INTRODUCTION INTO THE MIND PROGRAMME



Presented by:

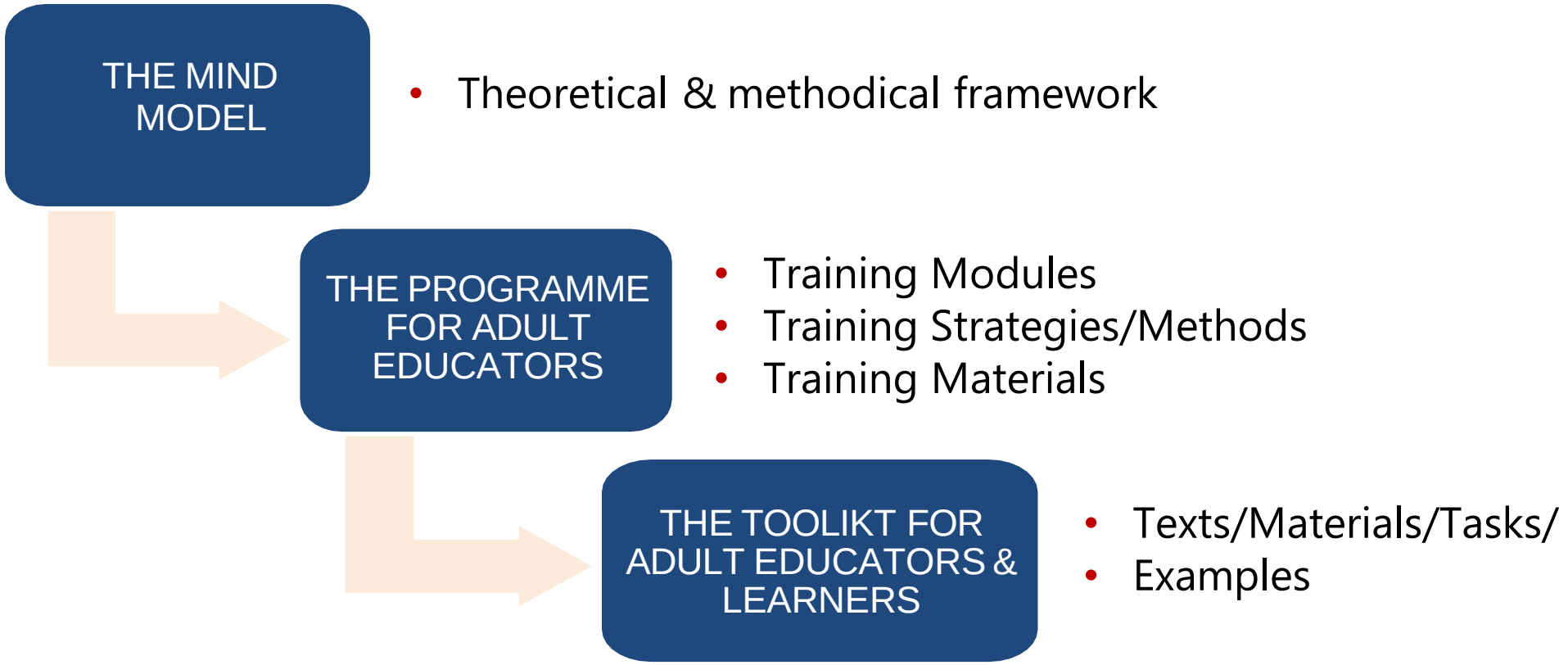
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LOGICAL FRAMEWORK OF THE PROGRAMME



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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)

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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*
- Recommended strategies/methods
- Suggested materials to work with
- Notes for adult educators
- Training materials

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