Making human learning visible









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

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Applying a framework or lens

Making human learning visible I. a w_r(_I _) I. v(_III_)e_A(Digging for layers of meaning

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Testing a hypothesis

Making human learning visible in a .u., lu, o. in is b a .l. Searching for a form of the truth

Making human learning visible **Questioning authority**

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Verifying information

Making human learning visible Considering limitations or weaknesses

Making human learning visible Solving a problem

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Considering competing arguments, perspectives or opinions

 Identifying biases

Making human learning visible Challenging assumptions

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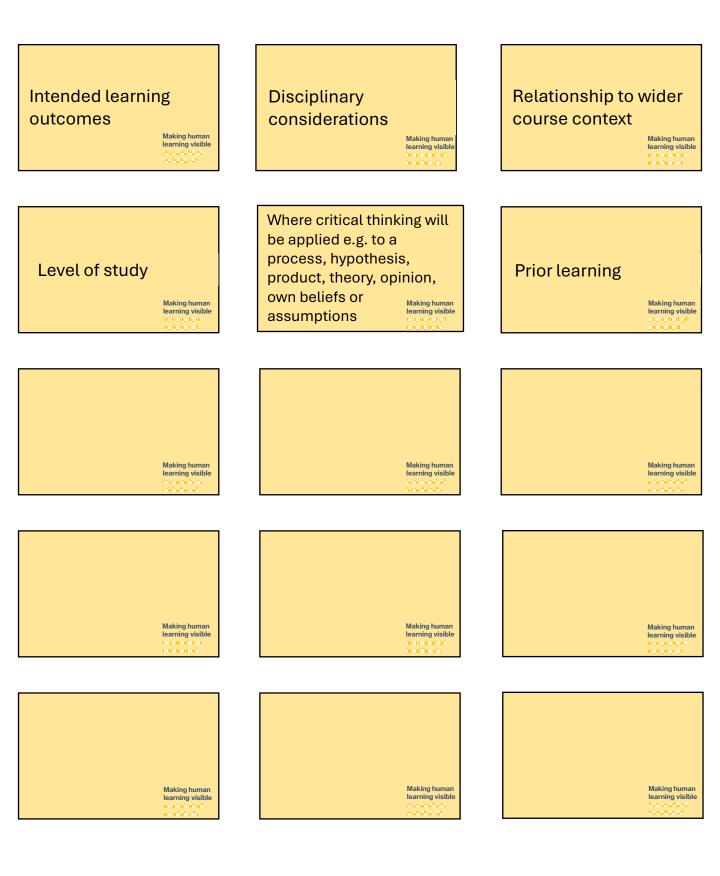
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Workshop cards: 'critical context'

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.



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')

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Making human learning visible in a work or Not able to link their own ability to think critically and what they are being asked to do in their learning.

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

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Information overload

Making human learning visible in a work of Struggle to find an original perspective or position

Making human learning visible Seeing critique as merely criticism

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

Making human learning visible Polarisation of societal views

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English is an additional language

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Students' prior experiences of critical thinking

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Complexity of material

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

Making human learning visible in a venid of Unable to transfer thinking to writing (perhaps literacy issues)

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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.

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'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.

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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.

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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.

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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)?

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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 t write critically.

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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.

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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.

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