



Erasmus+

“Critical Thinking for Seniors” - CTS

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Erasmus+ Strategic Partnerships for adult education

Exchange of Good Practices



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Introduction

“Critical thinking for seniors” Erasmus+ strategic partnership project focuses on adult education and well-being of seniors. EU aging society is a fact. According to EC in 2020 more than 20% of Europeans will reach age 65 or more. It is believed that in 2050, the elderly will be around 22% of the total population of the world -United Nations Department of Economic and Social Affairs:

<https://www.un.org/esa/population/publications/longrange2/WorldPop2300final.pdf>

Project partners from six organisations from Poland, Estonia, France, Italy and Turkey analyzed situations in own countries and found out that many seniors do not use Internet mostly because do not have technical skills and competences. It is difficult for this target group to use all opportunities and advantages of 21st century. They need assistant and consultants who can teach in proper way. But even those who use Internet have problems with understanding what they read, watch and listen. It is very important to teach/train seniors in critical thinking, so they can analyze texts and video. To teach/train seniors it is very important to have educated staff/educators who know specific of adult education.

The specific objectives of this project are:

- to exchange good practices about aging and critical thinking that can be transferred to various contexts of adult education;
- to give staff members/educators the ability to build knowledge, skills and attitude based on critical thinking;
- to support the professional development of those who work in education and training;
- to promote non-formal learning and cooperation in the field of adult education in EU countries. The main target group in this project is staff members/educators from partners’ organisations.

Extending and developing the competences of educators and other personnel who support adult learners is one of priorities of Erasmus+ Programme and also of this project. To organise workshops in critical thinking on local level, partners decided first of all collect good practices about critical thinking.

The final beneficiaries are seniors–adult learners, including learners of various literacy levels and educational backgrounds. Special target group will be women in age 50+. Project will tackle also different organisations and institutions who work with seniors.

This Toolkit is project tangible result. It includes methodological and pedagogical materials for educators. Project partners tested materials during short-term joint staff training event and now use in daily work.

We invite adult education providers and all who are interested in critical thinking topic read and use these materials in own work.

We will be happy to receive your feedback and also new materials, so we can add them to this Toolkit.

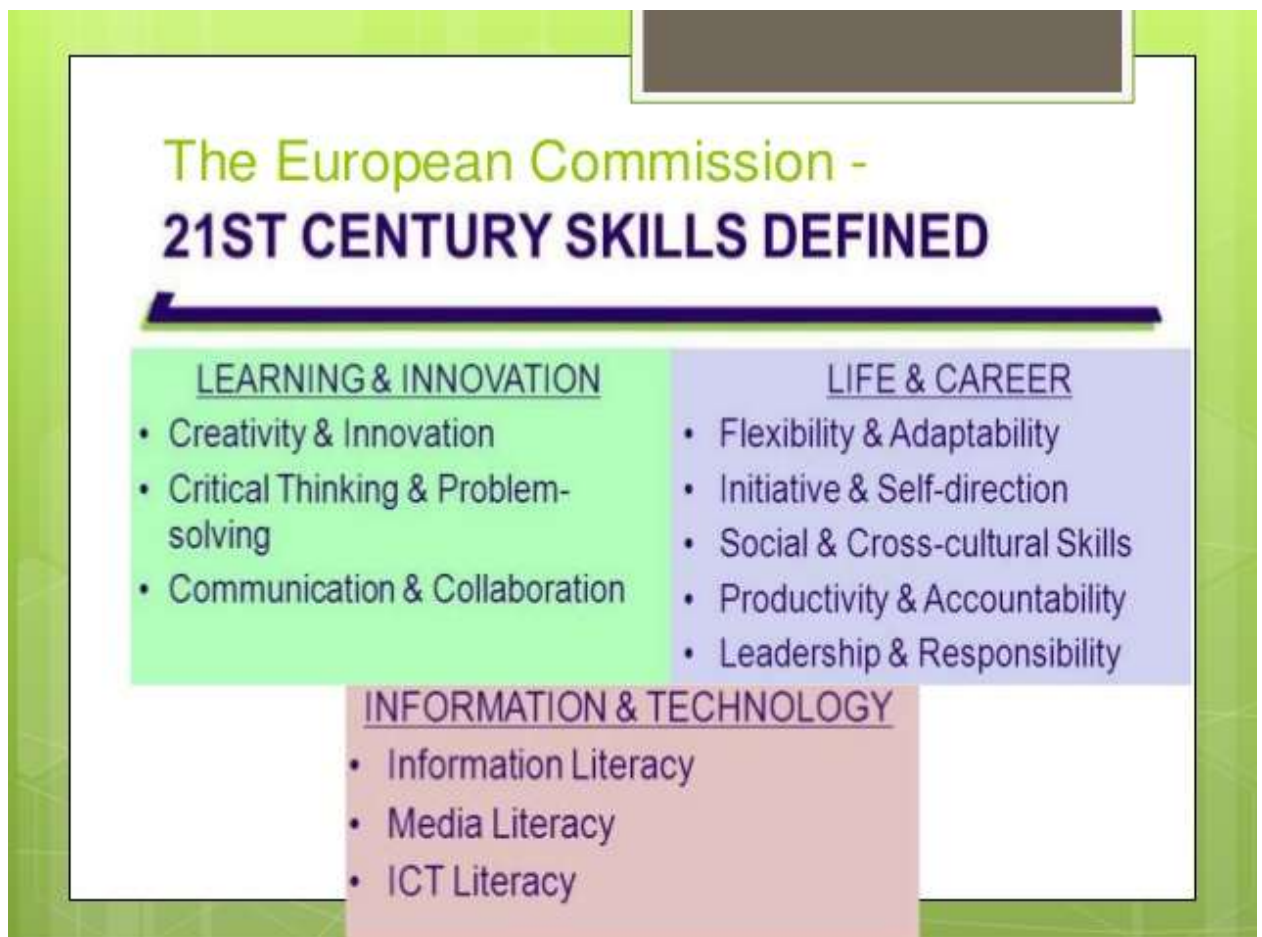
Contact email is fisbiuro@wp.pl

Facebook page: <https://www.facebook.com/Critical-thinking-for-seniors-126772852052824/>

The European approach to teach and learn 21st century skills

Critical thinking, entrepreneurship, problem solving or digital competences are the competences enshrined by European New Skills Agenda.

<https://ec.europa.eu/jrc/en/news/competence-frameworks-european-approach-teach-and-learn-21st-century-skills>



In order to promote media literacy and critical thinking, EU funds and programmes, such as Erasmus+, the Connecting Europe Facility, the European Structural and Investment Funds, Horizon 2020, Creative Europe and Europe for Citizens, should be utilised by EU countries and the European Commission.

Useful materials:

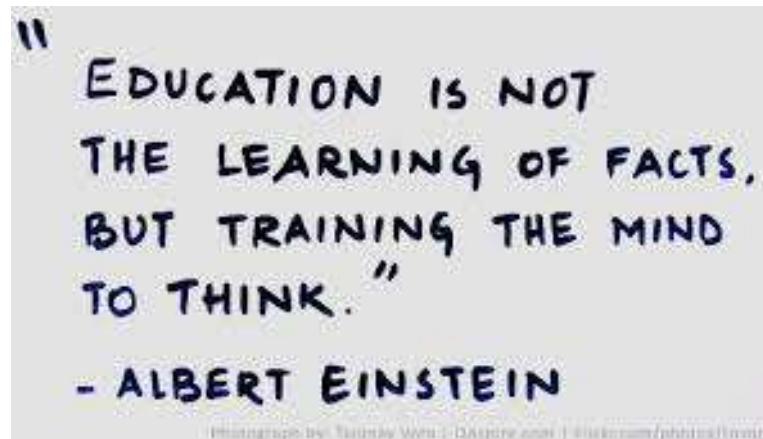
Media literacy and critical thinking — education's role.

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3A150102_3

Developing a European Framework for the Personal, Social & Learning to Learn Key Competence (LifEComp). Report.

https://publications.jrc.ec.europa.eu/repository/bitstream/JRC117987/jrc117987_lifecomp_technical_report.pdf

What is critical thinking?



Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following :

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one's own beliefs and values

Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself.

Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions.

Some people believe that critical thinking hinders creativity because it requires following the rules of logic and rationality, but creativity might require breaking rules. This is a misconception. Critical thinking is quite compatible with thinking "out-of-the-box", challenging consensus and pursuing less popular approaches. If anything, critical thinking is an essential part of creativity because we need critical thinking to evaluate and improve our creative ideas.

<https://philosophy.hku.hk/think/critical/ct.php>

What are you aiming to achieve?

One of the most important aspects of critical thinking is to decide what you are aiming to achieve and then make a decision based on a range of possibilities.

Once you have clarified that aim for yourself you should use it as the starting point in all future situations requiring thought and, possibly, further decision making. Where needed, make your workmates, family or those around you aware of your intention to pursue this goal. You must then discipline yourself to keep on track until changing circumstances mean you have to revisit the start of the decision making process.

However, there are things that get in the way of simple decision making. We all carry with us a range of likes and dislikes, learnt behaviours and personal preferences developed throughout our lives; they are the hallmarks of being human. A major contribution to ensuring we think critically is to be aware of these personal characteristics, preferences and biases and make allowance for them when considering possible next steps, whether they are at the pre-action consideration stage or as part of a rethink caused by unexpected or unforeseen impediments to continued progress.

The more clearly we are aware of ourselves, our strengths and weaknesses, the more likely our critical thinking will be productive.

<https://www.skillsyouneed.com/learn/critical-thinking.html>

- ▶ **Understand what critical thinking is, and why it is a crucial skill to possess while seeking for an employment.**
- ▶ **Build and apply critical thinking skills.**
- ▶ **Promote the ability to critically evaluate information outside of oneself and have an accurate appreciation for specific circumstances or performance.**

A little bit of history

In a seminal study on critical thinking and education in 1941, Edward Glaser defines critical thinking as follows “The ability to think critically, as conceived in this volume, involves three things:

- (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences,
- (2) knowledge of the methods of logical inquiry and reasoning, and
- (3) some skill in applying those methods.

Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It also generally requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life. (Edward M. Glaser, *An Experiment in the Development of Critical Thinking*, Teacher's College, Columbia University, 1941)

A statement by Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

The Problem

Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

A Definition

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

The Result

A well cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks openmindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.

(Taken from Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, 2008)

<https://www.criticalthinking.org/pages/defining-critical-thinking/766>



Video materials:

<https://study.com/academy/lesson/what-is-critical-thinking-definition-skills-meaning.html>

What is Critical Thinking?

- **Reasoning**- the action of thinking about something in a logical, sensible way.
- **Analyzing**-discover or reveal (something) through detailed examination.
- **Evaluating**- form an idea of the amount, number, or value of; assess
- **Decision Making**- the action or process of making decisions, especially important ones.
- **Problem Solving**- the process of finding solutions to difficult or complex issues.

Video materials: Introduction to Critical Thinking

<https://www.youtube.com/watch?v=Cum3k-Wglfw>

CRITICAL THINKING

is a manner of thinking that employs curiosity, creativity, skepticism, analysis, and logic, where:

Curiosity means wanting to learn,

Creativity means viewing information from multiple perspectives,

Skepticism means maintaining a "trust but verify" mind-set,

Analysis means systematically examining and evaluating evidence, and

Logic means reaching well-founded conclusions.

Activity “Why you need critical thinking skills?”

Before we jump into defining critical thinking skills, let’s run a quick experiment.

We’ll try to find out if *drinking coffee* is good for you.

First, Google “reasons not to drink coffee.”

Wow! Decreased anxiety, healthier teeth, weight loss, **and a healthier heart.**

Oh God! I’ll never touch a cup of coffee again!

How about “reasons to *drink* coffee?”

Lower rates of depression, memory boost, longevity, **and, wait for it, a healthier heart.**

Oh well. I’ll never trust the Internet again.

These are not some random unsupported online claims. There’s legit, peer-reviewed research that backs up EVERY single one of the above findings.

So how do you reconcile these contradictory claims?

By *thinking critically.*

Critical thinking is the ability to think in an organized and rational manner in order to understand connections between ideas and/or facts. It helps you decide what to believe in. In other words, it’s “thinking about thinking”—identifying, analyzing, and then fixing flaws in the way we think.

How to Be a Critical Thinker?

To become one takes time, practice, and patience. But something you can start doing *today* to improve your critical thinking skills is apply the 7 steps of critical thinking to every problem you tackle—either at work or in your everyday life.

Plus, there are some critical thinking questions to help you out at each of the steps.

Steps of Critical Thinking

1. Identify the problem or question.

Be as precise as possible: the narrower the issue, the easier it is to find solutions or answers.

2. Gather data, opinions, and arguments.

Try to find several sources that present different ideas and points of view.

3. Analyze and evaluate the data.

Are the sources reliable? Are their conclusions data-backed or just argumentative? Is there enough information or data to support given hypotheses?

4. Identify assumptions.

Are you sure the sources you found are unbiased? Are you sure you weren't biased in your search for answers?

5. Establish significance.

What piece of information is most important? Is the sample size sufficient? Are all opinions and arguments even relevant to the problem you're trying to solve?

6. Make a decision/reach a conclusion.

Identify various conclusions that are possible and decide which (if any) of them are sufficiently supported. Weigh strengths and limitations of all possible options.

7. Present or communicate.

Once you've reached a conclusion, present it to all stakeholders.

Let's go back to our coffee example and examine it critically, point-by-point.

1. The problem in question was: "is drinking coffee good for you?"

This approach is way too broad.

First of all, what does "good" even mean?

Secondly, we don't know if we're talking about long- or short-term effects of drinking coffee. It's also possible that drinking coffee might benefit some aspects of your health while being detrimental to others.

So, let's narrow down the problem to: "is drinking coffee good for your *heart*?"

2. Listed above, there are only two pieces of research on the impact of drinking coffee on your heart.

The first one suggests that drinking coffee "could account for premature deaths in the region of 14% for coronary heart disease and 20% for stroke."

According to the second one, "moderate coffee consumption was associated with a lower prevalence of the Coronary Artery Disease."

We've made two other major mistakes in reasoning: first of all, two sources only are *not* enough.

Secondly, we haven't taken into account that heart is a very complex organ: just like it is the case with the rest of our body, coffee might be good for some of its functions while bad for others.

3. Both articles cited have appeared in prestigious, peer-reviewed journals.

But— the *first* one has been based on literature review only; no original studies.

The *second* one, although conducted in a large (25.000 participants) sample of men and women, includes only Korean population—people whose hearts can be affected by other factors such as diet or climate.

4. While the two sources don't appear biased, we were.

We based our initial Google searches on assumptions: “reasons not to drink coffee” (assuming: coffee is bad for our health) and “reasons to drink coffee” (assuming: coffee is worth drinking).

Google’s search algorithms made sure we found articles in line with our assumptions.

5. Considering all of the above, we can positively state that the information we gathered was not significant for solving the initially stated problem.

6. The only conclusion that can be reached is: according to the data we gathered, drinking coffee might or might not be good for our hearts, depending on many factors and variables we failed to take into account.

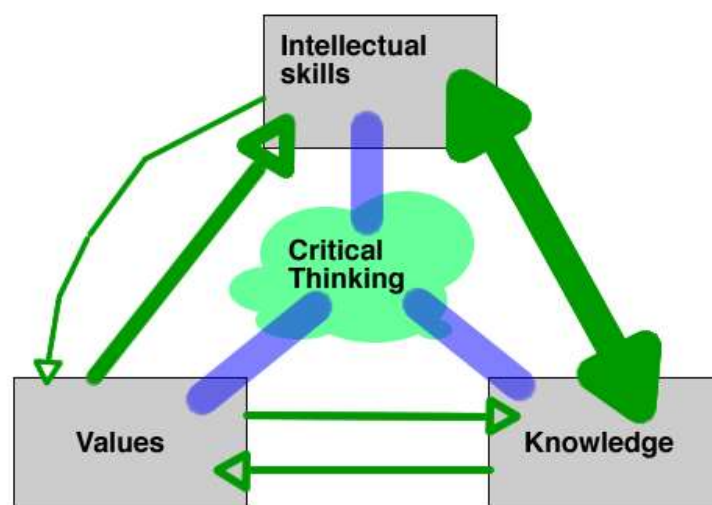
7. Even if the conclusion is “the question cannot be answered at this point,” it’s still worth presenting and communicating.

It’s good to know what the limitations of our knowledge on a given topic are.

The point is— **It’s really hard to be sure of something.**

And critical thinking skills are necessary for us to accept the flaws in our reasoning and gaps in our knowledge, *and* take advantage of them!

<https://zety.com/blog/critical-thinking-skills>



Top critical thinking skills

Analysis

Part of critical thinking is the ability to carefully examine something, whether it is a problem, a set of data, or a text. People with **analytical skills** can examine information, understand what it means, and properly explain to others the implications of that information.

- Asking Thoughtful Questions
- Data Analysis
- Research
- Interpretation
- Judgment
- Questioning Evidence
- Recognizing Patterns
- Skepticism

Communication

Often, you will need to share your conclusions with your employers or with a group of colleagues. You need to be able to communicate with others to share your ideas effectively. You might also need to engage critical thinking in a group. In this case, you will need to work with others and communicate effectively to figure out solutions to complex problems.

- Active Listening
- Assessment
- Collaboration
- Explanation
- Interpersonal
- Presentation
- Teamwork
- Verbal Communication
- Written Communication

Creativity

Critical thinking involves creativity and innovation. You might need to spot patterns in the information you are looking at or come up with a solution that no one else has thought of before. This involves a creative eye that can take different approach from all other approaches.

- Flexibility
- Conceptualization
- Curiosity
- Imagination
- Drawing Connections
- Inferring
- Predicting
- Synthesizing
- Vision

Open-Mindedness

To think critically, you need to be able to put aside any assumptions or judgments and merely analyze the information you receive. You need to be objective, evaluating ideas without bias.

- Diversity
- Fairness
- Humility
- Inclusive
- Objectivity
- Observation
- Reflection

Problem Solving

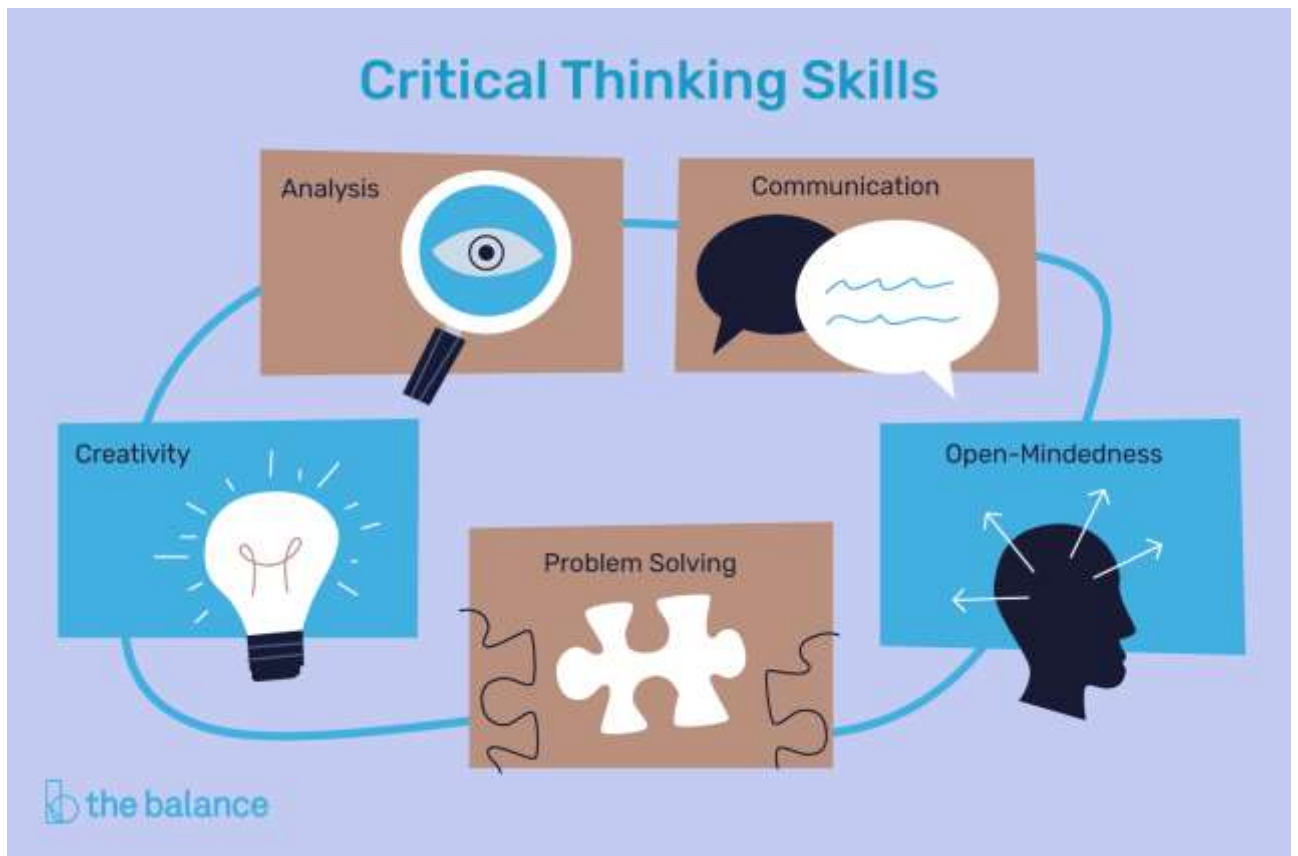
Problem solving is another critical thinking skill that involves analyzing a problem, generating and implementing a solution, and assessing the success of the plan. Employers don't simply want employees who can think about information critically. They also need to be able to come up with practical solutions.

- Attention to Detail
- Clarification
- Decision Making
- Evaluation
- Groundedness
- Identifying Patterns
- Innovation

More Critical Thinking Skills

- Inductive Reasoning
- Deductive Reasoning
- Compliance
- Noticing Outliers
- Adaptability
- Emotional Intelligence
- Brainstorming
- Optimization
- Restructuring
- Integration
- Strategic Planning
- Project Management
- Ongoing Improvement
- Causal Relationships
- Case Analysis
- Diagnostics
- SWOT Analysis
- Business Intelligence
- Quantitative Data Management

- Qualitative Data Management
- Metrics
- Accuracy
- Risk Management
- Statistics
- Scientific Method
- Consumer Behavior
-
- <https://www.thebalancecareers.com/critical-thinking-definition-with-examples-2063745>



Video materials:

<https://www.indeed.com/career-advice/career-development/critical-thinking-skills>

Critical Thinking Questions App

<https://www.youtube.com/watch?v=fuI8M6PM25A>

THE IMPORTANCE OF CRITICAL THINKING

1. CRITICAL THINKING IS A DOMAIN-GENERAL THINKING SKILL



The ability to think clearly and rationally is important whatever we choose to do. But critical thinking skills are not restricted to a particular subject area. Being able to think well and solve problems systematically is an asset for any career.

2. IT IS VERY IMPORTANT IN THE NEW KNOWLEDGE ECONOMY

The new economy places increasing demands on flexible intellectual skills, and the ability to analyse information and integrate diverse sources of knowledge in solving problems. Good critical thinking promotes such thinking skills, and is very important in the fast-changing workplace.



3. CRITICAL THINKING ENHANCES LANGUAGE AND PRESENTATION SKILLS



Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyse the logical structure of texts, critical thinking also improves comprehension abilities.

4. CRITICAL THINKING PROMOTES CREATIVITY

To come up with a creative solution to a problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.



5. CRITICAL THINKING IS CRUCIAL FOR SELF-REFLECTION



In order to live a meaningful life and to structure our lives accordingly, we need to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.

6. THE FOUNDATION OF SCIENCE AND DEMOCRACY

Science requires the critical use of reason in experimentation and theory confirmation. The proper functioning of a liberal democracy requires citizens who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.



CRITICAL THINKING IS THE ABILITY TO THINK CLEARLY AND RATIONALLY ABOUT WHAT TO DO OR WHAT TO BELIEVE.

6 Critical Thinking Questions for Any Situation

by TeachThought Staff

While it's true that critical thinking is a foundation rather than a brick, how you build that foundation depends on the learning process itself: exposing learners to new thinking and promoting interaction with that thinking in a **gradual release of responsibility** approach.

The questions are general enough that they can be used with almost anything—different age groups, content areas, and various learning contexts.

Whether you're exploring math theories with a high school classroom, astronomical phenomena in a university, or a picture book in the elementary classroom, the questions can be used with few changes to promote critical thinking. They can be used also with seniors.

The questions below might prove useful to you as you help better understand what 'critical thinking' means and how it can improve seniors' lives.

6 Critical Thinking Questions for Any Situation

1. What's happening?

Establish the basics and begin forming questions.

2. Why is it important?

Ask yourself why this is or isn't significant.

3. What don't I see?

Consider, alone or with others, if there's any crucial information or perspective you might be missing, or that the 'thing' in question is missing.

4. How do I know?

Identify how you know what you think you know, and how that meaning was constructed.

5. Who is saying it?

Identify the 'position' of the 'thing'—a speaker and their position on an issue, for example—and then consider how that position could be influencing their thinking.

6. What else? What if?

Ask, 'What else should we consider?' and 'If we consider it, how will it change X or Y?'

<https://www.teachthought.com/critical-thinking/6-critical-thinking-questions-situation/>

How to develop critical thinking skills

Do you react to situations based on your emotions or personal biases? Are you looking for ways to improve communication and the flow of ideas with those around you? There are skills that have the capability to greatly improve your capacity to make objective, effective choices and arguments, and those are critical thinking skills. Without these skills, arguments can often be one-sided. Criticism can feel like a personal attack on your character rather than an opportunity to open up dialogue and communicate productively.

*Related: **8 Ways to Master the Art of Communication***

Let's take a look at how to develop critical thinking skills so that you can walk into any situation with the tools needed to set intense emotions aside and make insightful decisions.

1. Become a self-critic

The very first and most important step for developing critical thinking skills is becoming a critic of your own thoughts and actions. Without self-reflection, there can't be growth. You can break down your own thoughts by asking yourself why you believe something. When you do this, you need to clarify your thoughts by assessing this information objectively and finding a solid logic to what you believe, rather than just a muddled idea. *Why do I believe this? Can I think of examples in my life when this proved true or false? Am I attached to this idea emotionally? Why?* When we self-reflect, we are able to observe how we respond to a situation, in our minds and out loud.

Another aspect of becoming a self-critic is acknowledging your strengths, weaknesses, personal preferences and biases. When you know this information, you can understand why you approach certain situations from a specific perspective, and then you can step around that viewpoint because you are aware of its presence.

2. Active listening

Thinking and listening are nearly impossible to do at the same time. To become a critical thinker, you need to be able to listen to others' ideas, arguments and criticisms without thinking of your response or reaction while they are speaking. You can't properly absorb the information someone is trying to convey to you if you don't take the time to truly listen. Listening allows us to feel empathy. We hear someone else's story, struggles, ideas, successes and passions, and how they reached them. When we hear their perspective, we can take that information and analyze it. When we use active listening skills, we can fully understand what someone is trying to tell us because that conversation continues until all parties can reiterate what the other is trying to say.

3. Analyzing information

Analyzing information is paramount for critical thinking. No one thinks critically at all times. Sometimes our joy, anger, sadness or other emotions are too great, and other times we struggle to focus on the central issue at hand. To reach success, we need to analyze the information before us, whether it is information in our mind or being shared by others. We can break it down by assessing what is being said, and ensuring that we clearly understand what it is that needs to happen. Then we can dissect and appraise all arguments, including our own, and think about how the decisions would impact others, as well as the bottom line. When we can step back and analyze an argument, it allows us to approach it from an objective viewpoint.

4. Nonviolent communication

Critical thinking isn't much help if you can't communicate in a nonviolent, productive way. When listening and analyzing different arguments, you first need the ability to recognize valid logic. Then you need to be able to communicate with other people in a productive way. The basis of nonviolent communication is compassion, observation and collaboration. When we approach any scenario with compassion, we are already in a peaceful mindset, rather than a defensive one. When we observe, we can observe our arguments and others without judgment and evaluation. We can detach our emotions from an idea. *He doesn't like my idea, so he must not like me.* And collaboration naturally happens when everyone comes into the process with a compassionate, open mind, with the focus on solving the objective at hand rather than protecting anyone's ego.

5. Developing foresight

The ability to predict the future impact of a decision is foresight. Foresight is a critical component for success in all aspects of your life. When you move somewhere, you plan ahead to see what the job outlook is and the safety of a neighborhood. If you are moving a business, it is wise to examine the impact of that decision. Will it be too far for some of your talented employees to drive? Will you lose business because of the change? What will you gain? Every decision should be weighed carefully, with consideration of how the choice affects your bottom line, but also for the people who are working toward success alongside you.

Critical thinking requires the ability to reflect on one's own beliefs, as well as someone else's ideas, and then see the connections between those things. It requires the ability to actively listen to others, to assess, dissect and appraise arguments, and to separate intense emotions from the topic at hand.

<https://www.success.com/how-to-develop-critical-thinking-skills/>

Useful materials:

12 Solid Strategies for Teaching Critical Thinking Skills

<https://wabisabilearning.com/blogs/critical-thinking/teaching-critical-thinking-skills>

7 Steps to Improving Your Critical Thinking

<https://www.wisebread.com/7-steps-to-improving-your-critical-thinking>



Video materials:

5 tips to improve your critical thinking

<https://www.youtube.com/watch?v=dItUGF8GdTw>

The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



Who	<ul style="list-style-type: none"> ... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected? 	<ul style="list-style-type: none"> ... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	<ul style="list-style-type: none"> ... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument? 	<ul style="list-style-type: none"> ... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	<ul style="list-style-type: none"> ... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem? 	<ul style="list-style-type: none"> ... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	<ul style="list-style-type: none"> ... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action? 	<ul style="list-style-type: none"> ... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	<ul style="list-style-type: none"> ... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this? 	<ul style="list-style-type: none"> ... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	<ul style="list-style-type: none"> ... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely? 	<ul style="list-style-type: none"> ... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

Activity: The critical thinking process

You should be aware that none of us think critically all the time.

Sometimes we think in almost any way but critically, for example when our self-control is affected by anger, grief or joy or when we are feeling just plain 'bloody minded'.

On the other hand, the good news is that, since our critical thinking ability varies according to our current mindset, most of the time we can learn to improve our critical thinking ability by developing certain routine activities and applying them to all problems that present themselves.

Once you understand the theory of critical thinking, improving your critical thinking skills takes persistence and practice.

Try this simple exercise to help you to start thinking critically.

Think of something that someone has recently told you. Then ask yourself the following questions:

Who said it?

Someone you know? Someone in a position of authority or power? Does it matter who told you this?

What did they say?

Did they give facts or opinions? Did they provide all the facts? Did they leave anything out?

Where did they say it?

Was it in public or in private? Did other people have a chance to respond and provide an alternative account?

When did they say it?

Was it before, during or after an important event? Is timing important?

Why did they say it?

Did they explain the reasoning behind their opinion? Were they trying to make someone look good or bad?

How did they say it?

Were they happy or sad, angry or indifferent? Did they write it or say it? Could you understand what was said?

<https://www.skillsyouneed.com/learn/critical-thinking.html>

- ▶ *"The important thing is not to stop questioning."* - Albert Einstein
- ▶ *"It is the mark of an educated mind to be able to entertain a thought without accepting it."* – Aristotle
- ▶ *"If there was one life skill everyone on the planet needed, it was the ability to think with critical objectivity."* - Josh Lanyon
- ▶ *"Deciding rationally what to or what not to believe."* – Norris, 1985
- ▶ *"The ability of thinkers to take charge of their own thinking."* - Elder&Paul, 1994



Critical thinking skill helps to:

- ▶ raise vital questions and problems, formulate them clearly, gather and assess relevant information;
- ▶ examine an issue from all sides;
- ▶ make rational inferences;
- ▶ withhold personal judgment or biases;
- ▶ think open-mindedly;
- ▶ communicate effectively with others.



Video materials:

Cool brain game to test your critical thinking skills

https://www.youtube.com/watch?v=sxk2u58bm_0

Activity: THE WORST CASE SCENARIO

Learning objectives: The participants need to work together and solve problems to succeed, develop their critical thinking and team management.

Duration: 40 minutes

No of participants: Unlimited

Materials needed: Papers and pens

Description: Divide students into groups. Explain to them they are involved in “A Worst Case Scenario”. Give each group a situation: locked in a burning building. Trapped on a sinking ship. In a lifeboat after the ship has gone down. Stuck on a mountain with a looming avalanche. Crash landed on a desert island. In a jungle with predators behind and a river filled with piranha ahead. The group has to decide on 5 must-have items that will help them get to safety.

The 5 items must come from a unanimous decision by the group. Everyone has to agree on the items.

How do the groups negotiate the list? Students may try to negotiate to get additional list items but be clear. It’s 5 and only 5. Give groups a time limit to come up with the list. Start announcing that the surrounding danger (be it fire, lions, or an avalanche) is getting closer. And closer. Time is running out.

Will the groups beat the clock? Do this exercise with a realistic scenario. Then repeat with a fantasy driven scenario. They are on Mars and there’s a leak in their domicile. The castle is being attacked by witches. They are underground in a fight to the death with the mole people. It’s the future and everyone is a robot. The robots are dealing with an acid rain storm.

Debriefing: At the end of the time limit, have groups present their lists. Discuss with the class. Are the list items useful? Surprising? Was the group able to agree on five items? Why or why not? What items do they come?

Activity: FISH BOWL

Learning objectives: To learn how to build arguments with evidence, to improve the participants’ critical thinking skills.

Duration: 60 min

No of participants: Unlimited

Materials needed: Papers and pens

Description: Set up an inner circle and an outer circle in your classroom. The participants should not be sitting in this setup yet, but rather in their regular circle seats. The group should be presented with a question or a statement and allowed to reflect individually for a few minutes. During this reflection period, count the group off into small groups by 3s, 4s, or 5s. Participants should now transition to the fishbowl setup. In the numbered groups, have participants facilitate a conversation while others on the outside observe without comment.

Debriefing: Once the inner group has discussed for a bit, have the outer group evaluate two things: their process is they actually listened to one another and their content from knowing whether they are providing evidence or just opinions.

Activity: FACTS OR OPINIONS?

Learning objectives: Understanding the difference between facts and opinions

Duration: 30 min

No of participants: Unlimited

Materials needed: A list of facts and a list of opinions, or a mixed list

Description: A fact can be proven either true or false. An opinion is an expression of feeling or point-of-view and cannot be proven true or false. The teacher will create some statements that are either fact or opinion. If it's a fact, check on F and then briefly explain how it can be proven. If it's an opinion, check on O and briefly explain why you feel it can't be proven. Compare answers with your friends and share your views with each other.

Examples:

Broccoli contains a lot of vitamin C. Fact or Opinion / Explain: _____

Water is two parts hydrogen to one part oxygen. Fact or Opinion / Explain: _____

Riding in a hot air balloon would be a frightening experience. Fact or Opinion / Explain: _____

Staying up late is a lot of fun. Fact or Opinion / Explain: _____

Debriefing: Why do we need to differentiate facts from opinions?

Activity: SILENT SHARING

Learning objectives: This is an exercise for visualization and non-verbal communication. It involves conversing with writing and drawing to develop reflection and deliberate thinking.

Duration: 50 min

No. of participants: Unlimited

Materials needed: A4 papers, markers, pen

Description: Break into groups of 2 or 3. Each person gets their own sheet (or create a big one for the team). The trainer will provide an essential driving question to ponder on. Write it at the top of the sheet. Next, reflect on the question and begin “talking” about it using only writing and sketching in your space. At the end, the participants can show their answers on the walls, like in a gallery or just pass them on, one by one, to the other teams.

The Essential Questions:

- What do effective problem solvers do when they get stuck?
- Is there ever a “just” war?
- How can we know what really happened in the past?
- How does where you live influence how you live?
- How can a diet that is “healthy” for one person be unhealthy for another?

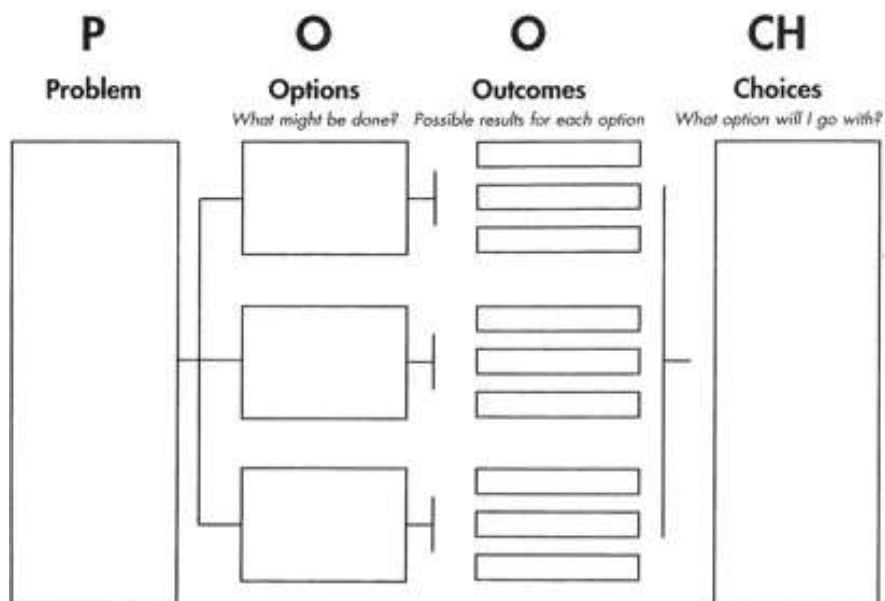
Debriefing: What traits do the essential questions have in common? How do they differ from the others? How do essential questions help us achieve clarity?

<https://startupexplorers.org/images/downloads/toolkit/skills/SE-Skills-EN.pdf>

<https://startupexplorers.org/index.php/tools>

Activity: POOCH: Problem, options, outcomes and choices

Here is template for individual and group work.



CRITICAL THINKING

IS A DESIRE TO SEEK, PATIENCE TO DOUBT, FONDNESS TO MEDITATE,

SLOWNESS TO ASSERT, READINESS TO CONSIDER,

CAREFULNESS TO DISPOSE AND SET IN ORDER;

AND HATRED FOR EVERY KIND OF IMPOSTURE.

- Francis Bacon

DOES
**CRITICAL
THINKING KILLS
CREATIVITY?!**

IS IT TRUE?

skopsis
Switch on your brain



01

Listening

Strong observational skills to fully understand the message being conveyed

02

Non-verbal Communication

Body language like posture, gestures and eye movement

03

Being Clear

Choosing the right words to deliver a message that's easy to understand

04

Being Concise

Using fewer, well-chosen words to convey your message

05

Being Confident

The right message with the appropriate non-verbal communication

06

Being Personable

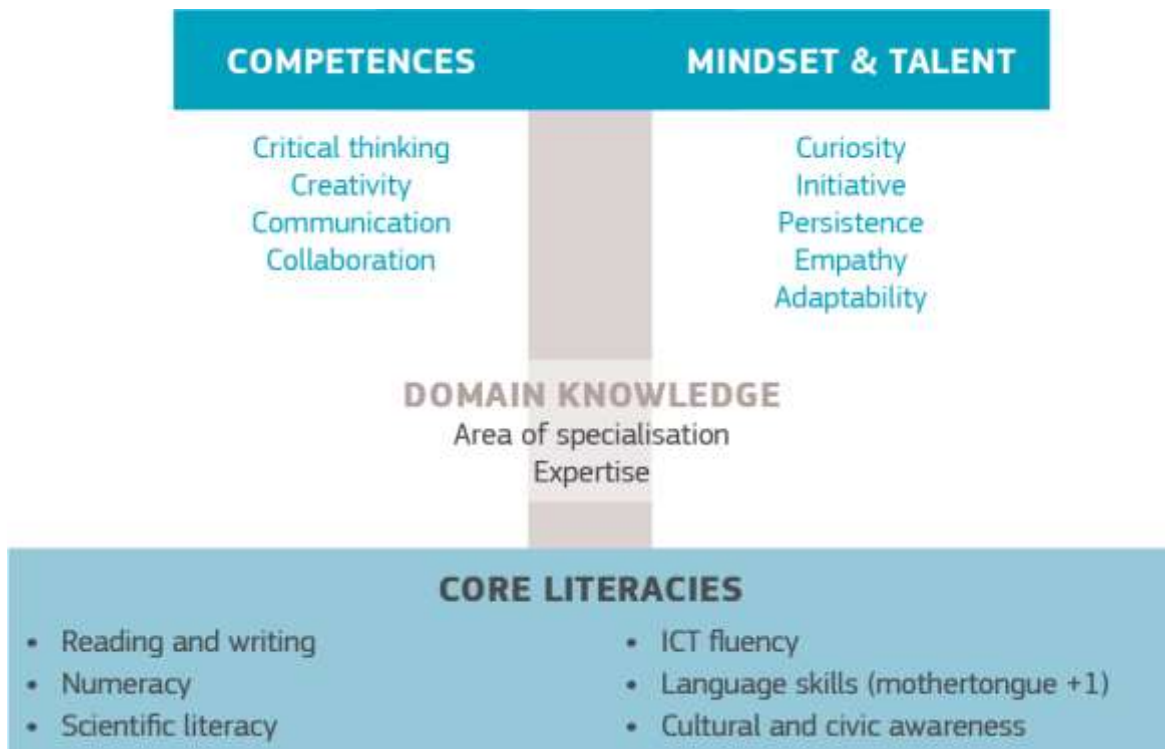
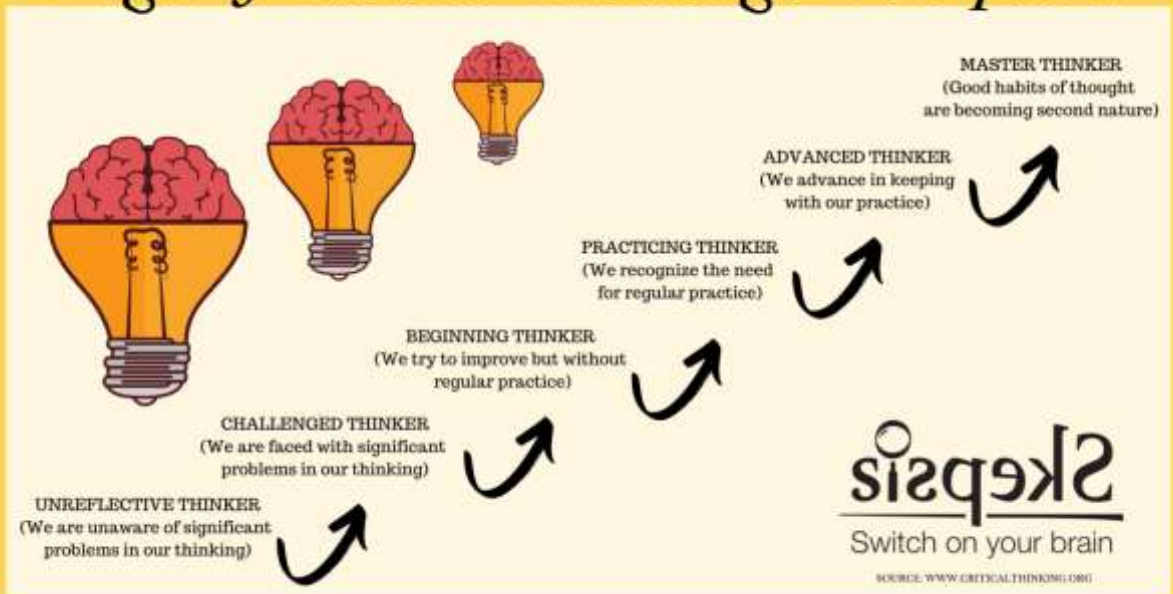
A friendly tone and a simple smile can go a long way

07

Being Patient

Being composed and not rushing when conveying your message

Stages of Critical Thinking Development



6

critical questions

things to think about
when someone has
something to say

who

Who said it?

Someone you know? Someone famous?
Someone in authority?
Should it matter who said it?

what

What did they say?

Did they give facts or opinions?
Did they give all the facts?
Did they leave something out?

where

Where did they say it?

Was it in public or in private?
Did other people have a chance to
talk about the other side?

when

When did they say it?

Before, after, or during an
important event?

why

Why did they say it?

Did they explain their opinions?
Were they trying to make someone
look good or bad?

how

How did they say it?

Were they happy, sad, angry, or didn't
care? Did they write it or speak it?
Could you understand it?

SPEECH FILTERS

THINK BEFORE SPEAKING

FIRST THING THAT
COMES TO MIND.

USE JUDGMENT

Do my words need filtering?

INTENTION Am I saying this to hurt the other person?

CHOICE Is this something that I need to say?

COMPASSION Can I understand how the other person feels?

EMPATHY Can I see the other person's point of view?

DID I LISTEN PROPERLY?

Did I give the other
person a chance to
explain or apologize?

WILL THIS EMBARRASS THE PERSON?

Is there a better
way/time/place
to say this?

ARE MY WORDS RESPECTFUL?

How would I feel if someone
said this to me?

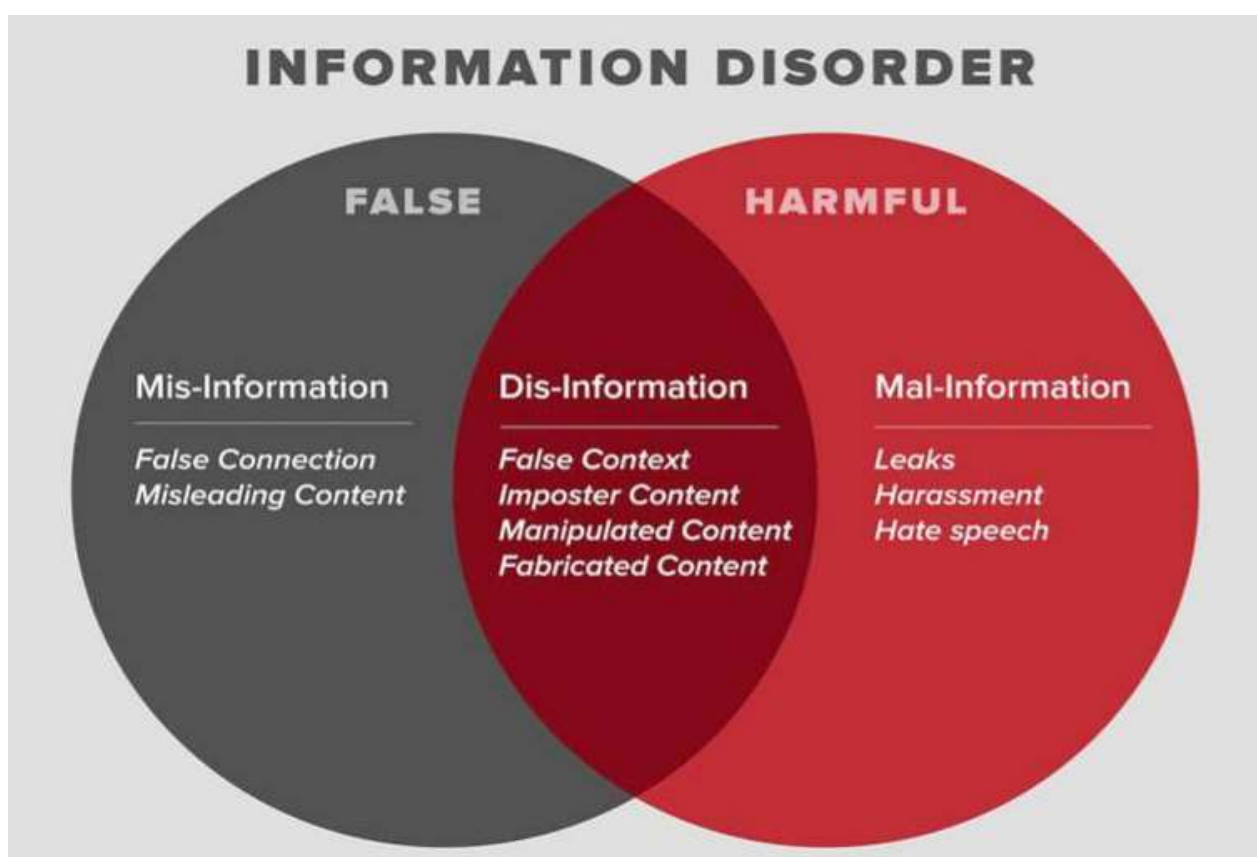
WORD
WORD
WORD
WORD

“Fake news”: why we prefer calling it “disinformation”

Despite being widely used, the term “fake news” is increasingly considered **inadequate**: it’s too nebulous and imprecise – not to mention politically charged – and it encompasses a much too wide range of phenomena (such as news satire, news parody, fabrication, manipulation, advertising and propaganda; Tandoc et al, 2017).

In line with the position of the European Commission and of the Council of Europe, we adopt the **information disorder** theoretical framework, which defines three types of false and/or harmful information:

- **Mis-information**: false information that is shared inadvertently, without meaning to cause harm.
- **Dis-information**: intending to cause harm, by deliberately sharing false information.
- **Mal-information**: genuine information or opinion shared to cause harm, e.g. hate speech, harassment.



Please, visit the “Check It Out” database. It is a collection of useful tools and initiatives to learn about online disinformation: what it is, how it spreads and how to counter it.

<https://www.openyoureyes.info/en/database/list>

United Nations' campaign #takecarebeforeyoushare



<https://www.facebook.com/EUErasmusPlusProgramme/>

Misinformation, hate speech and fake news are fuelling and distorting all of these challenges. Misinformation, hate speech and fake news are fuelling intolerance and distorting reality. They act as a virus. They exploit our weaknesses. Our biases. Our prejudices. Our emotions. To fight this, is organized the United Nations' campaign #takecarebeforeyoushare!



Learn more on:

<https://www.facebook.com/hashtag/takecarebeforeyoushare>

<https://shareverified.com/en>

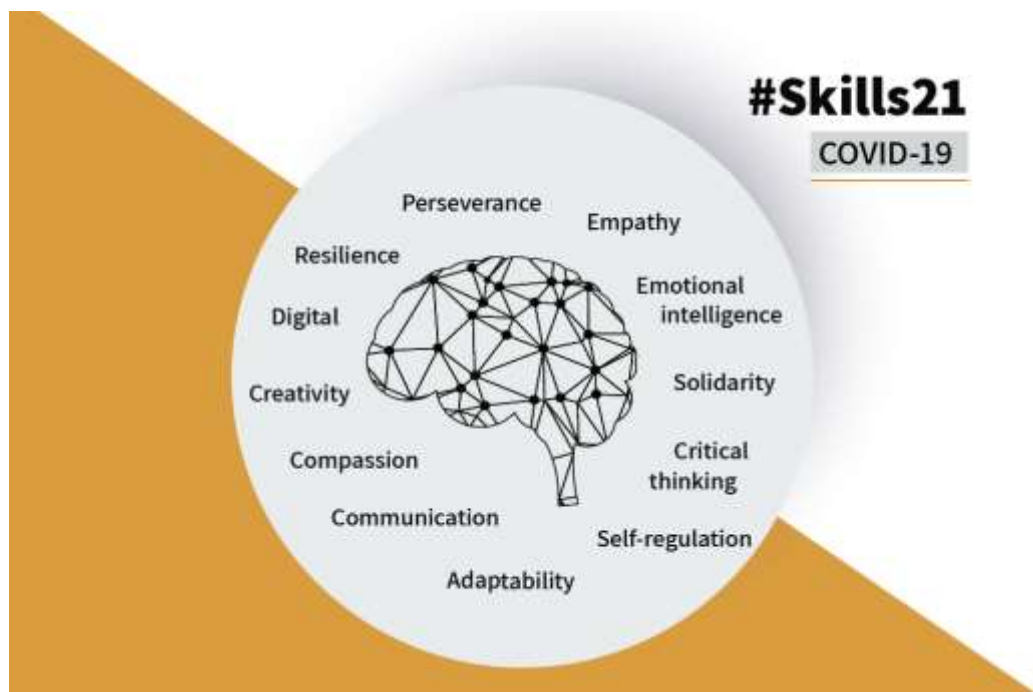
Critical thinking in a time of pandemic

As the secretary general of the United Nations has stated, we are currently facing the worst global crisis since WWII.

First, there's the risk of the disease and how it's exponential growth is collapsing health care systems across the world. This goes beyond the official COVID-19 death tolls being reported by governments on a daily basis. As *The Economist* reported, official covid-19 deaths “*still undercount the true number of fatalities that the disease has already caused*”. *In many places, official daily figures exclude anybody who did not die in hospital or who did not test positive... And even the most complete covid-19 records will not count people who were killed by other conditions that probably would have been treated successfully, had hospitals not been overwhelmed*”. The risks from the virus also include the **long-term effects of the disease**. Yes, many people — especially the young — recover from it, but are there long-term effects? Do recovered patients suffer irreparable lung damage? Does it shorten your life expectancy? It will take years and longitudinal studies to get a clear understanding of this.

Second, the consequences of forcefully shutting-down economic activity — a key element of the “*solution*” many governments have implemented — can also be monumentally catastrophic.

Most things are not simple in real life. Be skeptical of the analysis and recommendations from anyone that is oversimplifying this situation.



<https://blogs.iadb.org/educacion/en/criticalthinking/?fbclid=IwAR0XiYvCYly6t0TBle3CKCfwfHuUWsuwj-nBGN-MOltk5gm-uOhaCYbzzfE>

TOP MYTHS ABOUT CORONAVIRUS

Taking hot bath will prevent the disease



Hot pepper will cure disease



Chlorine and alcohol kill viruses in the body



Hold your breath for 10 seconds to reveal the disease



Hand dryers kill coronavirus



SOURCE: WWW.WHO.INT

skbps
Switch on your brain

TOP 10 SOURCES ABOUT CORONAVIRUS NOT TO BELIEVE IN

1. TV program about psychics
2. A teacher from Great Britain
3. A nurse who works in Italy
4. The astrologer who predicted
5. Twitter of one Chinese Professor
6. A brother who works in a hospital
7. A virologist from the United States
8. The Simpsons who foresaw
9. A man who survived in Wuhan
10. A young doctor who called relatives



skbps
Switch on your brain

HOW TO IDENTIFY CONSPIRACY THEORY



sks.to/conspiracy

skepsis
Switch on your brain

TIPS ON SPOTTING FAKE NEWS



SOURCE: IRVINGHALL SCHOOL

skepsis
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FAKE PHOTOS TO IDENTIFY



CHECK THE
BACKGROUND



PAY
ATTENTION TO
REFLECTIONS



BEWARE OF
LOW QUALITY
IMAGES



SEARCH FOR
IDENTICAL
PATTERNS



CHECK PHOTO ON
FORESHORTENING

SOURCE: BRIGHTSIDE.ME

skopsis
Switch on your brain



ARE YOU SURE YOU SEE THE WHOLE PICTURE?

skopsis
Switch on your brain

Video materials:

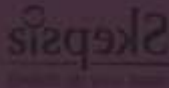
Truth or Fake: How to investigate the images you see online

https://www.youtube.com/watch?v=04hvzl-59nY&fbclid=IwAR14cY2QMvigrKfUIyr1QPJCPJz6JWG2a4UpRrE_8fIRbGUYjSM6mi-vjbo

HOW MEDIA SHOWED
HILARY CLINTON EVENT
IN OHIO

THE DANGERS OF A ONE SIDED STORY

AND WHAT REALLY
HAPPENED



MEDIA DECEPTION

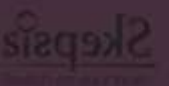


IT'S THAT EASY...

HOW MEDIA SHOWED
TAX PROTEST IN PARIS

THE DANGERS OF A ONE SIDED STORY

AND WHAT REALLY
HAPPENED



THE EVENT DURING
CLINTON RALLY

THE DANGERS OF A ONE SIDED STORY



HOW MEDIA GIVES
A FALSE IDEA OF
THE TRUTH



PRESIDENTIAL
INAUGURATION OF
DONALD TRUMP

THE DANGERS OF A ONE SIDED STORY



What really happened

RECOGNIZING FAKES

Fake news and how to
detect them

KE NEWS FAKE NEWS FAKE NEWS FAKE NEWS

THINK

Don't take anything you
watch, hear or read for
granted.



RESEARCH

Find legitimate sources.

OBSERVE

When was it posted, who
posted it and why?



BE RESPONSIBLE



What do you post? What
do you share? Are you sure
it's legit?

CHECK OUT MORE ON OUR SOCIAL MEDIA

Facebook: @skepsismovement
Instagram: @skepsismovement

ADVANTAGES OF CRITICAL THINKING

- 
1. YOU'RE NOT EASILY MANIPULATED BY MEDIA
 2. YOU'RE BETTER IN DECISION MAKING
 3. YOU'RE MORE OBJECTIVE
 4. YOU SAVE TIME
 5. YOU BECOME MORE OPEN MINDED

PROVIDED BY SKEPSIS

switch on
[your brain]



How to teach technology to seniors

You're never too old to learn something new, even if it's technology. In the ever-changing digital times, it's difficult for seniors to learn how to use new devices on their own.

A study from [Pew research](#) found that 77% of older adults needed assistance when it came to learning how to use technology.

In the last year they also found that social networking almost doubled for people over the age of 50, growing from 22 percent to 42 percent.

With assistance in [learning technology](#), it shows that adding technology to your loved one's life will benefit their life immensely.

Not only do our [Papa Pals](#) have extensive knowledge and background with technology, they also have the patience to teach your loved ones how to effectively use it.

It's important to use a step-by-step process when you're explaining technology to someone who's unfamiliar with it.

Helpful ways you can teach a senior in the digital age

Explain the value

Showing a senior how easy it is to talk to a friend you haven't seen in 7 years through Skype, or getting an email back within 10 minutes from a family member, helps them see the importance of technology and what it has to offer.

Having them understand that this enhances their social life without needing to leave their house at all. Our goal is to hear them say "Wow!"

Use easy language

Be mindful of the word choice you're using. The new words the Internet has created in our dictionary might not make sense to someone who barely uses a computer.

Instead, ask them what they already know about technology so you can use analogies to what they're already familiar with.

Take it slow

It's always best to start small and have multiple sessions so you don't give them information overload.

The last thing you want to do is get them feeling too overwhelmed and then they give up because you gave them too many tasks to try by themselves.

Write it down

Since writing by hand is something that they are used to, get them a notebook specifically for writing down any steps they need to remember.

If they get lost or forget how to do something, they can jog their memory from their own handwriting.

Patience is key

It's important to stop a lot and take time for them to ask questions. The more engaged they are, the more they will take in and learn.

Give them confidence

Celebrate the small victories. Focus on the positives and what they are doing right and they will want to continue using it.

Show them free resources

TechBoomers and AARPTEK are two great websites that give free technology tutorials to help your loved ones.

Visit the websites together and bookmark them so they have easy access to it.

Make sure you watch a video or two together and practice the tutorial after so they can get comfortable using the sites when you aren't around.

Get them used to technology

Games are a great way to get them engaged with technology. Maybe they love crossword puzzles, scrabble, or Sudoku. Download an app or give them a website and show them how to play from their device. This will help them get comfortable with using the buttons and touching the screen.

Talk about Internet safety

Show them the best practices on how to create strong passwords. Let them know to never put any personal information out through emails. If you address these issues and show them the best Internet safety, they will feel confident and not get taken advantage of.

https://www.joinpapa.com/blog/how-to-teach-technology-to-seniors?fbclid=IwAR2kOnXW4UYH14OzjgG66u9oSoCWg2vYdXkno_1gt_N2T6FEAp2Wdyb-K8c

Four Questions to Help Get Older Adults Online

1. Do You Have a Device to Get Online?

An internet-enabled device—such as a smartphone, computer (desktop or laptop) or tablet—is essential to going online. Older adults who want to participate in video calls will need a device with a webcam.

For older adults getting a new device, Kami Griffiths, co-founder and executive director of Community Tech Network, recommends setting it up *before* sending it to them. Answer the setup questions and download a few familiar games such as Solitaire and Scrabble. If possible, choose the paid, ad-free versions. For a tablet, download Generations on Line, a free app designed for older adults that teaches the basics, including how to swipe, tap, zoom and download new apps.

2. Do You Have Internet Access?

Low-cost options for internet access include:

- Some apartment buildings include internet access with rent. Ask for the login information: the network name and the password.
- Ask if a neighbor would be willing to share internet access.

3. Do You Have an Email Address?

If not, create an email account for the older adult, making note of the password. An email is typically required to use online services and can be complicated for a new user to set up themselves.

4. What Would You Like to Do?

Ask the older adult what they want to learn to do with their device. This is not the same as what *you* want them to learn. Remind them of the online services available and explain their value. For example: “With video calling, you will be able to see your grandchildren.” Start by focusing on one or two simple online tasks.

Some online services require an account to use. Because this can be challenging for new users, create the account on their behalf. If possible, use a second device, such as a landline, to walk them through the log-in process.

Distance Tip: Download the same apps on your own device so that you can see the same screen as your older adult.

Read more in article “Teaching Technology to Older Adults During the Coronavirus Pandemic”
<https://www.publichealthdegrees.org/resources/teaching-technology-to-older-adults-coronavirus/?fbclid=IwAR0HDjpLD895RvJ3UyigO0eYAO-r5HiROoQR-wOHPK1FgWI367sJXJf-JOI>

The benefits of social media use for seniors

Social media has changed the way we interact with the world around us. From initiating grassroots movements to organizing community gatherings and reconnecting with old friends, social media has made the world a smaller place, bringing generations together in one platform. With nearly 59% of adults over the age of 65 are online and 46% of those are on at least one social network, it's safe to say social media is impacting the lives of seniors.

SIX HEALTH BENEFITS OF SOCIAL MEDIA USE FOR SENIORS

1. SOCIAL MEDIA IS AN EASY WAY TO CONNECT WITH LONG-DISTANCE FAMILY

Families are more geographically distant than ever. As children and grandchildren move away, social media is a great way to stay current on the lives of others. It's easy and practically effortless. While nothing replaces quality time in-person together and face-to-face connection, social media is a great way to get the highlights of a loved one's life.

2. SOCIAL MEDIA CAN FORGE NEW FRIENDSHIPS AND RECONNECT OLD FRIENDS

Social media platforms, especially Facebook, can help seniors make new friends, finding people in their age group who have similar interests. Likewise, it can be a great way to find long lost friends from childhood and restart those meaningful friendships.

3. SOCIAL MEDIA CAN INSPIRE CIVIC ENGAGEMENT

There's no doubt that social media can inspire generational movements and raise awareness about important issues. Being active on social media can help seniors be involved with these movements, raising issues about things that are important to their generation.

4. SOCIAL MEDIA CAN BE EDUCATIONAL

You never stop learning. Not only can social media make seniors aware of educational opportunities out in the community or at a nearby college, there are social media accounts dedicated to keeping the general population educated about scientific breakthroughs, historical accounts, current events, and more. Scrolling through a Facebook newsfeed is a great way to passively (or even actively) engage in local and global events.

5. CONNECTIONS BUILT ON SOCIAL MEDIA CAN LEAD TO NEW BUSINESS VENTURES

More seniors remain in the workforce – either retiring later or starting second careers following a first retirement. Social media is a great place to market handmade crafts, business consulting services, promote events and more. Having an online presence can help a senior start marketing a new business no cost or help them grow an existing business.

6. SOCIAL MEDIA CAN BE ENTERTAINING

Social media is entertaining. Whether it's laughing at a meme, catching up with old friends, reliving the past through clips of old shows, playing games, or reading articles, social media is a great way to laugh, learn, and share.

<https://www.leisurecare.com/resources/benefits-of-social-media-for-seniors/?fbclid=IwAR1urivALpcoFz8Z8Li4IfgK03KxED5Ec9WF8RjN6ruXT0-ctvWVIB3oYb0>



A Digital Europe needs Digital Skills



@eSkillsGrowthEU

#DA15eskills

#DA15eu

Young People	Working Age People	Older People
<p>Nearly all young people are online but they need to be prepared for their digital future</p> <p>35% Online</p> <p>80% of the 18-24 year olds in the EU are regular internet users</p> <p>Education has to adapt to the digital era</p> <p>Less than half of children in schools that are highly digitally-equipped</p> <p>Only 29-31% of school children are taught by digitally confident & supportive teachers</p> <p>Curricula need to be redesigned to integrate digital skills & learning</p> <p>Quality is key</p> <p>We need to raise the number of students in ICT - especially women</p> <p>The number of ICT graduates has decreased by 13% between 2006 & 2013</p>	<p>Digital technologies create new jobs</p> <p>There is rising demand for ICT professionals. These jobs are in all sectors of the economy</p> <p>Every job in ICT creates 3 more jobs elsewhere in the economy</p> <p>With high unemployment in Europe, these jobs are sorely needed</p> <p>The whole workforce needs to be digitally trained</p> <p>32% of the EU workforce have low or no digital skills</p> <p>10% of the workforce in the EU has never used the internet</p> <p>The lack of graduates in ICT is leading to a gap estimated at 933,000 unfilled jobs by 2020</p>	<p>Everybody needs to go digital</p> <p>By 2060 one in three Europeans will be over 65 years old</p> <p>63% of the older population in the EU has never used the internet</p> <p>Services are increasingly designed as digital by default. The need for public services is particularly strong amongst the older population but only 23% access these online</p> <p>We need to raise awareness of the benefits of going digital</p> <p>The most common reasons for not going online are:</p> <ul style="list-style-type: none"> - lack of internet - lack of skills - cost factors

TOP 5 CRITICAL THINKING SKILLS

ANALYSIS:

PART OF CRITICAL THINKING IS THE ABILITY TO CAREFULLY EXAMINE SOMETHING, WHETHER IT IS A PROBLEM, A SET OF DATA, OR A TEXT.

FOR YOUR JOB

WWW.THEBALANCECAREERS.COM

What's Your Learning Style

DISCOVER YOUR LEARNING STYLE

VISUAL (Spatial)

WHO AM I?
I prefer to use images, pictures, colours, and maps to organise information and communicate with others. I tend to be a fast talker and need quiet time to study.

LOGICAL (Mathematical)

WHO AM I?
I like using my brain for logical and mathematical reasoning. I can recognise patterns easily, as well as connections between seemingly meaningless content. I classify and group information to help me learn or understand it.

AURAL (Auditory-Musical)

WHO AM I?
I prefer using music and sound to learn. I'm a natural listener. I tend to repeat things out loud and I prefer hearing information rather than reading it.

VERBAL (Linguistic)

WHO AM I?
I find it easy to express myself, both in writing and verbally. I love reading and writing and enjoy playing on the meaning or sound of words, such as in tongue twisters, rhymes and limericks.

SOCIAL (Interpersonal)

WHO AM I?
I enjoy learning by bouncing my ideas around with other people and listening to how they respond. I prefer to work through issues, ideas and problems with a group and I thoroughly enjoy working with a 'clicking' or synergistic group of people.

SOLITARY (Interpersonal)

WHO AM I?
I am a private, introspective and independent person. I can concentrate well on my own and do not rely on others for help when solving a problem or studying.

PHYSICAL (Kinesthetic)

WHO AM I?
I learn best when I am moving, doing or touching. I express myself through movement and have great hand-eye coordination. I find it hard to sit still for long periods of time and may become distracted.

ivy.edu.au

Everyone processes and learns new information in different ways. A learning style isn't always a one-size fits all approach and most people learn best through a combination of the learning styles above.

Useful materials:

<https://elearninginfographics.com/whats-your-learning-style-infographic/?fbclid=IwAR1wazv-Oeje4dfZWKCK8dDP8EB69fSKd2-LUL7RH12jC49fMxrQZYRqEOo>

Good practice: CRITHINKEDU' project

Funded by the European Commission under the Erasmus+ Programme, the 'Critical Thinking Across the European Higher Education Curricula – CRITHINKEDU' project (2016-2019) arises from the background and experience of European Higher Education Institutions, business corporations and Non-Governmental Organisations, and their ongoing concern to improve the quality of learning in universities and across different sectors, which converge in a common need on how to better support the development of Critical Thinking (CT) according to labour market needs and social challenges.

CRITHINKEDU will create an opportunity to foster dialogue among relevant actors in a joint industry-university forum, with continuous effort to align learning outcomes with real world challenges. It will also allow the implementation of a model of CT teaching and learning activities transnationally in the various partners' courses, and the consortium will work as a network to promote CT education around Europe. This internationalization of CT curricula aims to be an effective way of providing an academic environment that supports the diverse cultural learning needs of international students.

<http://crithinkedu.utad.pt/en/crithinkedu/>

Good practice: 10 Critical Thinking Activities

Let's get to the critical thinking skills that really matter from www.facinghistory.org. There are some amazing critical thinking activities that you can do with your learners. You'll find even more critical thinking games in most popular book, *The Critical Thinking Companion*.

<https://wabisabilearning.com/blogs/critical-thinking/10-great-critical-thinking-activities-that-engage-your-students>

Good practice: Activities for 14-19 age group but useful also for seniors

This book helps to understand better what is critical thinking.

<https://books.google.ee/books?id=BE4SBwAAQBAJ&pg=PA127&lpg=PA127&dq=critical+thinking+skills+european+commission&source=bl&ots=zBKyoB65w0&sig=ACfU3U0jCHIqARLTT4ZrD6jFpJhSoHQQlw&hl=ru&sa=X&ved=2ahUKEwjVh4mqoKzoAhVSmMMKHRvaAboQ6AEwBHoECAoQAQ#v=onepage&q=critical%20thinking%20skills%20european%20commission&f=false>

In summary

- Critical thinking is aimed at achieving the best possible outcomes in any situation. In order to achieve this it must involve gathering and evaluating information from as many different sources possible.
- Critical thinking requires a clear, often uncomfortable, assessment of your personal strengths, weaknesses and preferences and their possible impact on decisions you may make.
- Critical thinking requires the development and use of foresight as far as this is possible. As Doris Day sang, “the future’s not ours to see”.
- Implementing the decisions made arising from critical thinking must take into account an assessment of possible outcomes and ways of avoiding potentially negative outcomes, or at least lessening their impact.
- Critical thinking involves reviewing the results of the application of decisions made and implementing change where possible.

It might be thought that we are overextending our demands on critical thinking in expecting that it can help to construct focused meaning rather than examining the information given and the knowledge we have acquired to see if we can, if necessary, construct a meaning that will be acceptable and useful.

After all, almost no information we have available to us, either externally or internally, carries any guarantee of its life or appropriateness. Neat step-by-step instructions may provide some sort of trellis on which our basic understanding of critical thinking can blossom but it doesn’t and cannot provide any assurance of certainty, utility or longevity.

<https://www.skillsyouneed.com/learn/critical-thinking.html>



Project activities



Representatives of all partners' organisations came to Rzeszów, Poland, on October 28-29, 2019 to the kick-off meeting to discuss all aspects of the project management and implementation of project activities.



POLAND: FIS organised workshops with seniors about creative reading and critical text analyse.



POLAND: Euro-Form organised workshop for seniors and young generation to discuss principles of critical thinking.



ESTONIA: Peer-learning with seniors about critical thinking and safety in Internet.



FRANCE: Workshops for adult educators in critical thinking.



ITALY: Workshops for adult educators in critical thinking.



TURKEY: Workshops for adult educators in critical thinking.



Erasmus+



Erasmus+ Strategic Partnerships for adult education

"Critical Thinking for Seniors" - CTS

Project number: 2019-1-PL01-KA204-064884



Developing and improving the competences of educators who support adult learners in critical thinking

01.09.2019 - 30.06.2021

Enhancing the capacity to work at the transnational level, exchanging good practices, sharing ideas, experiences and knowledge

Common project of 6 European partners

POLAND

ITALY

ESTONIA

TURKEY

FRANCE

POLAND



MITRA FRANCE



This project has been funded with support from the European Commission. This publication reflects the views only of the author and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Project leaflet



RESULTS

INTANGIBLE RESULTS:

- exchange of good practices and experience among staff at international level.
- acquisition of new skills for educators from the partners' organisations.
- enhanced intercultural competences for the staff and learners.
- lifelong learning network of partners and other stakeholders involved in the project at local, national and European level.
- increased European project management competencies.

TANGIBLE RESULTS:

- toolkit with methodological and pedagogical materials for educators.
- video about the training.
- promotional materials (project logo, leaflet, information for social media Facebook page, etc.).



f Critical thinking
for seniors



PARTNERS



CTS
CRITICAL THINKING
FOR SENIORS

2019-1-PL01-KA204-064884

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MISSION

Partners from six organisations from Poland, Estonia, France, Italy and Turkey analysed situations in own countries and found out that many seniors do not use Internet mostly because do not have technical skills and competences.

It is difficult for this target group to use all opportunities and advantages of 21st century. They need assistant and consultants who can teach in proper way.

But even those who use Internet have problems with understanding what they read, watch and listen. It is very important to teach/train seniors in critical thinking, so they can analyse texts and video.

To teach/train seniors it is very important to have educated staff/educators who know specific of adult education.

Extending and developing the competences of educators and other personnel who support adult learners is one of priorities of Erasmus+ Programme and also of this project.



OBJECTIVE OF THE PROJECT

- to exchange good practices about aging and critical thinking that can be transferred to various contexts of adult education;
- to give staff members/educators the ability to build knowledge, skills and attitude based on critical thinking;
- to support the professional development of those who work in education and training;
- to promote non-formal learning and cooperation in the field of adult education in EU countries.



Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas.

It is a skill that educates senior people about a competent and responsible citizenship.



Project partners

Fundacja Integracji Społecznej FIS - Poland

Mittetulundusühing EURIKA - Estonia

MITRA FRANCE - France

**Antalya Muratpasa Azize Kahraman Halk Egitimi
Merkezi ve ASO Mudurlugu - Turkey**

LUETEB - Italy

Fundacja Euro-Form – Poland



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