richițeanu-Năstase, E. R., & Stăiculescu, C. (2019). Are extrovert people more satisfied with life? Case study. <i>Mental Health: Global Challenges Journal</i>, 1(1), 68–70. https://doi.org/10.32437/mhgcj.v1i1.28 <p>For a better understanding of the correlations between life satisfaction and optimism (Life Satisfaction Scale - Ed Diener Test and Life Orientation Test):</p> <ul style="list-style-type: none"> Richițeanu-Năstase, E., Stăiculescu, C., & Lacatus, M. L. (2019). The Relationship Between Optimism And Life Satisfaction: Case Study. In E. Soare, & C. Langa (Eds.), <i>Education Facing Contemporary World Issues</i>, vol 67. European Proceedings of Social and Behavioural Sciences (pp. 1023–1028). Future Academy. https://doi.org/10.15405/epsbs.2019.08.03.124 	
 <p>Note for adult educators</p>	<p>An example: The selected material should explain/deepen/expand/ broaden the understanding of critical thinking concepts & its interrelation with adult education. We suggest using our selection of materials. However, it is also possible to use other materials with a similar meaning.</p> <p>The complexity of the material depends on the learner profile. Some materials can be assigned for independent studying.</p>	
 <p>Training materials</p>	<p>MODULE 3: Training presentation (slides) MODULE 3: COMPREHENSION stage: Text “Wellbeing” (doc) MODULE 3: EVOCATION stage: Ed Diener test form (doc) MODULE 3: EVOCATION stage: Ed Diener test interpretation (doc) MODULE 3: EVOCATION stage: LOT-R test form (doc)</p>	

M4.1. VALUE OF CRITICAL THINKING FOR THE COMMUNITY:

Community stories

Objectives



1. To discuss the importance of critical thinking in community dynamics.
2. To formulate strategies for promoting critical thinking, emphasising community engagement.
3. To provide practical tools for educators to guide learners in applying critical thinking to community challenges.




Expected results



By the end of the module adult educators:

1. To analyze the role of critical thinking in addressing community issues related to tolerance, confrontation, tradition and innovation.
2. To facilitate discussions that encourage learners to examine their perspectives and those of others.
3. To apply critical thinking frameworks in practical community scenarios.

The process

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Evocation	<p>Write the phrase "The Danger of a Single Story" on the board. Ask learners to quickly brainstorm the following questions in pairs or small groups:</p> <p><i>What do you think a 'single story' is?</i></p> <p>Can you think of an example where you or someone else was judged based on a single story or stereotype?</p> <p>Encourage learners to share examples from their personal experiences, communities, or the media.</p>	Brainstorm
 Key questioning of prior knowledge, experience & intuitions	<p>Show a short video that illustrates a community issue – use the video of <i>The danger of a single story</i> TedTalk given by Chimamanda Ngozi Adichie (subtitles available in English, Latvian, Lithuanian, Romanian, and Croatian). You can play the first 8 minutes of the 18-minute video.</p> <p>After watching the video, divide learners into pairs to discuss the following questions:</p> <ul style="list-style-type: none"> • Have you ever been in a situation where you felt misunderstood because someone had a limited perception of who you are? • What impact do single stories have on community relations? • How can critical thinking help us move beyond these single stories to create more inclusive communities? 	Think-pair-share Questioning Poster making Role-play

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
	<ul style="list-style-type: none"> The learners answer the questions and make a poster. Then they present the poster guided by the following questions: <i>What is the central idea or response to the question? What stands out to you?</i> 	
 Comprehension	<p>Learners individually read the article: <i>"Why borders matter and a borderless world is a fantasy"</i>.</p> <p>Then learners then discuss the following questions in pairs:</p> <ul style="list-style-type: none"> What key issue or argument is the article presenting, and how does it relate to themes like tolerance, inclusiveness, or boundaries within communities? What assumptions or perspectives does the author bring to the topic? Are there any biases, and how might they affect the article's message? How could the ideas or issues discussed in the article be applied or seen in your own community? Can you think of examples where similar situations or values are present? How might critical thinking help communities address the issues raised in the article? What specific critical thinking skills would be valuable? 	<p>Text analysis</p> <p>Discussion</p>
 Reflection & metacognition	<p>Support learners in processing how their perception of critical thinking in the community has changed with questions like:</p> <ul style="list-style-type: none"> How has this discussion challenged your understanding of community dynamics? Can you identify moments when critical thinking might have helped resolve conflicts or fostered inclusiveness in your community? How has your understanding of inclusiveness changed? How has your understanding of confrontation changed? <p>Additional activity:</p> <ul style="list-style-type: none"> Students choose a Dixit card that represents a particular community concept, such as tolerance, confrontation, boundaries, inclusiveness, tradition, or innovation. <p>Guideline questions:</p> <ul style="list-style-type: none"> How does the image symbolize the concept you chose? How does your card connect to the community theme? 	<p>Reflection circle</p> <p>Dixit cards associations</p>
 Decision making & acting	<p>ARGUE FOR/AGAINST</p> <p>Learners are divided in two groups to discuss FOR and AGAINST for these questions:</p> <ul style="list-style-type: none"> Should local governments prioritize inclusiveness in public spaces, even if it means changing long-standing traditions? Should schools and community centers promote cultural traditions that may not represent all members of the community? What are the potential benefits and drawbacks of the policy? How does the policy impact tolerance and inclusiveness? What alternative perspectives or solutions could be considered? How can critical thinking help evaluate the policy's impact on the community? 	<p>Debate</p>

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 <p>Suggested materials to work with (for independent learning or/and group learning)</p>	<p>Video material to be used in the classroom for the evocation activity.</p> <ul style="list-style-type: none"> Adichie, C. N. (n.d.). The danger of a single story [Video]. TED Talks. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en <p>For getting an overview of critical thinking and community building:</p> <ul style="list-style-type: none"> Bettez, S. C. (n.d.). <i>Critical community building: beyond belonging</i>. https://files.eric.ed.gov/fulltext/EJ954978.pdf Case, R., & Balcaen, P. (n.d.). <i>Supporting a community of critical thinkers</i>. https://tc2.ca/uploads/PDFs/25nextsteps/September/TASS-s8.pdf Chapter 17. <i>Analyzing community problems and solutions Section 2. Thinking critically Main section Community tool box</i>. (n.d.). https://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/think-critically/main <i>Racial justice</i>. (n.d.). Open Society Foundations. https://www.opensocietyfoundations.org/voices/topics/racial-justice <p>For a more detailed understanding of critical thinking in education and its impact:</p> <ul style="list-style-type: none"> Butler, H. A., & Halpern, D. F. (2020). Critical Thinking impacts our everyday lives. In <i>Cambridge University Press eBooks</i> (pp. 152–172). https://doi.org/10.1017/9781108684354.008 Halpern, D. F., & Butler, H. A. (2019). Teaching critical thinking as if our future depends on it, because it does. In <i>Cambridge University Press eBooks</i> (pp. 51–66). https://doi.org/10.1017/9781108235631.004 Paul, R., & Elder, L. (2021). <i>Critical thinking</i>. Rowman & Littlefield. Tittle, P. (2011). <i>Critical thinking</i>. In Routledge eBooks. https://doi.org/10.4324/9780203841617 <p>For additional resources and tools:</p> <ul style="list-style-type: none"> DePaul Teaching Commons. (2012, November 26). <i>Stephen Brookfield on Creative & Critical Thinking</i> [Video]. YouTube. https://www.youtube.com/watch?v=Y8umk4w8kB8 Elder, L., & Cosgrove, R. (n.d.). <i>Critical societies: Thoughts from the past</i>. www.criticalthinking.org. Retrieved August 19, 2024, from https://www.criticalthinking.org/pages/critical-societies-thoughts-from-the-past/762 Hall, O. D. (2012). Countercultural space does not persist: Christiania, and the role of music. <i>Contre-cultures</i>, 9(1). https://doi.org/10.4000/volume.3185 	
 <p>Note for adult educators</p>	<p>The suggested material has been selected to support the understanding of critical thinking and its connection to community development in non-formal adult education.</p> <p>We recommend using the provided resources to support these learning outcomes, but they may be substituted with other materials. The selection of materials should be adapted to learners' experience and needs.</p> <p>Some content may be suitable for guided instruction, while others can be assigned for self-directed learning to explore the topic.</p>	

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Training materials	<p>MODULE 4.1: Training presentation (slides)</p> <p>MODULE 4.1: COMPREHENSION stage: Text “Op-Ed: Why borders matter and a borderless world is a fantasy” (doc)</p> <p>MODULE 4.1: COMPREHENSION stage: Text “After 38 attacks on art, climate protesters have fallen into big oil’s trap – it’s time to change tack” (doc)</p> <p>MODULE 4.1: COMPREHENSION stage: Text “Medellin: A Saga of Civic Transformation” (doc)</p>	

M4.2. VALUE OF CRITICAL THINKING FOR THE COMMUNITY:

Community values

Objectives




1. To discuss the importance of critical thinking in community dynamics.
2. To formulate strategies for promoting critical thinking, emphasizing community engagement.
3. To provide practical tools for educators to guide learners in applying critical thinking to community challenges.


Expected results





By the end of the module adult educators:

1. To analyse the role of critical thinking in addressing community issues related to tolerance, confrontation, tradition and innovation
2. To facilitate discussions that encourage learners to examine their perspectives and those of others.
3. To apply critical thinking frameworks in practical community scenarios.

The process

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Evocation	Ask learners to think about what values are essential for a strong, inclusive community and write their answers on the board.	Brainstorming
 Key questioning of prior knowledge, experience & intuitions	Then learners think for themselves about which values resonate most with them and their vision for the community.	Reflection circle
 Comprehension	<p>Divide participants into small teams of 3-4 people. Provide each team with a scavenger hunt list that includes prompts related to community values and critical thinking. Learners can post their answers on Padlet, where all responses will be displayed in one place. This will enhance visibility and provide a more organized and effective presentation of the answers.</p> <p>Scavenger hunt checklist prompts:</p> <ul style="list-style-type: none"> • Find a place where people gather to celebrate diversity (e.g., cultural centers, public spaces with murals representing different cultures) 	Cooperative learning Problem-solving Group discussion

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
	<ul style="list-style-type: none"> • Locate a sign or space promoting respect or inclusivity (e.g., community posters or signs encouraging inclusivity, churches or temples open to the public). • Identify a resource for conflict resolution or support (e.g., counselling centers, information boards about local support services). • Spot a landmark that represents civic engagement or historical community achievements (e.g., plaques, statues, town hall). • Discover a place focused on education or personal development (e.g., public library, community education center). • Find an example of public art that encourages reflection or dialogue (e.g., artwork with social messages). <p>Questions for reflection:</p> <ul style="list-style-type: none"> • How do these locations or symbols contribute to a sense of community? • What values did you see represented the most? Were any values harder to find? • How can we improve our community to reflect all values equally? 	
 <p>Reflection & metacognition</p>	<p>Explain how critical thinking benefits communities:</p> <ul style="list-style-type: none"> • Promotes informed decision-making • Encourages tolerance and inclusivity • Enhances problem-solving • Reduces conflicts and misunderstandings • Empowers civic engagement • Preserves cultural traditions and innovations • Provides value in community work, especially in addressing sensitive topics such as tolerance and cultural traditions <p>In pairs, learners write a list of scenarios that require critical thinking for community issues related to tolerance or traditions (celebrating religious or cultural holidays in public spaces, addressing language barriers in community services, handling cultural dress codes in schools or workplaces, balancing traditional and modern parenting practices, etc).</p> <p>Use a list of provocative questions that challenge learners to think critically about their own experiences:</p> <ul style="list-style-type: none"> • Is tolerance always beneficial for a community? • Can confrontation be a sign of growth and progress in a community? • Can traditions limit innovation? • How can communities balance respect for tradition while embracing innovation? • What role does critical thinking play in determining which traditions to preserve? <p>Use a role-playing exercise where participants explore different community members' perspectives on inclusiveness and confrontation.</p>	<p>Collaborative problem-solving</p> <p>Scenario analysis</p> <p>Peer discussion</p>

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 <p>Decision making & acting</p>	<p>Adaptation of the Business Model Canvas through the application of the critical thinking skills and use of the Business Model Canvas.</p> <p>Identify a community issue/challenge related to tolerance or traditions and use the Business Model Canvas template to outline your solutions for the challenge.</p>	<p>Action plan</p> <p>Business model application</p>
 <p>Suggested materials to work with (for independent learning or/and group learning)</p>	<p>For a better understanding of community values:</p> <ul style="list-style-type: none"> • What Makes Community Values So Important? • The Foundation of Critical Thinking <p>To understand critical thinking and its application in creative and problem-solving contexts:</p> <ul style="list-style-type: none"> • Gallagher, K. (n.d.). <i>Stop, collaborate, and listen: The importance of critical and creative thinking</i>. Western CEDAR. https://cedar.wvu.edu/s2ss/vol4/iss1/4/ • Jónsdóttir, S. B. (2019). Critical Thinking and Community Engagement through Artistic Actions. <i>International Journal of Art & Design Education</i>, 38(3), 700–709. https://doi.org/10.1111/jade.12251 • Saiz, C., & Rivas, S. F. (2023). Critical thinking, formation, and change. <i>Journal of Intelligence</i>, 11(12), 219. https://doi.org/10.3390/jintelligence11120219 • Tang, T., Vezzani, V., & Eriksson, V. (2020). Developing critical thinking, collective creativity skills and problem solving through playful design jams. In <i>Thinking skills and creativity</i> (Vol. 37, p. 100696). https://eprints.whiterose.ac.uk/165265/1/Jam__TSC_TT.pdf 	
 <p>Note for adult educators</p>	<p>Suggested materials to work with atrinkta siekiant padėti suprasti kritinį mąstymą ir jo įtaką bendruomenės vystymuisi.</p> <p>Siūlome naudoti mūsų atrinktą medžiagą. Tačiau galima naudoti ir kitą, panašios prasmės, medžiagą. Medžiagą reikėtų parinkti, atsižvelgiant į besimokančiųjų patirtį ir poreikius.</p> <p>Dalį medžiagos galima skirti savarankiškam mokymuisi.</p>	
 <p>Training materials</p>	<p>MODULE 4.2: Training presentation (slides)</p> <p>MODULE 4.2: COMPREHENSION stage: Scavenger hunt checklist (doc)</p> <p>MODULE 4.2: DECISION MAKING & ACTING stage: Business Model Canvas: free download available here</p> <p>https://www.strategyzer.com/library/the-business-model-canvas</p>	

M5. VALUE OF CRITICAL THINKING FOR THE SOCIETY

Culture and power: a dialog between the individual and the work of art (the aspect of material culture)

Objectives



1. To expand the understanding of culture as a dialogue between the individual and the work of art.
2. To learn to look at a work of art from different perspectives based on learners' critical thinking skills.
3. To learn to listen to different opinions and to express personal opinions providing arguments.





Expected results



By the end of the module adult educators:

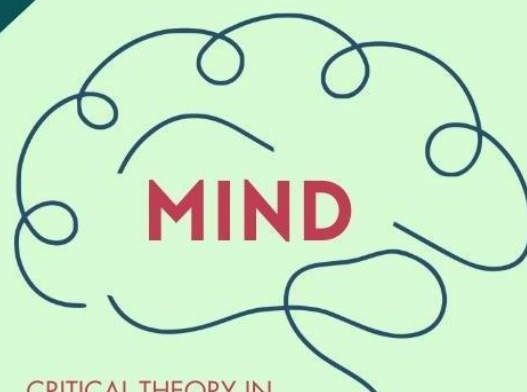
1. Will be able to understand culture as a dialogue between the individual and the work of art.
2. Will be able to form a dialogue with different forms and expressions of contemporary culture.
3. Will be able to show tolerance to the different and the obscure/incomprehensible in art and in other people.

The process

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Evocation	Invite participants to look at the pictures <ul style="list-style-type: none"> • Coffee - In the name of desire https://kalvecoffee.com/collections/kolekcijas-bundzas/products/in-the-name-of-desire • Kristians Brekte "Dedication to Džemma Skulme" https://www.liveriga.com/en/11775-riga-street-art-guide Ask questions: <ul style="list-style-type: none"> • What emotions do these pictures raise? • What do they make you think about? 	Prediction
 Key questioning of prior knowledge, experience & intuitions	Invite learners to share their experience about an artwork that resonated with them and a work that confused. Ask them for the reason - WHY: <ul style="list-style-type: none"> • What, to your mind, influences our perception of art – that some influence us and some not? 	Think-pair-share

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Comprehension	<p>Let learners explore the topic of <i>Culture</i> in more depth by using new material (text), (read and justify the opinion according to the assigned role).</p> <ul style="list-style-type: none"> Read the text individually, <i>underline parts of the sentence/keywords that support or disapprove the presence of the mural on the wall of the school.</i> In your Role group, <i>look through the text again, compare the underlined information, justify the choice, formulate the arguments to express the attitude of the Role group.</i> Present the group's opinion. Encourage the exchange of ideas between learners, concerning the impact of painting, whether the work of art is provocative; why it raises such an active exchange of opinions based on their critical thinking. 	<p>Reading in roles (e.g. Artist, Parent, as a representative of the community, Art expert, Representative of the city council)</p> <p>Group discussion/Debate</p>
 Reflection & metacognition	<p>Give learners a possibility to reflect and evaluate the acquired information on concepts studied and linking it with their critical thinking</p>	<p>Discussion</p> <p>Voting by feet - express your personal opinion by moving to YES corner or NO corner</p>
 Decision making & acting	<p>Let learners express what they learnt, what they understood and how they will apply this information.</p> <p>Comment – do you agree with the art expert's words that <i>“Unfortunately, people are not always able to grasp the language of art, so instead of dialogue, there is misunderstanding.”</i></p> <p>OR</p> <p>« In contemporary art, everything is possible, provocation is commonplace. » (Art historian Inga Steimane)</p> <p><i>I agree that</i></p> <p><i>I disagree that</i></p>	<p>Save the last word for me</p> <p>Free writing</p>
 Suggested materials to work with (for independent learning or/and group learning)	<p>For understanding the contemporary art as a provocation and its boundaries:</p> <ul style="list-style-type: none"> https://lr1.lsm.lv/lv/raksts/kulturas-rondo/laikmetigas-makslas-darbi-ka-provokacijas-un-to-robezas.a102009/ <p>For understanding the images:</p> <ul style="list-style-type: none"> https://kalvecoffee.com/lv/collections/makslas-kolekcija/products/in-the-name-of-desire <p>For understanding the discussion about the mural on the street wall:</p> <ul style="list-style-type: none"> https://sejas.tvnet.lv/7316419/gleznojums-uz-skolas-sienas-izraisa-diskusijas-socialajos-tiklos <p>For general understanding of the concept 'culture':</p> <ul style="list-style-type: none"> https://www.uzdevumi.lv/p/kulturologija/10-klase/kulturas-jedziens-7090/re-b2abd061-2d38-4478-9741-f7467de23204 	

Stages of the MIND framework	Tips for activities/tasks	Strategies/Methods
 Note for adult educators	<p>The selected material should be illustrative in terms of critical thinking skills and dispositions. Learners may analyze examples of contemporary art that are considered 'provocative'.</p> <p>The selected material should explain/deepen/expand/ broaden the understanding of critical thinking in the context of Culture and Power. We suggest using our selection of materials. However, it is also possible to use other materials with a similar meaning.</p> <p>The complexity of the material depends on the learner profile. Some materials can be assigned for independent studying.</p>	
 Training materials	<p>MODULE 5: Training presentation (slides)</p> <p>MODULE 5: COMPREHENSION stage: Text "Should this mural of street painting be on the school wall?" (doc)</p>	



CRITICAL THEORY IN
ADULT EDUCATION PRACTICE:
EMPOWERMENT FOR CRITICAL ACTIONS



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project number: 2023-1-LT01-KA220-ADU-000153426