

Overall scheme

CT definition and associated skills					
target	EVERYONE (regardless education)				
sources	EU 2018 Key Competences (& 21st century skills)				
references	KC1 (Literacy), 6 (Citizenship), 7 (Entrepreneurship) 1st of the 4 Cs with Creativity, Collaboration, Communication				
definition	<div style="border: 2px solid blue; padding: 5px; margin: 5px;"> <p style="text-align: center;"><κρίνω [krino] =</p> <p style="text-align: center;">← separate distinguish →</p> <p style="text-align: center;">analyse</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">argumentations, fallacies and biases</p> <p style="text-align: center;"><i>spot main fallacies</i></p> </div> <p>main components of facts and opinions facts from opinions, data and evidences</p> <p style="text-align: right;"><i>distinguish good data/info from bad data/info</i></p>				
objective	<div style="border: 2px solid blue; padding: 5px; margin: 5px;"> <p style="text-align: center;">make a judgement</p> <p>true/false reliable/not reliable to do/not to do useful/not us. feasible/not f. good/bad</p> </div>				
domains	decision making/problem solving for PERSONAL & professional LIFE				
	SCIENCE				
possible description	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">KNOWLEDGE: is able to</th> <th style="width: 50%; text-align: left;">SKILLS: is able to</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <i>recognise the main components of an issue (fact, opinion, argument etc.) recognise clear cases of stereotypes, prejudices, biases and distortions separate facts from opinions distinguish different types of data and of sources</i> </td> <td style="vertical-align: top;"> <i>search for reliable information to define or clarify an issue process information to define or clarify an issue formulate an arguments in a correct way appropriate to the context spot the main fallacies of an argument deconstruct most relevant biases in others' or one own's reasoning make a judgement about an issue based on basic CT standards</i> </td> </tr> </tbody> </table>	KNOWLEDGE: is able to	SKILLS: is able to	<i>recognise the main components of an issue (fact, opinion, argument etc.) recognise clear cases of stereotypes, prejudices, biases and distortions separate facts from opinions distinguish different types of data and of sources</i>	<i>search for reliable information to define or clarify an issue process information to define or clarify an issue formulate an arguments in a correct way appropriate to the context spot the main fallacies of an argument deconstruct most relevant biases in others' or one own's reasoning make a judgement about an issue based on basic CT standards</i>
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target sector	teachers & trainers in general				
sources	Dialogos curriculum for teachers (IO2)				
definition	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.				
skills	Critical thinking				

target sector	HIGHER EDUCATION students in general			ADULT EDUCATION learners in general		
sources	<i>Dialogos curriculum for teachers</i>			<i>EU 2018 Key Competences & 21st century skills</i>		
definition	<i>the same as for teachers in general</i>			<i>basic - see above</i>		
	HIGHER EDUCATION			ADULT EDUCATION		
	UCM - Spain	PEGASO - IT	BULGARIA	UK	ARES - IT	ROMANIA
	Humanities	Law	Economics	Management	Migrant support services; migrants	Logics, argumentation and communication & History
Students' assessment	Assignment of projects	Pre- and post-intervention tests	Assignment of projects both to target and control groups	Pre- and post-intervention tests	Pre- and post-intervention tests	Pre- and post-intervention tests
Programme's evaluation	Evaluation form (for teachers)	Evaluation form (for teachers)	Evaluation form (for teachers)	1. Evaluation form (for teachers) 2. Evaluation form (for learners)	Evaluation form (for teachers)	Evaluation form (for teachers)
	National and Kapodistrian University of Athens - Greece	University of Western Macedonia - Greece	University of West Attica - Greece			
	Communication and Media Studies	Communication and Digital Media	Social Work			
Students' assessment	Pre- and post-intervention tests	Pre- and post-intervention tests	Pre- and post-intervention tests			
Programme's evaluation	Evaluation form (for teachers)	Evaluation form (for teachers)	Evaluation form (for teachers)			