

MECO



Critical thinking development in the use of web for adults



Funded by the
Erasmus+ Programme
of the European Union



LIDI
SMART
SOLUTIONS



ABOUT TOOLKIT



The aim of this toolkit is to provide a comprehensive training programme that will be delivered through a series of ten (10) lesson plans to support adult educators.

This chapter 6 regarding Critical thinking development in the use of web for adults , will comprise;

- Knowledge of critical thinking skills using websites and web tools ,
- Teaching tools can help learners to think critically. WEB 2.0 tools

By the end of this chapter you will learn



<p>Critical thinking development in the use of web for adults</p>	<p>K8.1: Knowledge of critical thinking skills using websites</p>	<p>S8.1: Research and identify critical skills that are relevant to use webs and technologies</p>	<p>A8.1: Awareness of the requirement to know critical thinking skills for using websites</p>
	<p>K8.2: Knowledge of methods to evaluate critical thinking when you learn from websites</p>	<p>S8.2: Profile and assess the critical thinking skills using websites</p>	<p>A8.2: Willingness to invest in methods to learn from websites</p>
	<p>K8.3: Knowledge of tools to think critically.</p>	<p>S8.3: Identification of tools to develop critical thinking using website</p>	<p>A8.3: Appreciation of how to use this web. 2.00 tools to develop critical thinking</p>

this chapter comprises these resources



-
- One (1) masterclass lesson plan with accompanying activities
 - One (1) case study
 - Two (2) bite-sized micro-learning resources

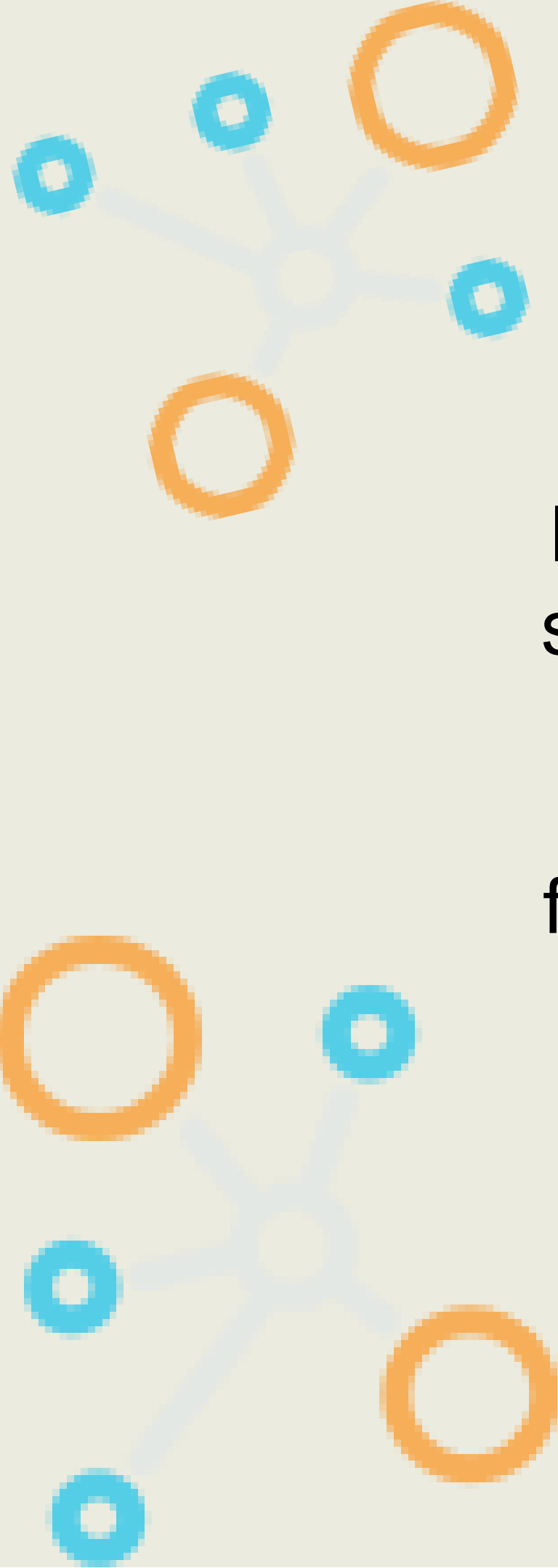


ACTIVITY

INTRODUCCTION

ONE

Why is it important to acquire critical thinking skills development to use websites?

A decorative graphic consisting of blue and orange circles and lines is positioned on the left side of the slide. It features a central light blue node with several lines radiating outwards to other nodes, some of which are larger orange circles and others are smaller blue squares.

Need a set of core knowledge, along with thinking skills that include critical thinking, problem solving, and decision making.

Thinking skills are identified as one of the three foundational skill sets crucial to success in today's workforce.



Critical Thinking and the Internet: Skills for a New Era

Learning has gotten complicated.

We often need to answer challenging technical and scientific questions to get by in our everyday life.

The web has become the default means to get those answers. Yet learning from the internet is fraught with difficulty.

Searching, sorting, and synthesizing the convoluted maze of potential answers requires a special set of critical thinking skills, tailored to the internet age.



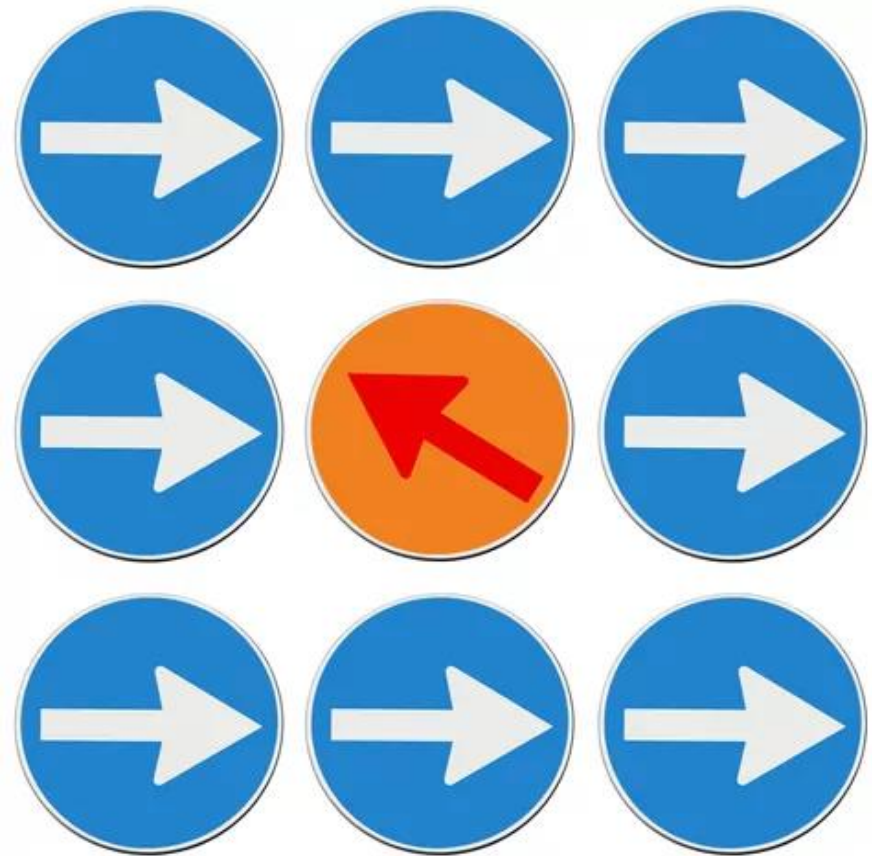
ACTIVITY 1: ICE-BREAKING READ THE CASE STUDY and GROUP DISCUSSION



- 1.-How can we bring critical thinking and the internet together?**
- 2.- Are there specific cognitive skills that we can measure and teach?**
- 3.- Do people who spontaneously use the relatively and more sophisticated strategies actually learn more from the web?**

ACTIVITY 1: CRITICAL THINKING SKILLS:Critical Thinking Skills: What are They ?

The students who best knew how to learn were able to separate the informational wheat from the chaff, a key aspect of everyday critical thinking.



core set includes the following:

- **Suspending judgment to check the validity of a proposition or action**
 - **Taking into consideration multiple perspectives**
- **Examining implications and consequences of a belief or action**
 - **Using reason and evidence to resolve disagreements**
- **Re-evaluating a point of view in light of new information**



ACTIVITY 1: CONCLUSION

Being able to effectively learn from the web is essential in modern life.

Fortunately, there appear to be a few general thinking skills that students can master to get the most out of the wealth of information on the web.

Fostering these skills is a useful step to bring critical thinking and the internet together.



Critical thinking skills are NO substitute for that specialized knowledge. But, they may well help you to develop a stronger understanding of the area.



ACTIVITY

TWO

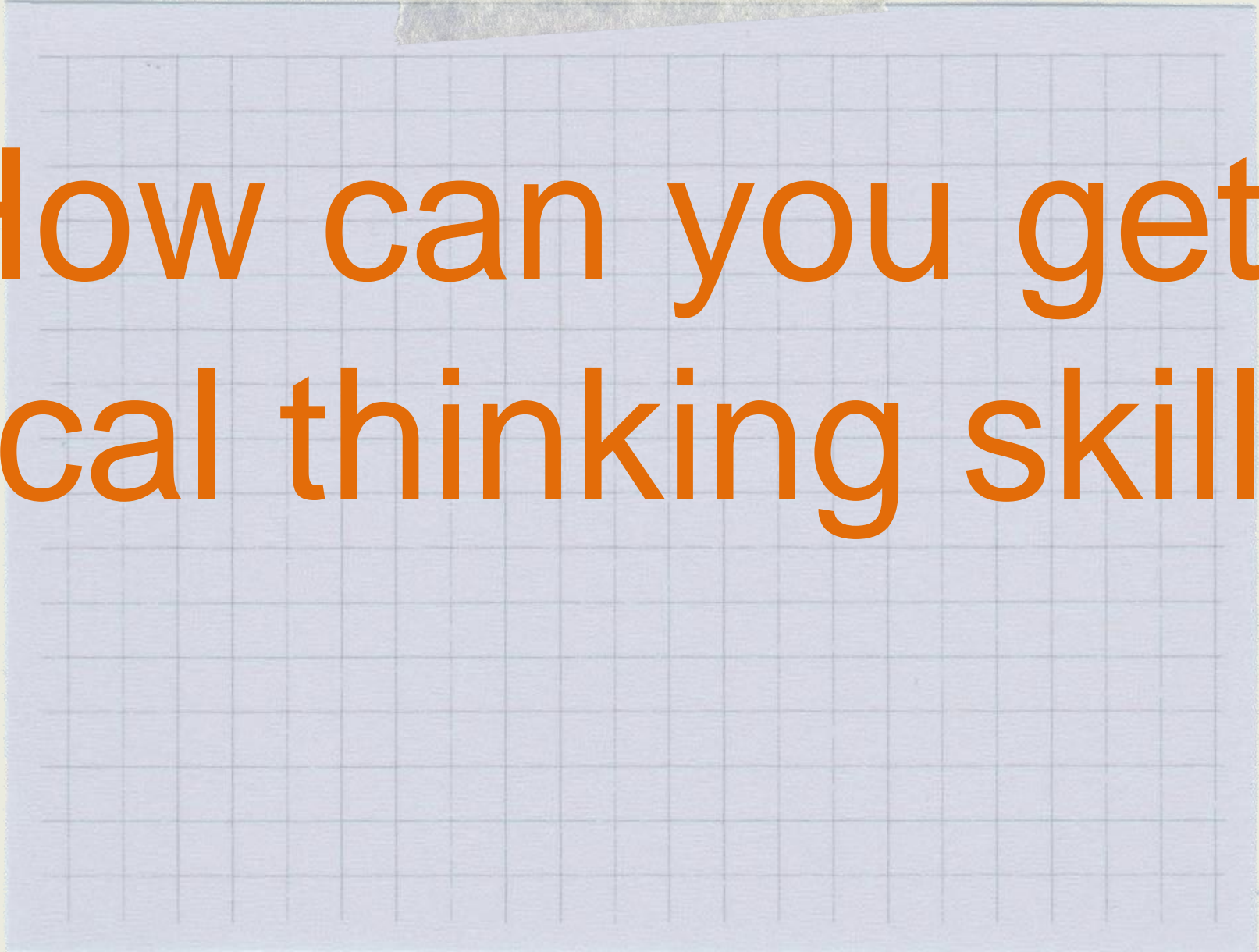
**TO IDENTIFY
METHODS TO
ACQUIRE CRITICAL
THINKING**

ACTIVITY 2: WATCH THE VIDEO

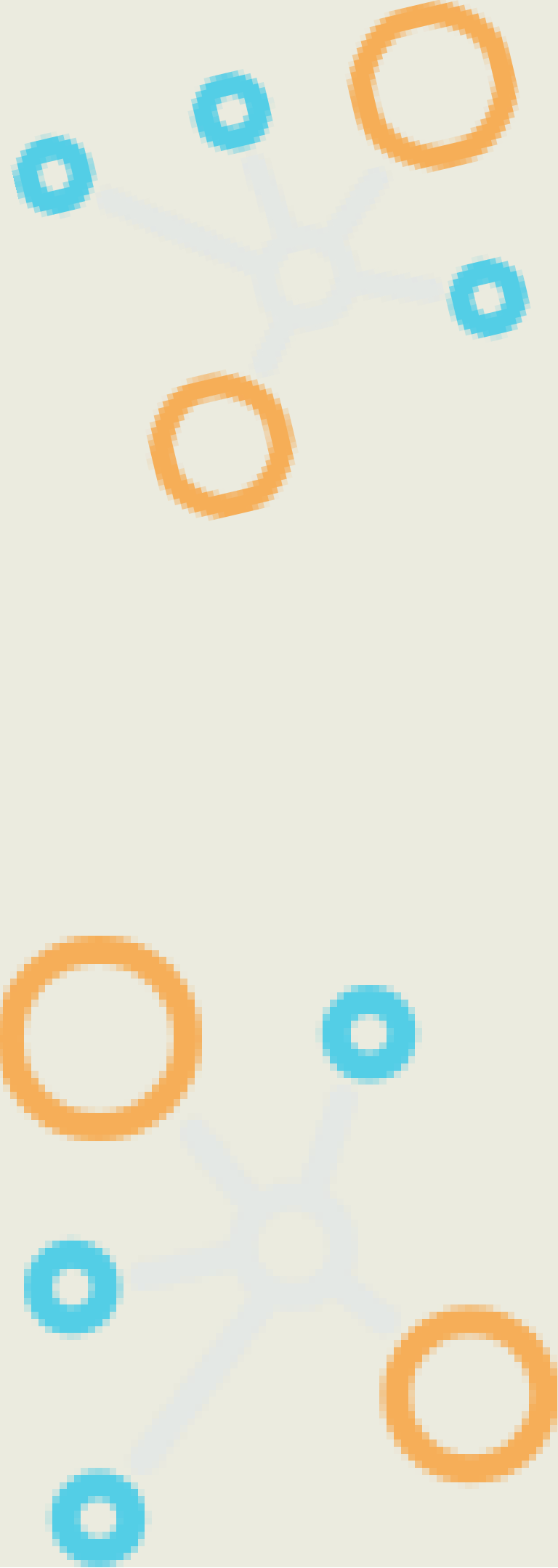


Critical Thinking: Why, How Examples





How can you get
critical thinking skills?





How can you tell which sites are best?

Can strategies for evaluating sources be readily learned?

ACTIVITY 3: GROUP ACTIVITY



- Should drugs be legalized?
- Are European values shaped by the mass media?

List a number of arguments that supported or refuted each issue.

The students' primary task was to work in pairs to generate an outline of their own position on the issue.

ACTIVITY 2: GROUP ACTIVITY



- Some questions used to stimulate critical thinking included:
 - What is your point of view?
 - What are your reasons for supporting this point of view?
 - Why do you think that?'
 - Are there different perspectives on the issue?
 - You can ask yourself these questions to help promote your own critical thinking process.
 - There are other questions you might ask, such as questions to help with evaluating sources.



ACTIVITY 2: GROUP ACTIVITY

given a set of questions and criteria to ask themselves to judge the credibility and usefulness of online sites:

- Who is the author? How reliable is the information? How well does the site explain the information?

- And unpacking the overall questions further:

- Who is the author?
- Is the person who is providing the information someone who is knowledgeable about the topic?
- What is their motivation?
- How reliable is the information?
- Is the information based on scientific evidence?
- Is there similar information given across reliable sources?
- How well does the site explain the information?
- Do you understand how the process works based on the information provided?
- Does the explanation fit together with your prior scientific knowledge or with information from other reliable sites?



ACTIVITY 2: IDENTIFY METHODS

From the University of Cyprus tested the idea that critical thinking skills are most readily learned when they are embedded in a specific subject.

They called this approach the “**infusion method**,” According to Swartz (1992), the infusion approach aims at teaching specific critical thinking skills along with different study subjects and instilling critical thinking skills through teaching the set learning material.



ACTIVITY 2: IDENTIFY METHODS

The think-aloud method, study participants say everything that goes through their mind while completing a task.

You need to figure out what they know and how they think. You need access to their interpretations, their goals, the ways they frame problems and decisions, as well as the thought processes they employ to work through them.

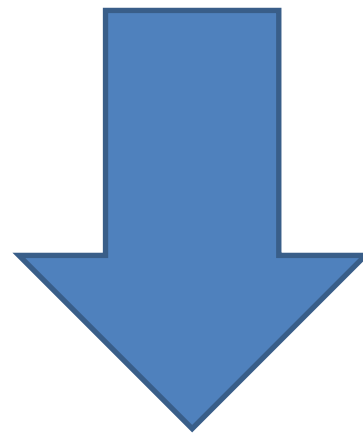
A good understanding of the answer requires us to learn a bit about their relation to human physiology.

How we answer affects our communication choices in no small way.

ACTIVITY 2: CONCLUSION

In addition, students who received the critical thinking skills training came away understanding the importance of evaluating different perspectives.

Three general approaches you might use to evaluate sources on the internet are



- **Less sophisticated:** Sites that are more popular have credible information (not recommended!)
- **Relatively sophisticated:** Credible sites are those that are established authorities on the topic (e.g. a ministry of health), and are relatively free of bias
- **More sophisticated:** Seek out websites for scientific research institutes as most credible (for a science question, anyway)



ACTIVITY

THREE

**Teaching tools
can help learners
to think critically.
WEB 2.0 tools**



Today's learners have more access to information than ever before with the help of Web 2.0 tools.

As teachers, we must remember that simply accessing information is not enough. Students need to be able to analyze, synthesis, and evaluate information.

ACTIVITY 4: TESTING TOOLS/

In your opinion, which tool
do you think is more
useful?



TOOLS FOR CRITICAL THINKING SKILLS

- iDocsTeach:** allows you to locate and create interactive learning activities using primary source documents. Activity templates promote historical thinking skills encouraging students to become "history detectives."
<http://docsteach.org/>


- Inanimate Alice:** This kind 2.0 teaching tool was created as a digital book and has become a multiplatform immersive project. Readers find themselves engrossed in the story as they interact with the central character Alice, and help her advance into the story.


- Insight Visual Ranking Tool:** lets students brainstorm a list of items or use a provided list to assign a ranking based on a determined criteria. Analyzing and Evaluating Answers.


- Wordle:** to analyze main ideas, make predictions, and critique/revise student essays. This site is a great one to add to your teacher resources toolbox!


- Mindomo:** mapping tool that lets users create mind maps to organize, explore, analyze and evaluate ideas. To begin, the main topic/concept is entered into the topic bubble.

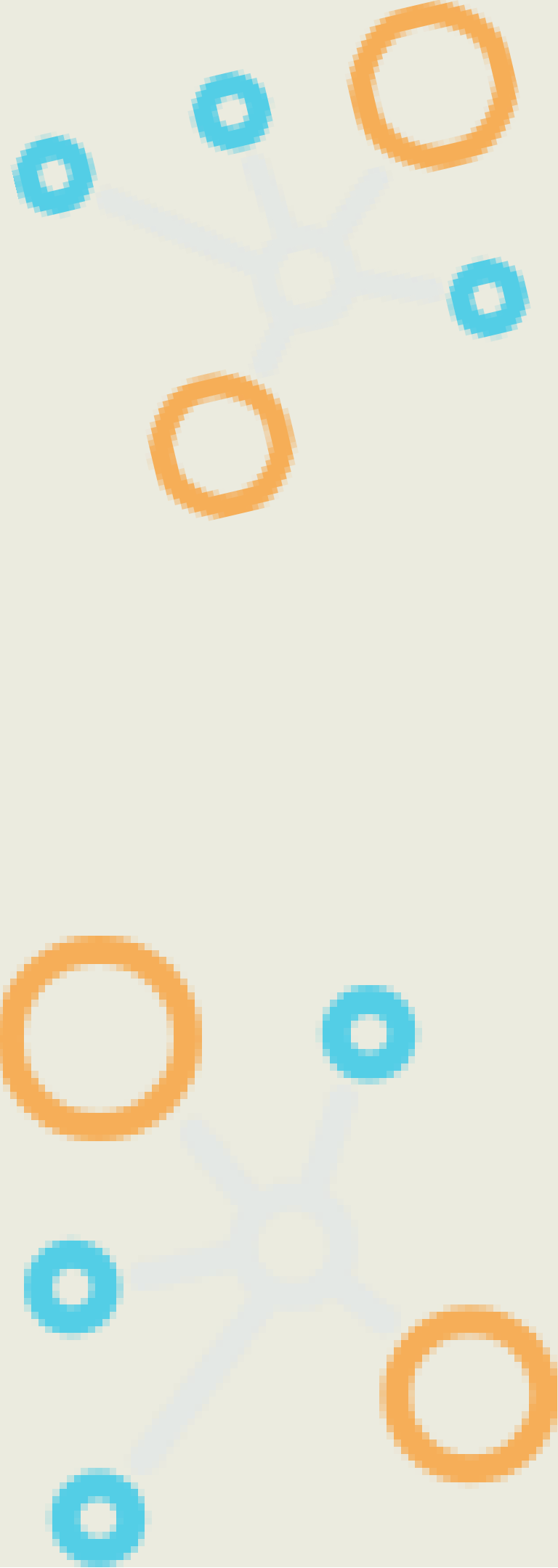




ACTIVITY

FOUR

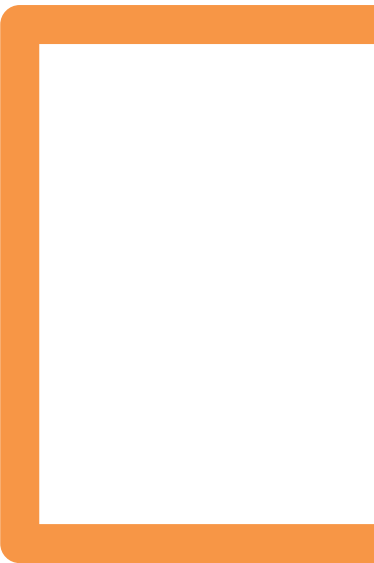
**Close and
Feedback**



ACTIVITY 5: FEEDBACK&CLOSE

What have you learned today about the need to use critical thinking skills when you learn from websites?

and Do people who spontaneously use the relatively and more sophisticated strategies actually learn more from the web?





MECO

Media Education- a
Challenge to Overcome