

When I encounter a different event, I evaluate it from the perspective of my value judgments.

Disagree (3p)

Agree (2)

Totally agree (1)

I would question the reasons for this event.

Disagree (1p)

Agree (2p)

Totally agree (3p)

I determine the positive and negative judgments about this event.

Disagree (1p)

Agree (2p)

Totally agree (3p)

Once I believe I understand the point, I am willing to rethink and reconstruct my ideas if honest suggestions be available.

Disagree (1p)

Agree (2p)

Totally agree (3p)

Questioning the credibility of the sources I consulted while investigating this incident.

Disagree (1p)

Agree (2p)

Totally agree (3p)

While I am on the solution path I have found, after making sure that the path is not completely correct, I return to the beginning again. In doing so, I don't leave my value judgments aside.

Disagree (1p)

Agree (2p)

Totally agree (3p)

15-18 good critical thinkers.

8-15 moderately critical thinkers.

5-8 can learn critical thinking.

The CreAdult workshop modules:

Module 1. Critical Thinking

- 1. Duration:** 60 min (classroom, excluded exploitation) or 3 hours – self-paced
- 2. Learning Outcomes:** to recognize events, to avoid preconceived notions, to learn how critical thinking can benefit decisions, to acquire the core skills needed to be a good critical thinker, to learn about the critical thinking process, to reflect upon and discuss the benefits and methods of critical thinking.
- 3. Materials required:** Projector to watch the videos, internet connection,

Energizer:

1. Watch the Introduction video
2. Watch the Youtube video
3. Fulfill the Interactive task 1.

Main activity:

- Watch the Lecture video.
- Fulfill the Interactive task 2.
- Fulfill the Interactive task 3

Evaluation:

- Fulfill the Interactive task 4.
- Finish the Self-assessment test

Exploitation:

1. Fulfill the home task 1.
2. Fill in the final part of the module with the homework results and earn points.

The Guidelines for adult education professionals

Module X. Critical Thinking

Energizer:

The educator states that there are many problems we encounter in our daily life, some of these problems are easily defined and solved. However, some state that the problem is difficult to both define and solve. It begins by presenting how these problems should be identified and resolved. In addition, it tells us how critical thinking helps us in defining problems and making decisions in daily life. (See the Introduction video transcript).

The educator opens the video from the link https://www.youtube.com/watch?v=FMt_RIR_JHo

After the video is watched the educator opens a discussion on the topic and asks to work on Interactive task 1.

Hints and Tips for educator:

Is it coffee or tea when we watch the YouTube video? While making this decision, we should consider the possible harms and benefits of the products in our bodies and decide accordingly. So the biggest problem we face in our lives is to stay between coffee and tea? It is a fact that we have faced or will encounter much bigger problems.

After this introduction, the educator asks people to think and write about the problem they face and have the most difficulty within their lives (Interactive task-1). Then, he divides the class into groups of five and asks them to tell each other the problems they wrote. (10 minutes)

After the discussion part, the participants can deepen the event by asking the following questions:

- a. What was the most difficult problem to define, in your opinion?
- b. What kind of solutions did you find against the events you listened to?
- c. How exactly did you feel when you listened to other problems?

Main activity:

The educator prepares a presentation using the transcript in the Annex. The participants must be involved during the presentation and will fulfill all the Interactive tasks. The trainer presents the following vignette.

Ms. Hansen will be processing a reading text from the 2C class in the Swedish lesson. The topic of the text is “how we should protect our environment”. Having completed her preparations, the day before; Ms. Hansen enters the classroom with great enthusiasm. Ahmet, who has enrolled in his class, came from Syria. Ahmet speaks Arabic and Kurdish. But, he is a very shy student. Ms. Müller would like Ahmet to attend the lesson. Ms. Hansen, who wants to check her students' prior knowledge before reading, asks Ahmet to look out the window and tell what she saw. Looking out the window, only the trees around the school can be seen. Ahmet confuses the words "Tree" and "Tre" because he has not yet learned Swedish completely. Ahmet says with a low voice, I see “Tre”.

Hearing this answer, the class starts laughing at Ahmet with laughter. Within the scope of the following themes, the class is divided into groups of five and the subject is discussed. The main theme that the educator should pay attention to here is to encourage the participants to think. In particular, it can add different dimensions to the discussion by asking questions such as why, how, and how (Interactive task-2).

Hints and Tips for educator:

1. Define (everyone wants the problem defined)
2. Research (Collecting information about Ahmet, a migrant student. For example, meeting with other teachers or his parents. Is Ahmet timid, does he have a decent work environment at home, is he in touch with his friends during recess, is he excluded by his friends...?)
3. Identifying prejudices (Why did the students in the class laugh? If the teacher is nationalist, can they think critically.....?)
4. Identify appropriate solutions (Solutions in terms of class management, solutions for Ahmet not be offended by the Swedish language and class environment....)
5. Curiosity (Why did Ahmet mix these words, are there any other words he was confused about, how long has he been learning Swedish, and does he have similar problems in other lessons....?)

After completing this part, the participants are asked to do an Interactive task-3.

Evaluation:

Following the implementation of all activities, the instructor distributes the assessment table that he prepared earlier for the participants and asks each participant to complete the table (interactive task 4).

Main idea; to summarize the critical thinking process and identify the first difficulty in the problem encountered, to shed light on how the definition of the problem and the problem-solving process can have different dimensions and aspects. (See sample table).

Hints and Tips for educator:

1. The same problem could be followed during the whole workshop
2. The suggested items in the included table can be adjusted in accordance to the profile of the participants and the content of the education
3. Table could also be filled in online.

3. Exploitation:

Participants are encouraged to find and write an anecdote each day for the next lesson. These anecdotes can be issues they deal with in their own lives. However, imaginary problems may also be discovered. It may be difficult for participants to find ideas in this regard. For this, the educator can offer small tips. For example; protecting our environment, divorce, being forced to migrate, etc. Of course, not all will be bright. But the major problem is defining, analyzing, and checking an event. Then those seven new ideas or thumbnails will be written and added to the box in the user's profile.

Hints and Tips for educator:

1. Encourage everyone to identify concrete problems, problems or challenges which need to be solved.
2. Hand out the paper to each participant prior to leaving the class.
3. The next day, ask the participants, whether they took notes.
4. Participants may write one or more ideas.

5. They can work on the same subject in groups of no more than five people. (For example, acculturation)

Annexes: Content for the Workshop modules.

Module 1. Critical Thinking.

<p>Introduction Video Transcript</p>	<p>Hi! Welcome to Module X – Critical Thinking.</p> <p>Imagine that you have identified a difficult problem and can solve it. Great, but not enough. Because every problem has its solution. This is what distinguishes people who can think – they look for different options, present the unusual at first glance, find a connection between the most disparate things, wonder, explore, and put aside their prejudices. While doing this, they prefer the way of questioning. But can these skills be acquired? Or would you like to get these skills? Then please watch the video and then perform Interactive task-1.</p>
<p>Lecture Video Transcript</p>	<p>What is a Critical Thinking?</p> <p>Critical thinking includes clarity, consistency, logic, skepticism and correct reasoning on any topic, fact or idea. It also includes a deeper research-based thinking disposition, attitude, and skill that recognizes inaccurate ways of thinking and attaches importance to evidence and conclusions. It aims to reach consistent, reasonable results and judgments.</p> <p>However, critical thinking is a way of thinking that is open to change and self-correction by constantly controlling its thinking process, thanks to its capacity to solve problems and see problems.</p> <p>So, should we think critically about every event we encounter in daily life? Or can everyone think critically? We can say that everybody is</p>

born with this skill. Is it possible to teach critical thinking? Although teaching thinking has been a subject that people have focused on from the past to the present, it can be said that the debates about how this will be done are continuing. The effort to increase the quantity and quality of thought is as old as the effort to increase the quality and quantity of knowledge within the story. To increase this quality and quantity, the teaching of thinking and thinking skills has been handled within the scope of the curriculum in the 21st century. Accordingly, all educators agree on the importance of developing critical thinking skills in the education system. Critical thinking teaching is extremely important in many ways today.

How, then, is the skill of critical thinking learned and taught? Let's see together.

How to learn and develop critical thinking?

Definition:

The first stage of the critical thinking process is to identify the situation or problem and the factors that can affect it. Once you have a clear picture of the situation and the people, groups, or factors that may be affected, you can start looking more deeply at a problem and its possible solutions.

How to Improve: When faced with a new situation, question or scenario, provide a mental picture of the current situation and ask yourself the following questions:

- Whom does the plot revolve around?
- What could be the reason for this event to take place?
- What are the final results that the issue can cause and how can it change?

Research

The ability to research and think independently plays a key role when comparing cause and effect on an issue. It is important that the arguments be convincing; this means that the facts or figures presented in their favor may lack context or come from questionable sources. The best way to combat that is through independent verification; finding and evaluating the source of information. However, find for reliable sources.

How to improve:

Developing a different perspective on unsubstantiated claims may help. Does the person raising the argument suggest where he got this information? If you ask or try to find out yourself and there is no clear answer, this should be considered a dangerous sign. It's also important to know that not all sources are equally valid; Take the time to learn the difference between popular and scientific articles. Focus on scientific research results in particular.

Identifying biases

This skill can be extremely difficult, as even the most intelligent among us can fail to recognize prejudices. Strong critical thinkers do their best to evaluate information objectively. Consider yourself a judge when you want to consider the arguments of both sides of a claim, but you also need to keep in mind the biases that both sides may have. It is equally important and probably more difficult to learn to put aside personal prejudices that could interfere with one's judgement. When evaluating the event, set aside your values. "This is very important for learning to see things from different perspectives."

How to Improve:

Challenge yourself to identify the evidence that underpins your beliefs or values, and evaluate whether your sources are reliable.

First of all, you must be aware that bias exists. When evaluating information or an argument, ask yourself:

- Who does this benefit?
- Does the source of this information seem to have a purpose?
- Does your source ignore or exclude information that does not support their beliefs or claims?
- Does this source use unnecessary language to influence the viewer's perception of a fact? (For example; social media news)

Inference

Make inferences based on the information that is available to you, it is an important skill to master critical thinking. The information is not always accompanied by an explanation of what it means. It will often be necessary to evaluate the information provided and draw conclusions based on the raw data. The ability to infer allows you to predict and explore potential results when assessing a scenario. It is also important to note that not all inferences will be true. For example, you might think that a migrant does this only for the purpose of receiving benefits. However, other data which may be political, such as forced migration, may change this outcome.

How to Improve:

Making inferences is an academic perspective and requires gathering as much information as possible before concluding. You can develop your ability to make good inferences by making a conscious attempt to do so. When faced with a new scenario or situation to consider, try

browsing through clues (such as headlines, images, and featured stats) first, and then make a point to ask yourself what's going on.

Determination of eligibility

One of the most difficult parts of thinking critically during a challenging scenario is figuring out what information is most important to you. In many scenarios, you will encounter information that may seem important, but it may also appear as just a small data point to consider.

How to improve: The best way to get better at setting relevance is to set a clear direction for what you're trying to understand. Have you been tasked with finding a solution? Should you determine the most accurate way for this? If you understand your end goal, you can use this to inform your decision about what is relevant.

However, even with a clear decision, it can still be difficult to determine what information is truly relevant. One strategy to combat this is to make a physical list of data points, sorted in order of fitness. There is more than one way you can do this. You may even realize that something is wrong when you come to the middle of the road that you decide to implement. From there, you can focus on the less clear topics in the middle of your list for further consideration.

Curiosity

It's incredibly easy to sit back and buy everything at its true value, but it can also be a recipe for disaster when faced with a scenario that requires critical thinking. Obviously, we all have a natural curiosity. You can ask this question to parents with young children. You can understand what kind of "Why" question they are exposed to. As we get older, we lose this urge to ask questions. But this is not a winning approach to critical thinking. Critical thinking demands that the cause

	<p>and effect be constantly challenged.</p> <p>How to improve:</p> <p>While an inquisitive mind may seem innate, you can still train yourself to develop this curiosity productively. All you have to do is make a conscious effort to ask open-ended questions about what you see in your daily life and then spend time figuring out those questions. To assess your critical thinking skills, you will now be asked to complete interactive tasks and challenge your creative skills. Good luck!</p>
<p>Gamification- Based Interactive Tasks</p>	<p><u>Interactive task 1.</u></p> <p>Everyone writes down a problem they experience in daily life and then tells it to their group mates. As the last step, he discusses the classroom within the scope of the criteria determined by the educator.</p> <p><u>Interactive task 2.</u></p> <p>The lesson vignette prepared by the trainer is presented to the participants in the classroom through PowerPoint. Here, the aim is to think critically; To teach the skills of identifying problems, researching, identifying prejudices, making inferences, identifying appropriate solutions, and wondering.</p> <p><u>Interactive task 3.</u></p> <p>Coffee or tea in the first episode? We watched the video. Here, both the problem and the solutions were presented to us. In the second part, we focused on a problem we have experienced in our own lives. In the last section, we learned how to analyze a story presented to us. Now let's take the paper and pen and make up a possible scenario. This may be a problem we have experienced before, or it may be a</p>

	<p>problem that we may encounter. Let's write the story and reinterpret it according to the following criteria. There is no ordering of these criteria. You can start from any criterion you want.</p> <p>Criteria:</p> <ol style="list-style-type: none"> 1. identification 2. research 3. Identifying prejudices 4. identify suitable solutions 5. Curiosity <p><u>Interactive task 4.</u></p> <p>Fill in the table in accordance to the challenge you have been working on.</p>
Reading	<p>https://www.rasmussen.edu/student-experience/college-life/critical-thinking-skills-to-master-now/</p> <p>https://thepeakperformancecenter.com/educational-learning/thinking/critical-thinking/critical-thinking-vs-creative-thinking/</p> <p>https://thepeakperformancecenter.com/educational-learning/thinking/critical-thinking/critical-thinking-vs-creative-thinking/</p> <p>Book for nerds to buy: https://www.amazon.de/Critical-Thinker-Accurate-Decision-Self-Disciplined-ebook/dp/B07CWBC291</p>
Self-evaluation test / Quiz	

Self-evaluation testing

I question what I know about the subject.

Yes No Partially

I avoid authoritarian and oppressive behavior and adopt a tolerant approach.

Yes No Partially

I ask the participants about the main concepts related to the topic and make them comment.

Yes No Partially

I would like the reasons and proofs of the given answers.

Yes No Partially

In the face of different answers from participants, I ask other participants' opinions.

Yes No Partially

I encourage all participants to ask questions about the topic and participate in discussions.

Yes No Partially

I make sure that the participants find the answers to the questions from the participants again.

Yes No Partially

Participants; I enable them to think about the causes and consequences of events based on assumptions and facts.

Yes No Partially

I authorize the participants to establish the cause-effect relationship.

Yes No Partially

I question whether the sources (teacher, images, books, etc.) are reliable.

Yes No Partially