

Making human learning visible in a world of invisible AI



Workshop instructions: using the Critical Thinking Framework to support effective teaching and learning practice

This workshop is primarily intended for use with teaching staff. It is suitable for course or department teams working together as well as for individual staff from different subject areas. Allow 60-90 minutes for the workshop.

Resources

The following can be downloaded from the [project webpage](#) ready to print and use:

- Critical Thinking Framework map
- Critical Thinking Framework cards
- Workshop slidedeck

In addition, you may wish to provide additional sticky notes and pens.

Preparation

Print the downloadable resources and cut out the individual cards. One set is required for each group (or individual if staff will be working separately).

Facilitation tips

It is helpful to set the context for the focus on critical thinking. You may wish to draw on relevant priorities or frameworks in your institution and allow time for participants to share their motivations for being involved.

The main workshop activity revolves around using the Critical Thinking Framework (the 'map' and 'cards' resources) to support reflection and identification of specific challenges and opportunities relating to the teaching and learning of critical thinking in the participants' contexts.

If participants are working individually, they may find it helpful to begin by thinking of a specific assessment, task, or activity they currently teach or support, rather than thinking about a whole module or course. Course or department teams may find their course learning outcomes a useful starting point.

Participants can start with any set of cards: 'critical clarity', 'critical context', or 'critical capital'.

Each card provides a prompt that encourages participants to reflect on their teaching context, subject area, and knowledge of their learners. Encourage them to select cards most relevant to them and in so doing to focus in on particular aspects of critical thinking. The three lenses help participants to consider:

- Critical clarity: what specific aspects or characteristics of critical thinking are most relevant to the course, module, or activity.
- Critical context: how the learning outcomes, level of study, students' prior learning or other factors will shape the critical thinking focus.
- Critical capital: barriers that learners may face, or opportunities to draw on student strengths and diversity.

When participants have selected cards for each of the three areas it is possible to start considering the design of focused teaching and learning interventions. The 'interventions' cards provide some starting points and ideas to consider.

Allow opportunities for participants to share their progress and thinking throughout the workshop. Once everyone has had opportunity to select their cards, it can be helpful to form clusters with those who have identified similar aspects of critical thinking or are considering similar types of intervention activity.

Support participants to finish the workshop with clear next steps and follow-up support identified.

Additional approaches

The [project chatbot \(CritThinkBot\)](#) can be used during the workshop or to support follow-up thinking.

To run this workshop online or in hybrid format, we recommend adding the framework 'map' to a whiteboard app and creating the cards so that users can manipulate them online.