

Making human learning visible in a world of invisible AI



Workshop cards: ‘critical clarity’

Print and cut out the individual cards below to use with the accompanying framework map resource. Blank cards are included for participants to include their own statements.

Taking a position or stance Making human learning visible in a world of invisible AI	Applying a framework or lens Making human learning visible in a world of invisible AI	Digging for layers of meaning Making human learning visible in a world of invisible AI
Testing a hypothesis Making human learning visible in a world of invisible AI	Searching for a form of the truth Making human learning visible in a world of invisible AI	Questioning authority Making human learning visible in a world of invisible AI
Verifying information Making human learning visible in a world of invisible AI	Considering limitations or weaknesses Making human learning visible in a world of invisible AI	Solving a problem Making human learning visible in a world of invisible AI
Considering competing arguments, perspectives or opinions Making human learning visible in a world of invisible AI	Identifying biases Making human learning visible in a world of invisible AI	Challenging assumptions Making human learning visible in a world of invisible AI
Making human learning visible in a world of invisible AI	Making human learning visible in a world of invisible AI	Making human learning visible in a world of invisible AI

Workshop cards: ‘critical context’

Print and cut out the individual cards below to use with the accompanying framework map resource. Blank cards are included for participants to include their own statements.

Intended learning outcomes

Making human learning visible in a world of invisibility

Disciplinary considerations

Making human learning visible in a world of invisibility

Relationship to wider course context

Making human learning visible in a world of invisibility

Level of study

Making human learning visible in a world of invisibility

Where critical thinking will be applied e.g. to a process, hypothesis, product, theory, opinion, own beliefs or assumptions

Making human learning visible in a world of invisibility

Prior learning

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Making human learning visible in a world of invisibility

Workshop cards: ‘critical capital’

Print and cut out the individual cards below to use with the accompanying framework map resource. Blank cards are included for participants to include their own statements.

Dichotomous thinking
(uncomfortable with
critical thinking being
‘messy’)

Making human
learning visible
in a world of
invisible AI

Not able to link their
own ability to think
critically and what they
are being asked to do in
their learning.

Making human
learning visible
in a world of
invisible AI

Perceptions as to what
is ‘valued’ in critical
thinking (may relate to
content or forms of
assessment)

Making human
learning visible
in a world of
invisible AI

Information overload

Making human
learning visible
in a world of
invisible AI

Struggle to find an
original perspective
or position

Making human
learning visible
in a world of
invisible AI

Seeing critique as
merely criticism

Making human
learning visible
in a world of
invisible AI

The medium used to
interact with information
and its effect on capacity
to think critically

Making human
learning visible
in a world of
invisible AI

Polarisation of
societal views

Making human
learning visible
in a world of
invisible AI

English is an
additional language

Making human
learning visible
in a world of
invisible AI

Students' prior
experiences of
critical thinking

Making human
learning visible
in a world of
invisible AI

Complexity of
material

Making human
learning visible
in a world of
invisible AI

Analysis paralysis.
Knowing when to
stop analysing.

Making human
learning visible
in a world of
invisible AI

Learner’s own
background and
experience not visible in
course material

Making human
learning visible
in a world of
invisible AI

Unable to transfer
thinking to writing
(perhaps literacy
issues)

Making human
learning visible
in a world of
invisible AI

Making human
learning visible
in a world of
invisible AI

Workshop cards: example teaching and learning interventions

Print and cut out the individual cards below to use with the accompanying framework map resource. Blank cards are included for participants to include their own statements.

Focus on barriers to critical thinking

(e.g. information overload)
Get students to think about the specific challenges they might encounter when engaging in critical thinking. This can lead to more focused actions to address these barriers. Note: the framework itself can be used to support this type of activity.

Making human learning visible
in a world of invisible AI

'Slow' learning

Create opportunities for students to slow down their learning. We often praise 'fast' learning (quick fire questions, hands up, polls) but critical thinking requires us to slow down, pause, and think more deeply. Slowing down can also help to make the mechanics of critical thinking more visible, supporting reflection and metacognition.

Making human learning visible
in a world of invisible AI

Focused application

Practising critical thinking when moving at pace through lots of content can 'obscure' the skill itself and lead to information overload. Use activities which enable students to 'zoom in' and apply the skills in a focused way e.g. several paragraphs rather than multiple articles; a specific problem or challenge; or a specific data set or source rather than multiple ones.

Making human learning visible
in a world of invisible AI

Practise skill in familiar or everyday contexts

Draw on a medium from popular culture to enable students to practise critical thinking in a way that is more familiar to them e.g. advertising, music, painting, film. Consider cultural norms or bias in this.

Making human learning visible
in a world of invisible AI

Practise and reinforcement

Is there an opportunity for students to practise this skill beyond the classroom to gain confidence (either in another unit or at home)?

Making human learning visible
in a world of invisible AI

Separation of critical thinking and writing

Reduce cognitive load by enabling students to practise 'thinking' critically rather than adding the pressure of trying to write critically at the same time. Once confidence is gained in the 'thinking' aspect of this, it then becomes easier to capture this in words and to write critically.

Making human learning visible
in a world of invisible AI

Create your own critical thinking aide memoire

Work as a course or department team (or with your students) to visually map out what critical thinking looks like in your context. This can then be shared over a number of units to reinforce learning.

Making human learning visible
in a world of invisible AI

Use the Framework to make assessment around critical thinking more visible

Show your students how critical thinking is articulated in their assessments through the assignment brief, marking criteria, and feedback that will be given.

Making human learning visible
in a world of invisible AI