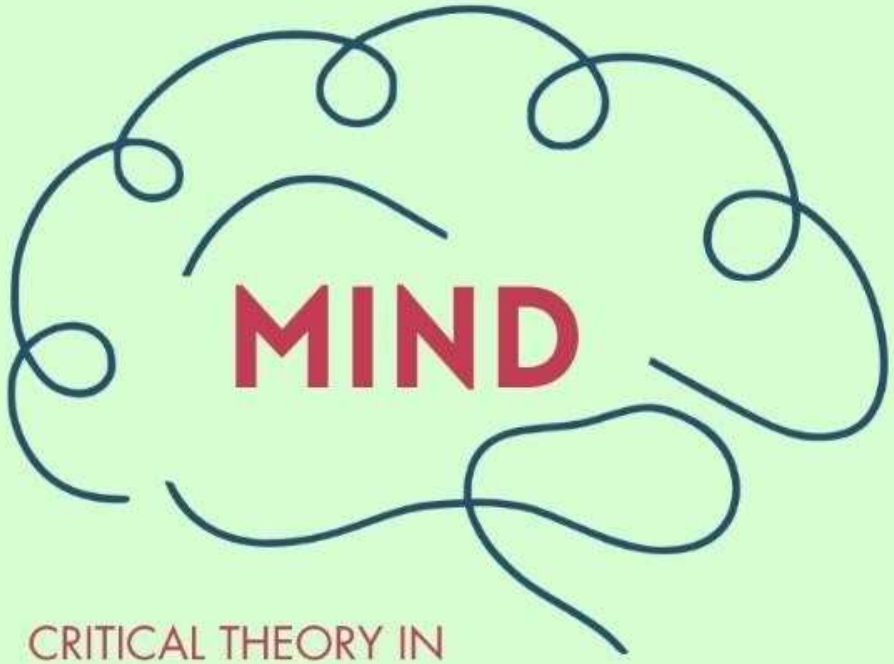
M1. WHAT IS CT IN ADULT EDUCATION?



CRITICAL THEORY IN
ADULT EDUCATION PRACTICE:
EMPOWERMENT FOR CRITICAL ACTIONS

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OBJECTIVES

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

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MIND

TASK NO.1

- Look at the 3 different pictures in the following slide.
- Think for oneself, what hint they may cover in connection to critical thinking.
- Choose 1 from the 3 pictures and be ready to share your considerations.



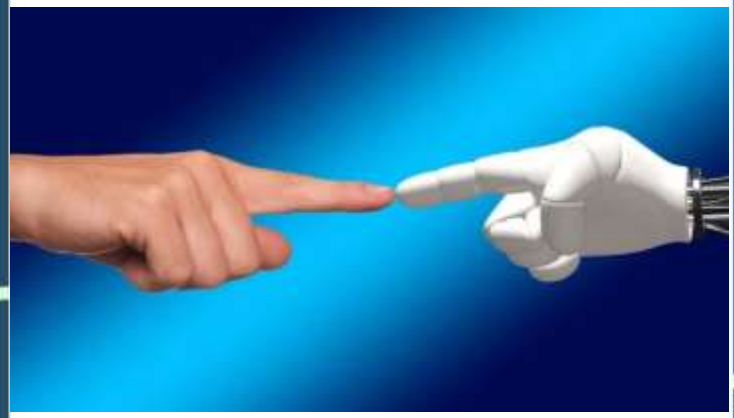


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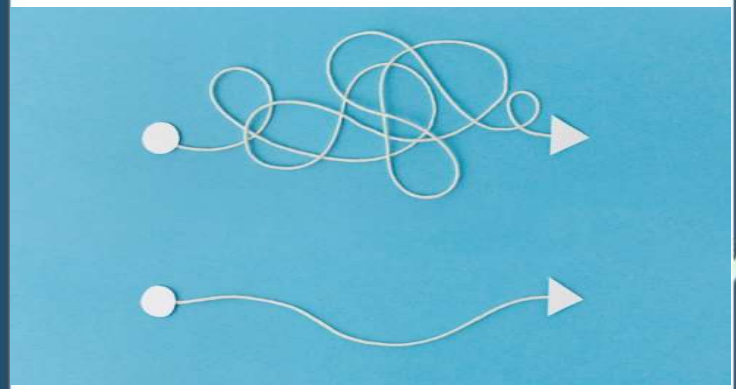
EVOCATION:
WHAT IT HAS OR/AND HASN'T TO DO WITH CT?

1



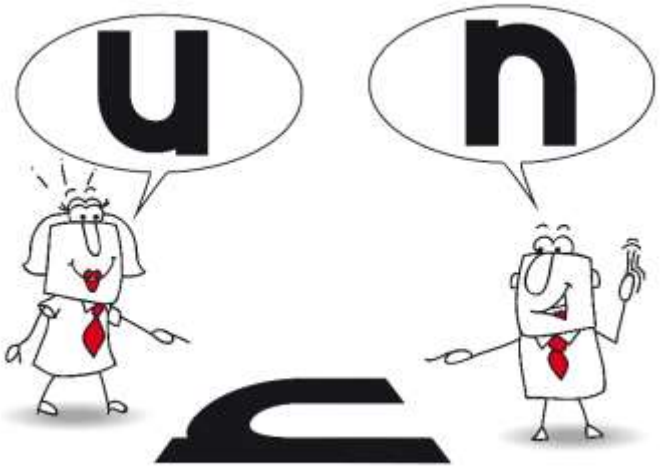
https://news.asu.edu/20180305-discoveries-pros-and-cons-ai

2



https://www.harvardbusiness.org/insight/to-improve-critical-thinking-dont-fall-into-the-urgency-trap/

3



https://stock.adobe.com/lt/images/different-points-of-view/100462779#state=%7B%22ac%22%3A%22stock.adobe.com

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MIND

TASK NO. 2

- Read explanation given next to the picture you have selected
- How does it reflect/support your own interpretation?
- What it has to do with learning in adulthood?





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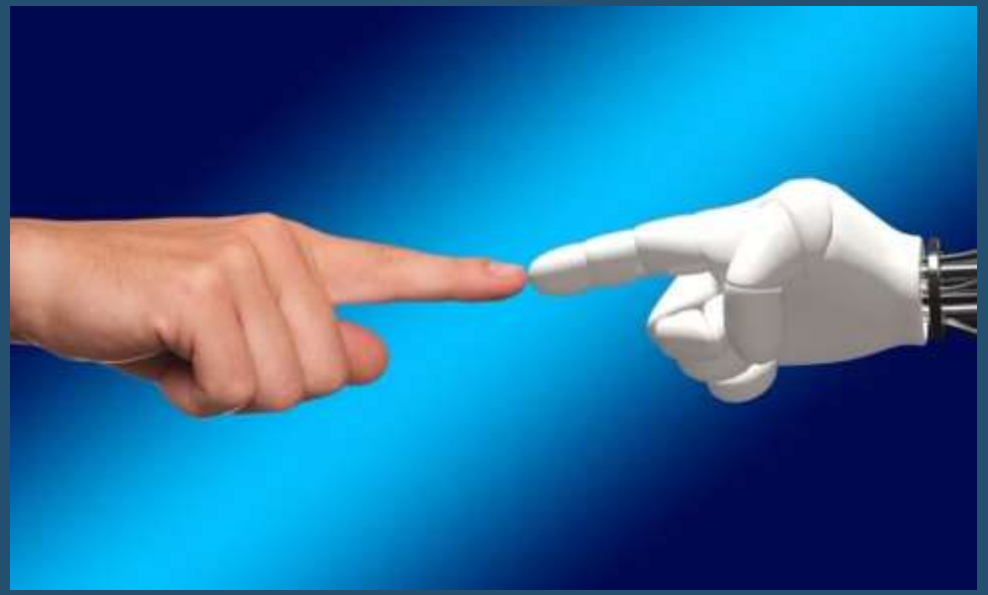
QUESTIONING 1

Both of my grandmothers came from “the old country” - one from Poland and the other from Romania. I recall stories from my childhood about their dislike
for each other, which was always kept as an unspoken but open secret because despite their mutual dislike, my maternal grandmother had a skill that was needed by my paternal grandmother. Because of this need, they had to at least feign liking each other. My maternal grandmother practiced the ancient art of cupping. Many people, including my grandmothers, believed that cupping cured a variety of illnesses. My maternal grandmother would light a match inside a small cup, then after burning off the oxygen in the cup, she would put out the match and place the hot cup on the back of the person seeking the cure. The cup would create a suction so that when it was removed, circles of red welts would appear on the skin where the cup had been placed. The theory behind this treatment was that when the cup was pulled off the body, it would suck out the illness. Did some people who sought this cure feel better afterwards? Anecdotal evidence suggests that they did, but were improvements caused by the sucking action of the cups or the belief that it would work? More importantly, why should we care if at least some people felt better after this treatment? These are all central questions for our discussion of critical thinking.

Halpern, D.F. (2013). Thought and Knowledge: An Introduction to Critical Thinking (5th ed.). Psychology Press. https://doi.org/10.4324/9781315885278

PROS & CONS

What is right and not?



https://news.asu.edu/20180305-discoveries-pros-and-cons-ai

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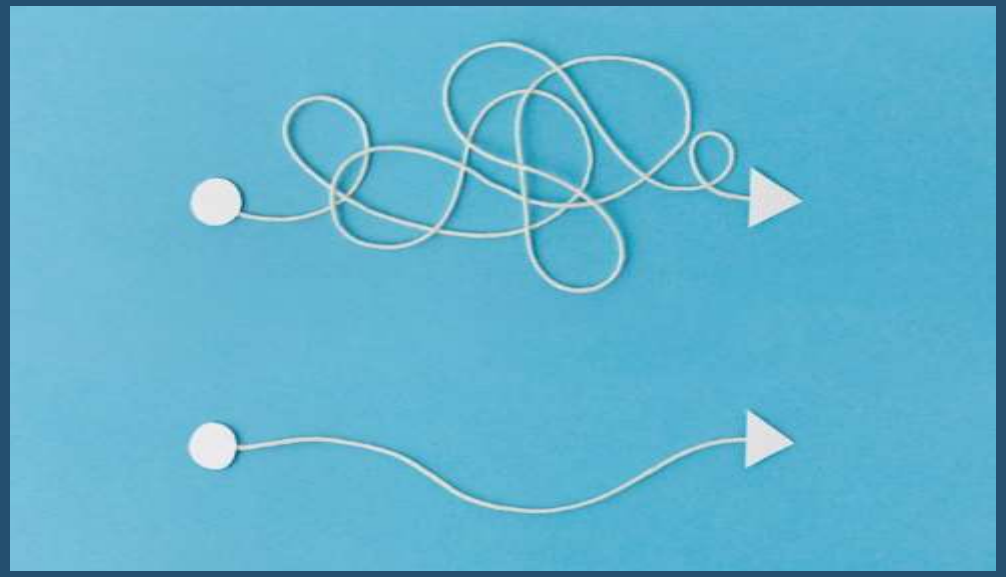
MIND

QUESTIONING 2

Too often at work, people rely on expertise and past experiences to jump to a conclusion. Yet research consistently shows that when we rush decisions, we often regret them – even if they end up being correct.
Why we hasten decision making is quite clear. We're inundated with incessant distractions that compete for our attention, and, at the same time, we're facing profound pressure to go faster and drive our businesses forward, even when the path ahead is unclear.

https://www.harvardbusiness.org/insight/to-improve-critical-thinking-dont-fall-into-the-urgency-trap/

The process of decision making



https://www.harvardbusiness.org/insight/to-improve-critical-thinking-dont-fall-into-the-urgency-trap/

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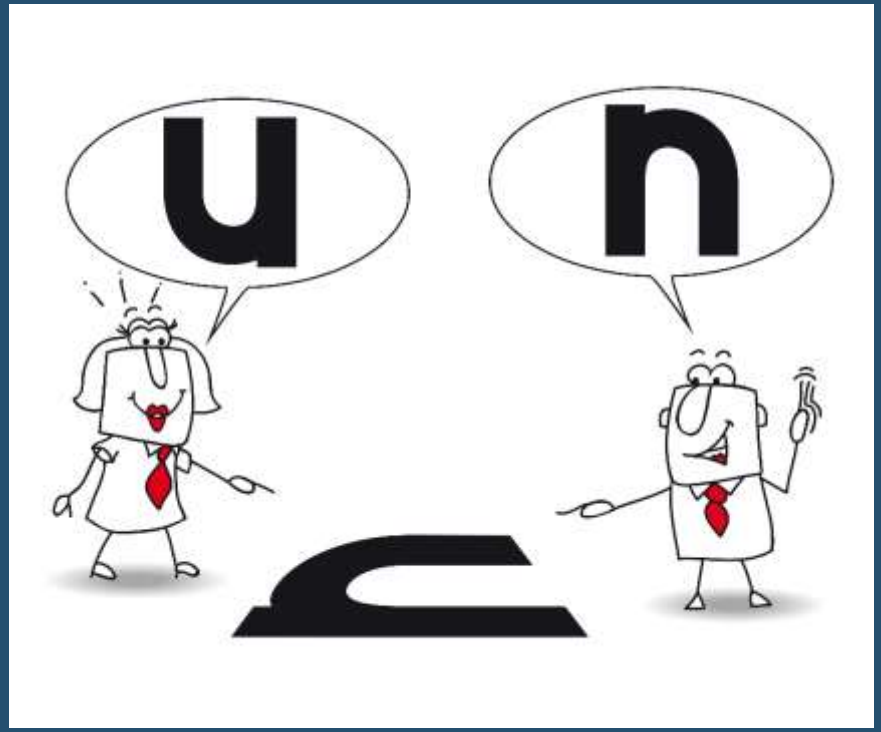
MIND

QUESTIONING 3

Seeing things from different points of view

In the different roles I play in life – partner, parent, teacher, scholar, bandleader – I usually act assuming that people around me are reading into my actions the same meaning I intend them to pick up. Experience has taught me that this is broad <…> assumption is often seriously flawed. Often my words and actions have been understood in ways that are completely different from the ways I intend them to understood. So one way to find out how accurate our assumptions are is to try and see ourselves as others see us.

Brookfield, S. D. (2011). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. John Wiley & Sons, p. 12.



https://stock.adobe.com/lt/images/different-points-of-view/100462779#state=%7B%22ac%22%3A%22stock.adobe.com

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MIND

COMPREHENSION

TASK NO. 3

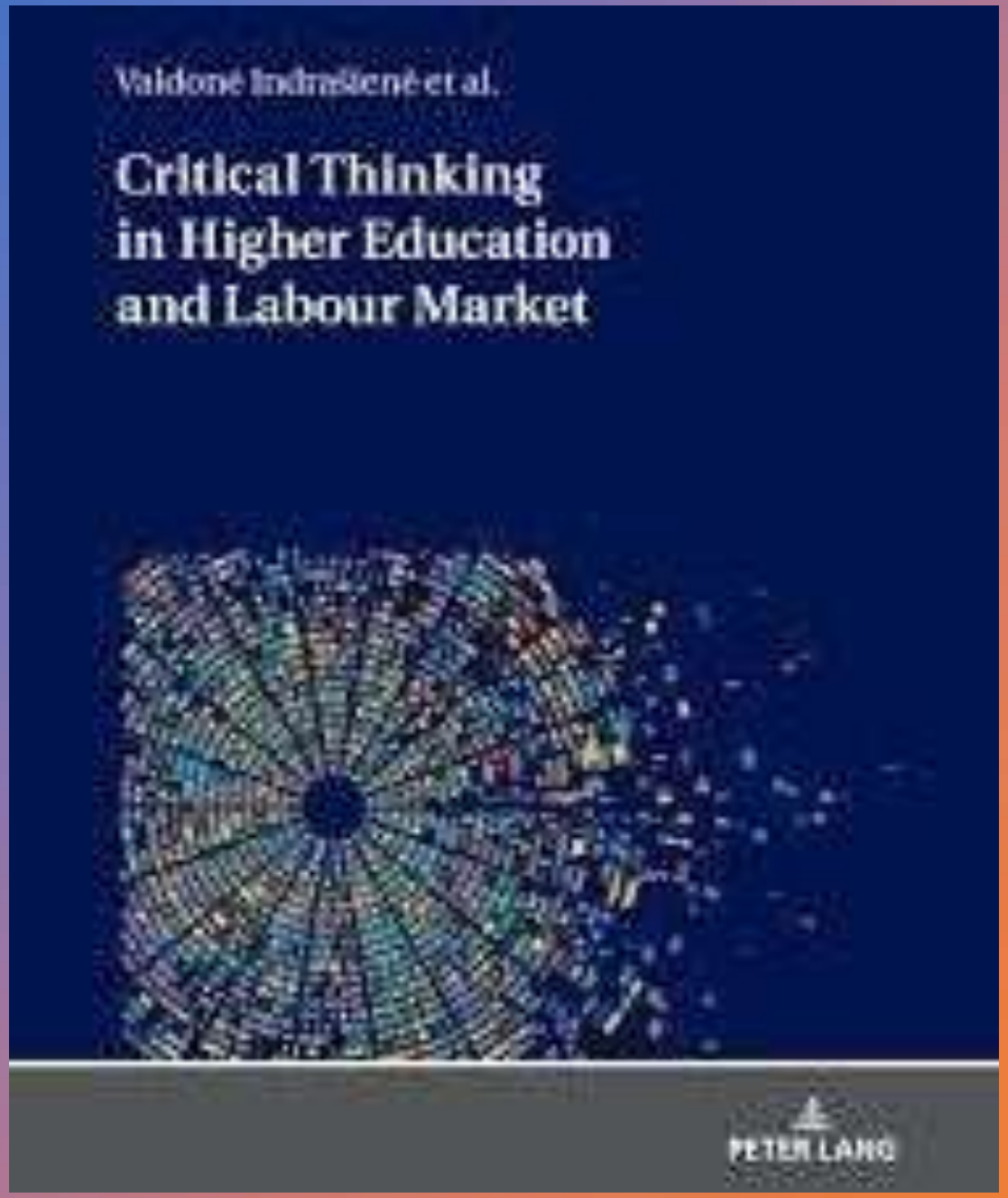


Read the text & get into the meaning of critical thinking



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https://www.peterlang.com/document/1140511

Adapted version of the chapter

„The Concept of Critical Thinking: A Question of Definition“

COMPREHENSION

While reading use specific signs for ideas:

+ that you strongly support / that ”echo” your thoughts
- that it is new for you / that disconfirm your previous knowledge
? that you would like argue, question, clarify
! that are new, interesting, you would like to know more

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MIND

COMPREHENSION

TASK NO. 4



Share your reading within group of colleagues:

- Discuss common and different ideas.
- Search for answers to your questions.



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REFLECTION & METACOGNITION

TASK NO. 5



- Come back to your initial thoughts about CT while interpreting 3 pictures:

1. As dealing with controversial issues and deciding what is right and what is not.
2. As decision making.
3. As ability to look from different perspectives.

- What could you add now?

- How did your concept of critical thinking improve? expand?
- How did you experience learning process?

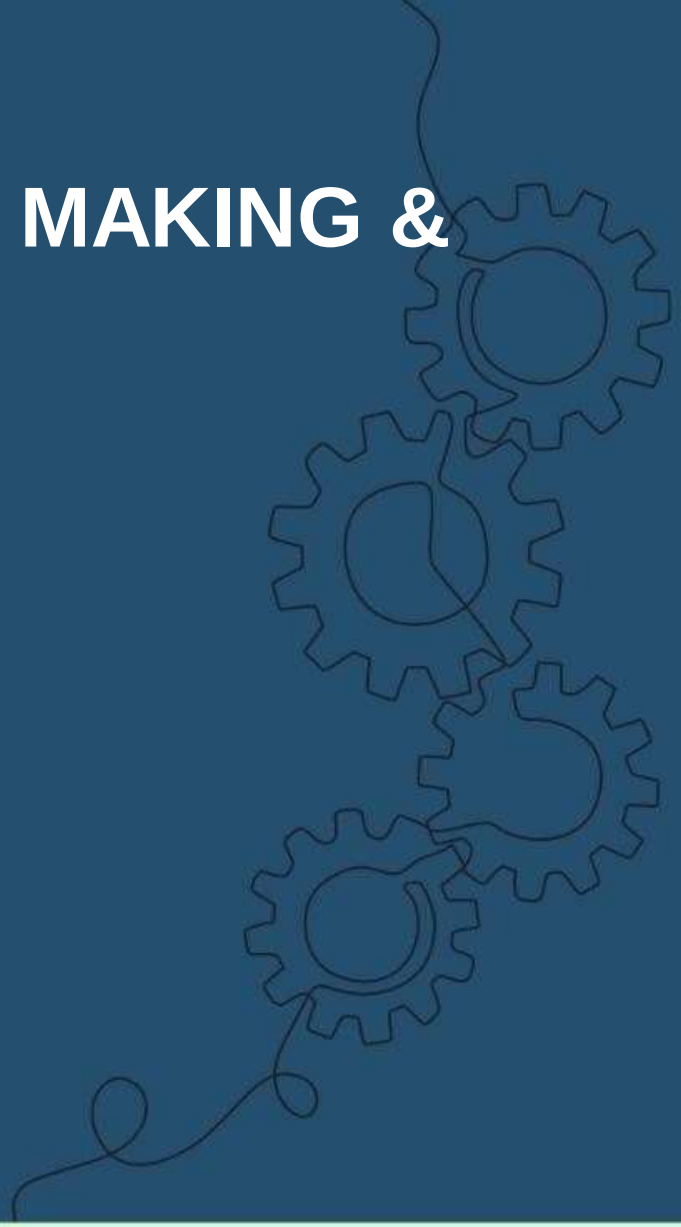
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MIND

DECISION MAKING & ACTING

TASK NO. 6



Free writing/unfinished sentences -
Do short writing (up to 10 sentences) using following prompts to start:

In my teaching I will…

In our organization...

In our community of adult learners...

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MIND

ARE WE ABLE BY THE END OF THIS MODULE...

- Conceptualise critical thinking?
- Make sense of critical thinking relevance to adult education?
- Formulate personal concepts of critical thinking?

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MIND

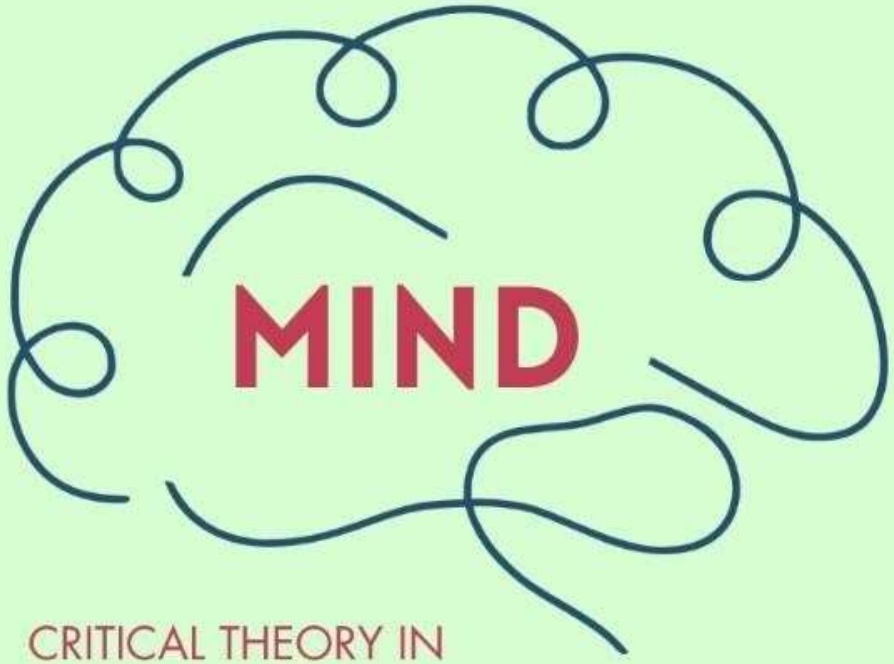
MIND MODEL STAGES	CT STRATEGIES/ METHODS	CT SKILLS	CT DISPOSITIONS
EVOCATION	STIMULUS - HINTS	INTERPRETATION	INQUISITIVINESS ACCURACY
QUESTIONING	PAIR-SHARE	INTERPRETATION EXPLANATION	OPENESS ACCURACY
COMPREHENSION	I.N.S.E.R.T.	ANALYSIS SYNTHESIS INFERENCE	ANALYCITY SYSTEMATICITY
REFLECTION & METACOGNITION	BACK TO STIMULUS - HINTS OPEN QUESTIONS	EVALUATION REFLECTION SELF REGULATION	CLARITY
DECISION MAKING & ACTING	FREE WRITING/NOT FINISHED SENTENCES	EVALUATION	AUTONOMY

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MIND

QUESTIONS?



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