

INTRODUCTION TO **THE MIND** PROGRAMME



Presented by:

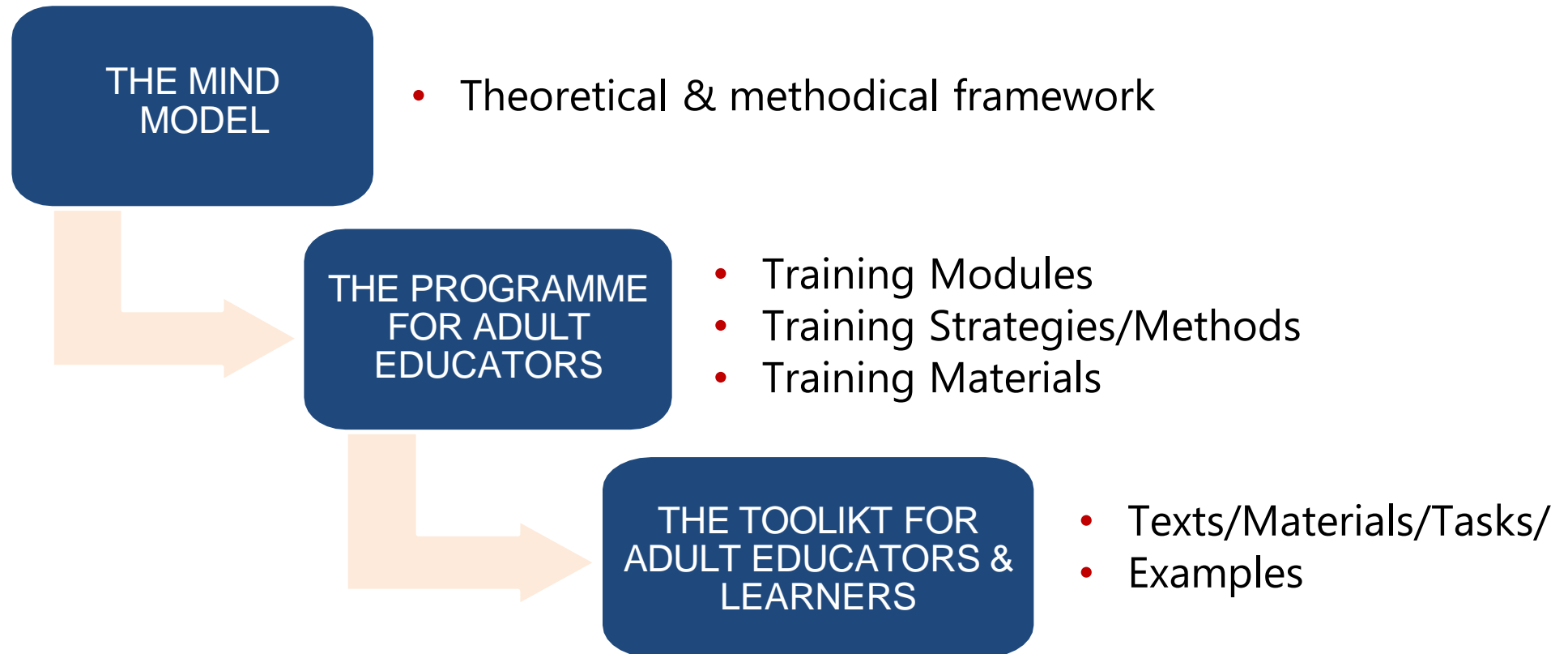
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LOGICAL FRAMEWORK OF THE PROGRAMME



THE STRUCTURE OF THE PROGRAMME

- **INTRODUCTION:**
 - Aim
 - Structure of each module
 - Scope & length
 - CT skills & dispositions to be developed
- **M1:** CONCEPT OF CT IN ADULT EDUCATION
- **M2:** PORTRAIT OF A CRITICAL THINKER
- **M3:** VALUE OF CRITICAL THINKING FOR AN INDIVIDUAL - Wellbeing
- **M4.1:** VALUE OF CRITICAL THINKING FOR THE COMMUNITY - Community Stories
- **M4.2:** VALUE OF CRITICAL THINKING FOR THE COMMUNITY - Community Values
- **M5:** VALUE OF CRITICAL THINKING FOR THE SOCIETY - Culture and Power: A Dialogue between the individual and the work of art (the aspect of material culture)



INTRODUCTION

- *The programme aims* to provide methodological guidelines for the development of CT among various adult groups and to model its process
- *The programme is built* on social constructivism, pragmatism, and critical pedagogy
- *The “MIND” Model framework:* 5 stages (evocation, questioning, comprehension, reflection & metacognition, decision making & acting)
- *The modules provide opportunity* to get an essence of CT and to understand its value by being actively involved in thinking & learning process



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STRUCTURE OF MODULES

- Objectives
- Expected results - *by the end...*
- The process - description of the stages: *evocation, key questioning, comprehension, reflection & metacognition; decision making & acting*
- Tips for activities, tasks: *from learners' perspective*
- Suggested materials to work with
- Note for adult educators
- Training materials



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