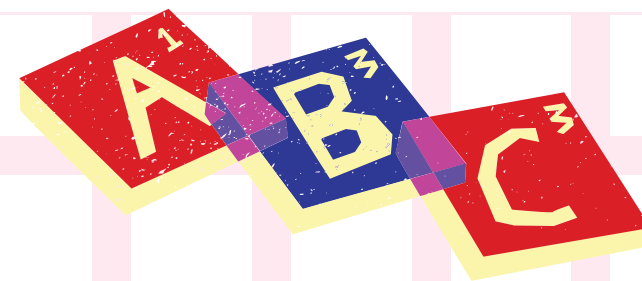
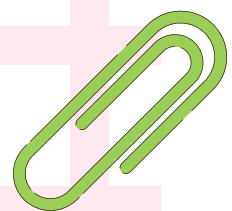
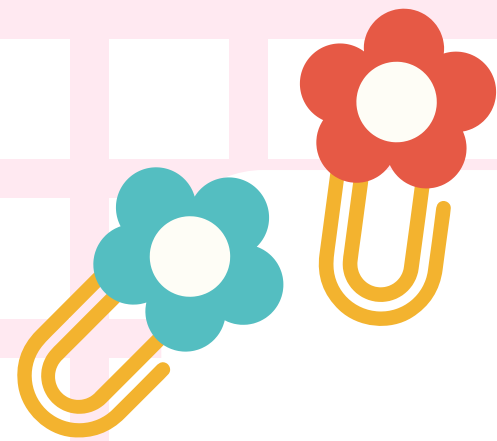


CRITICAL THINKING

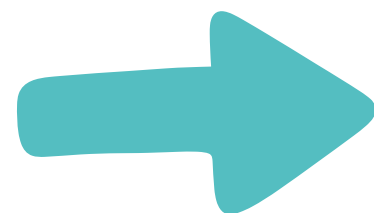
**STRATEGIE E STRUMENTI
PER SVILUPPARE IL PENSIERO CRITICO**

Esperienza Erasmus+ Teacher Academy – Lisbona



Che cos'è il pensiero critico?

- Observe
- Wonder
- Gather information
- Analyse
- Evaluate
- Infer
- Decide



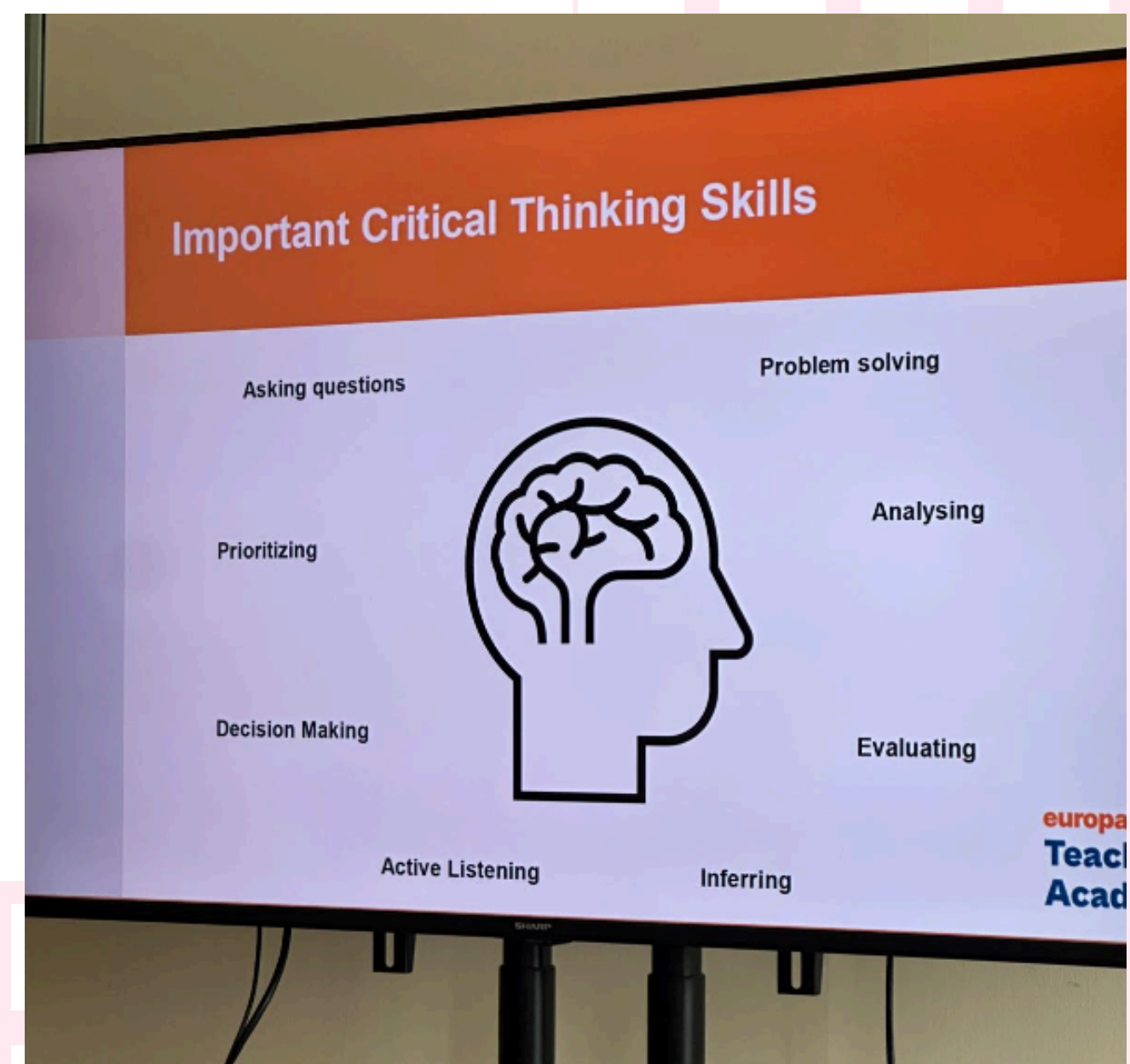
Competenze del
XXI secolo

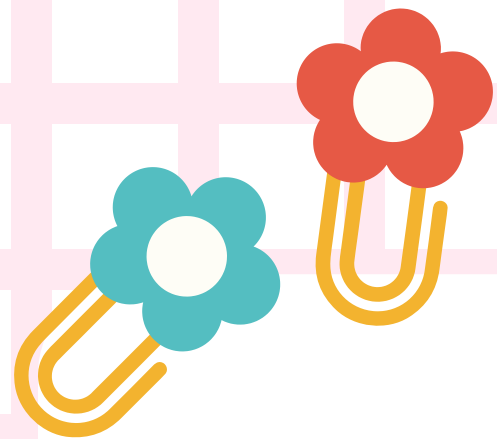
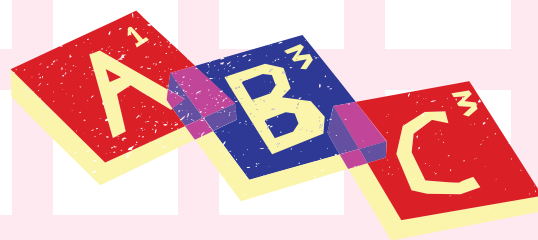
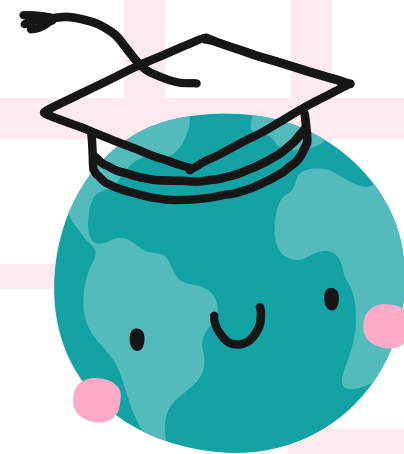
Critical Thinking

Collaboration

Communication

Creativity





VS

CRITICAL THINKING

METACOGNITION

Cosa penso?
Quali prove ho?
E' una conclusione
fondata?
Ci sono altre possibili
soluzioni?

Come sto pensando?
Come sto imparando?
Quale strategia sto
usando?

Critical Thinking and Metacognition: what is the difference?		
Concept	Main Focus	Typical Actions
Critical thinking	Evaluating information and arguments to reach a justified conclusion.	Analyzing evidence, spotting fallacies, comparing alternatives, making reasoned decisions.
Metacognition	Monitoring and regulating one's own cognitive processes.	Planning a strategy, checking comprehension, noticing a bias, adjusting effort or approach.

Do you have an example to highlight the difference?

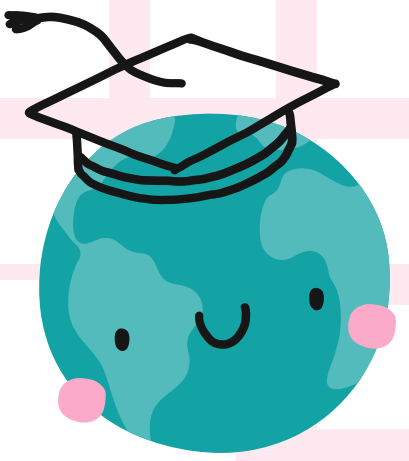
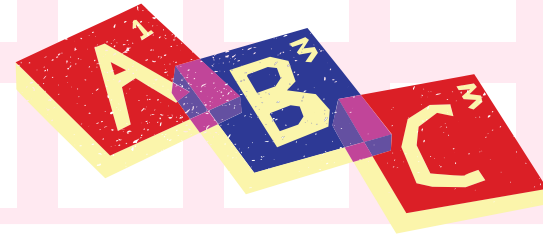
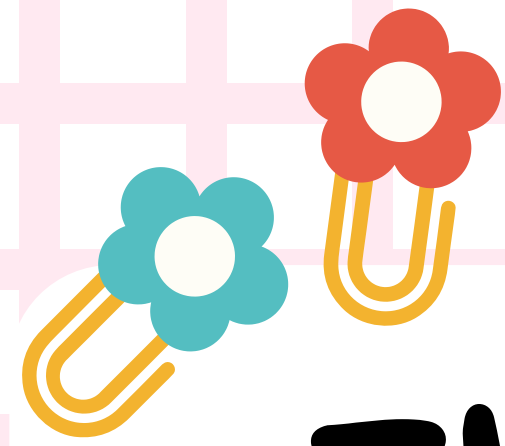
Example
A student evaluating a news article:

Critical thinking: Checking the author's credentials, analyze statistics, and weigh counter-arguments

Metacognition: Noticing one is favoring data that confirms a prior view

europass
Teacher
Academy





The power of questioning

Essential questions

Che cosa hanno bisogno di imparare gli studenti?

Es. Che cosa serve alle piante per vivere?

Driving questions

Che cosa li motiva a imparare?

Es. Come possiamo far crescere una pianta più forte nella nostra classe?

Reverse questions

I give you the answer. You find the questions.

Es. Le piante producono il proprio nutrimento attraverso la fotosintesi



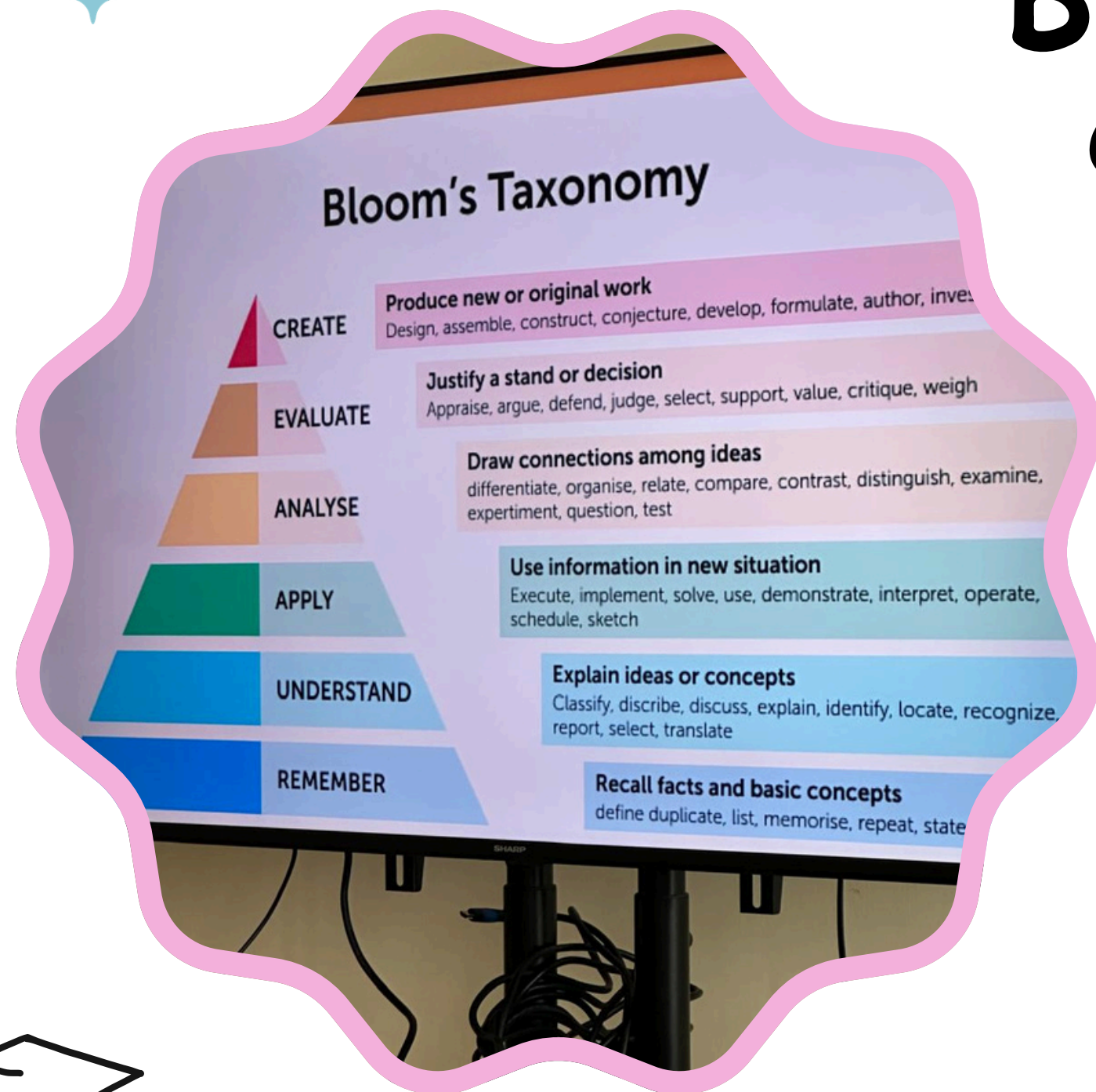
Bloom e il cambiamento del compito cognitivo

From lower-order to higher-order thinking

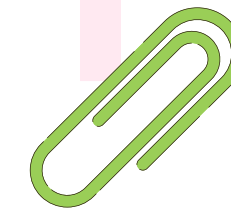
Lo stesso contenuto può richiedere livelli di pensiero molto diversi.

Esempio:

- “Quali sono le parti della pianta?” → recuperare informazioni
- “Perché le radici sono importanti per la pianta?” → spiegare e collegare
- “Come progetteresti il vaso ideale per far crescere una pianta in classe?” → applicare, ragionare e creare



KWL CHART



Have you heard about the KWL-Chart?

K (Know):	W (Want to Know):	L (Learned):
What you already know about a topic before starting the lesson or unit.	What you want to learn or questions you have about the topic.	What you have learned completing the lesson or unit.

K – KNOW

Cosa so già?

W – WANT TO KNOW

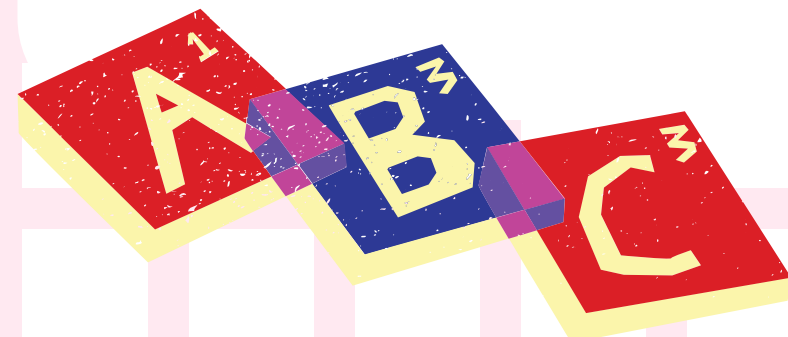
Cosa voglio sapere?

L – LEARN

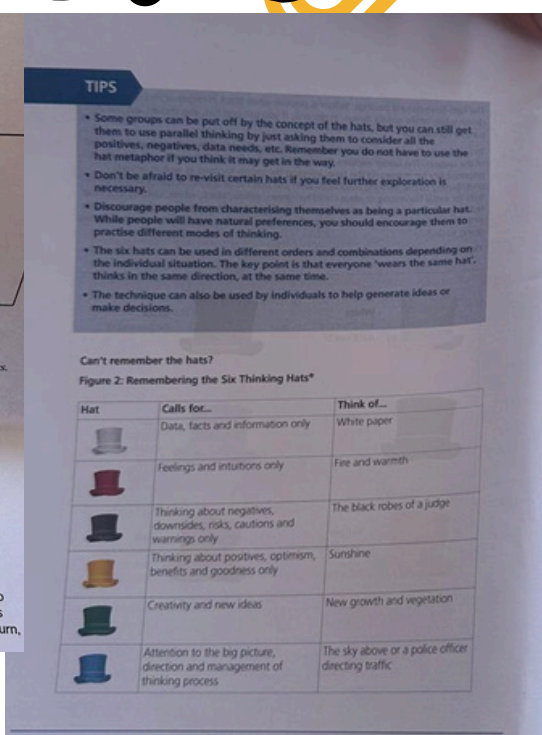
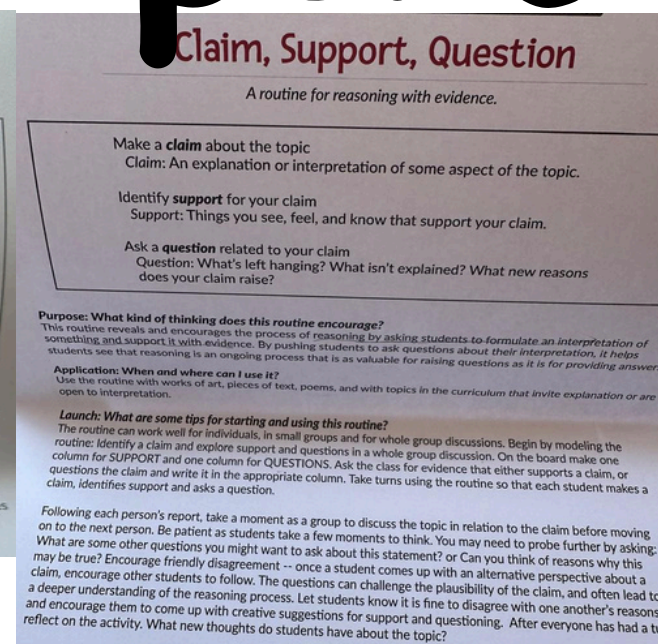
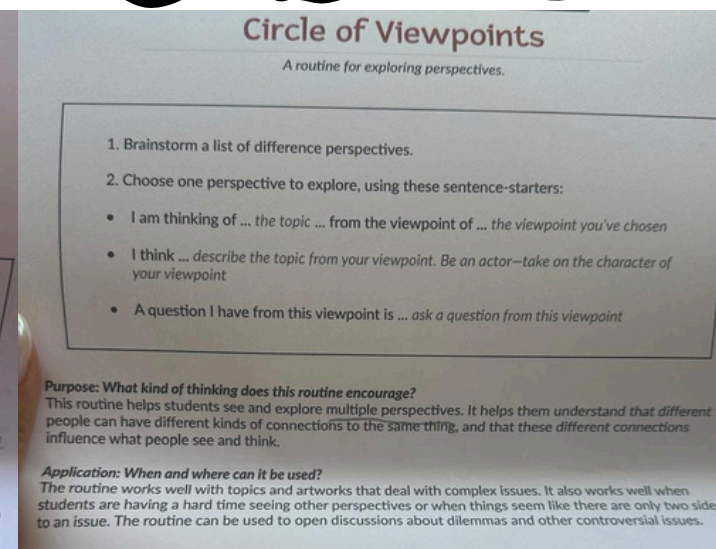
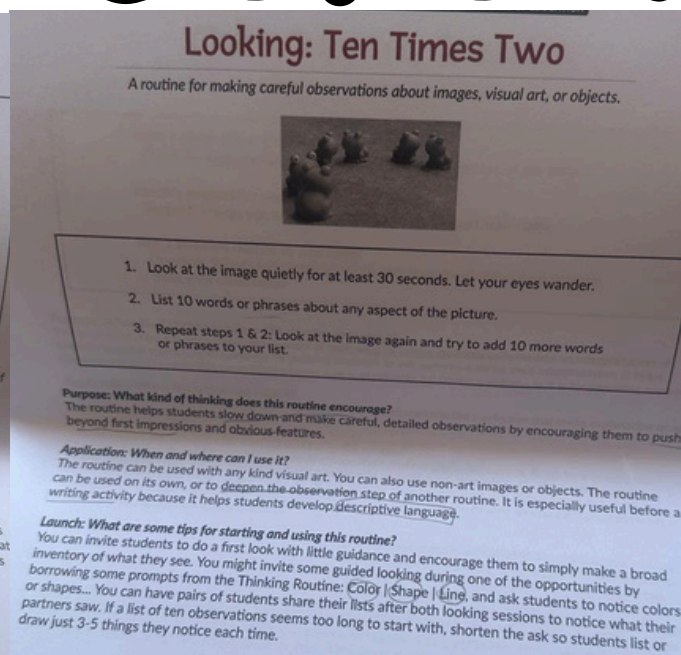
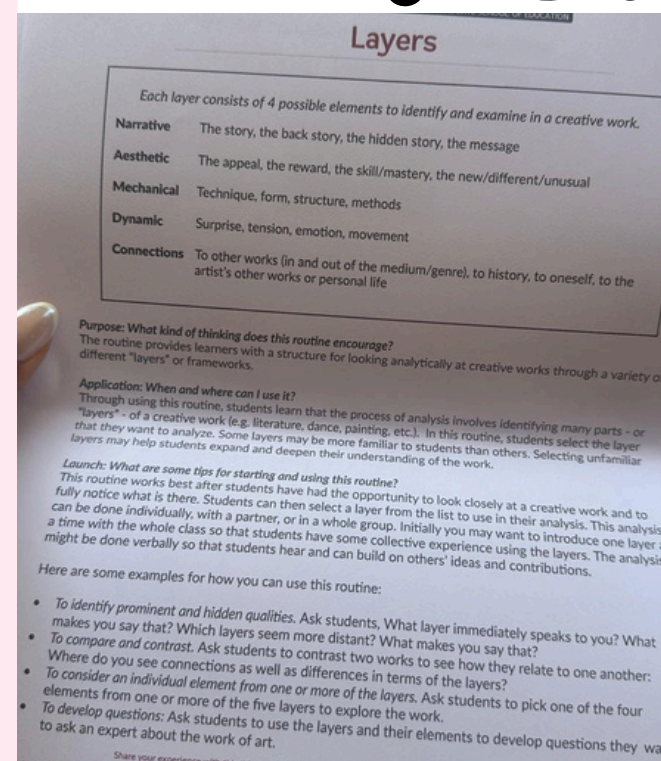
Cosa ho imparato?

+ HOW

Come posso saperne di più?



THINKING ROUTINES: rendere visibile il pensiero



LAYERS

analizzare un'opera attraverso diversi livelli

CIRCLE OF VIEWPOINTS

osservare una situazione da prospettive diverse

LOOKING TEN TIMES TWO

osservare oltre la prima impressione

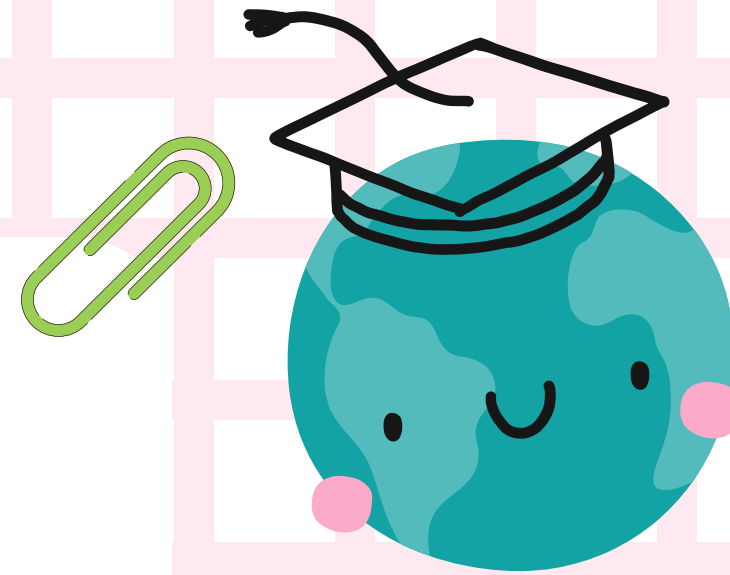
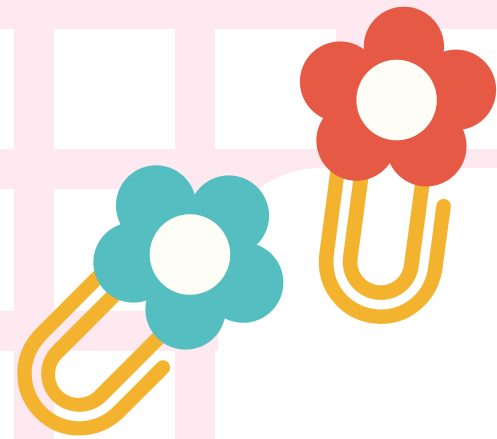
CLAIM - SUPPORT - QUESTION

affermazione + prove + nuove domande

SIX THINKING HATS

cambiare intenzionalmente prospettiva





GAMIFICATION and GAME-BASED LEARNING

engagement

collaboration

Cards of hope

Do you remember?

Goosechase

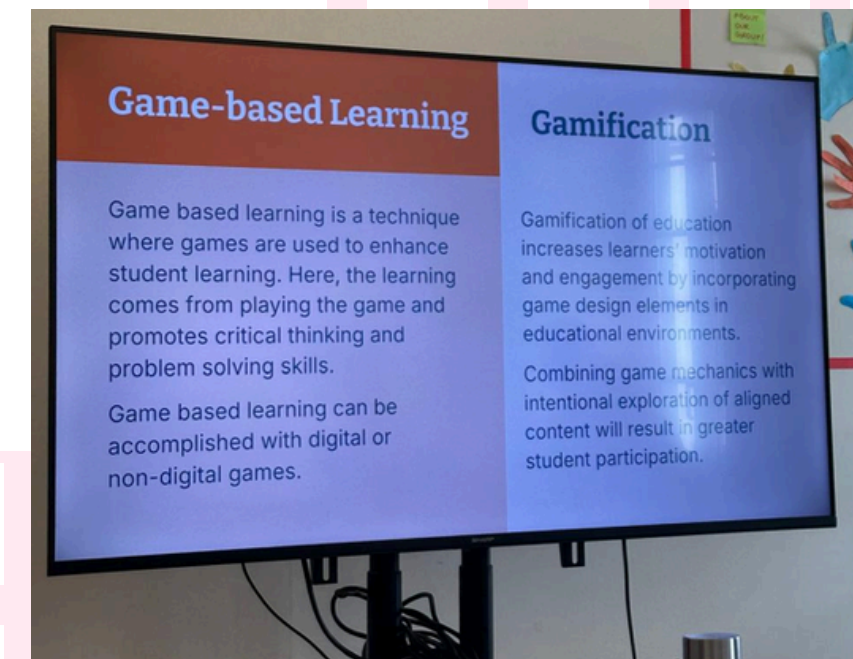
Riddle me this

Name that word!

critical thinking

problem solving

Which would you
choose?

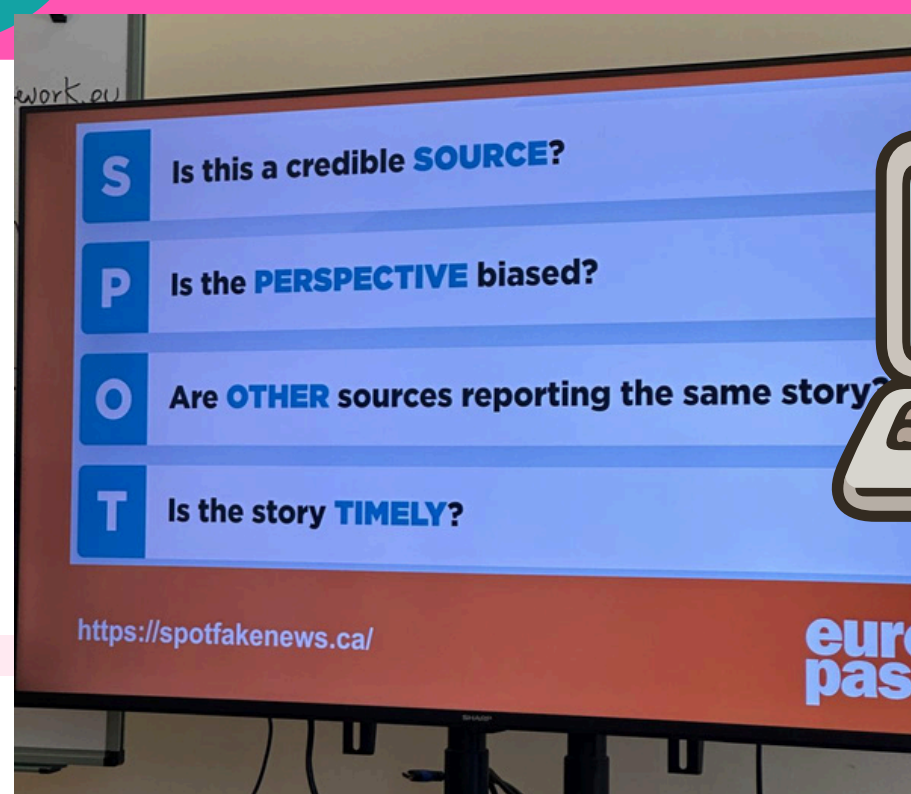




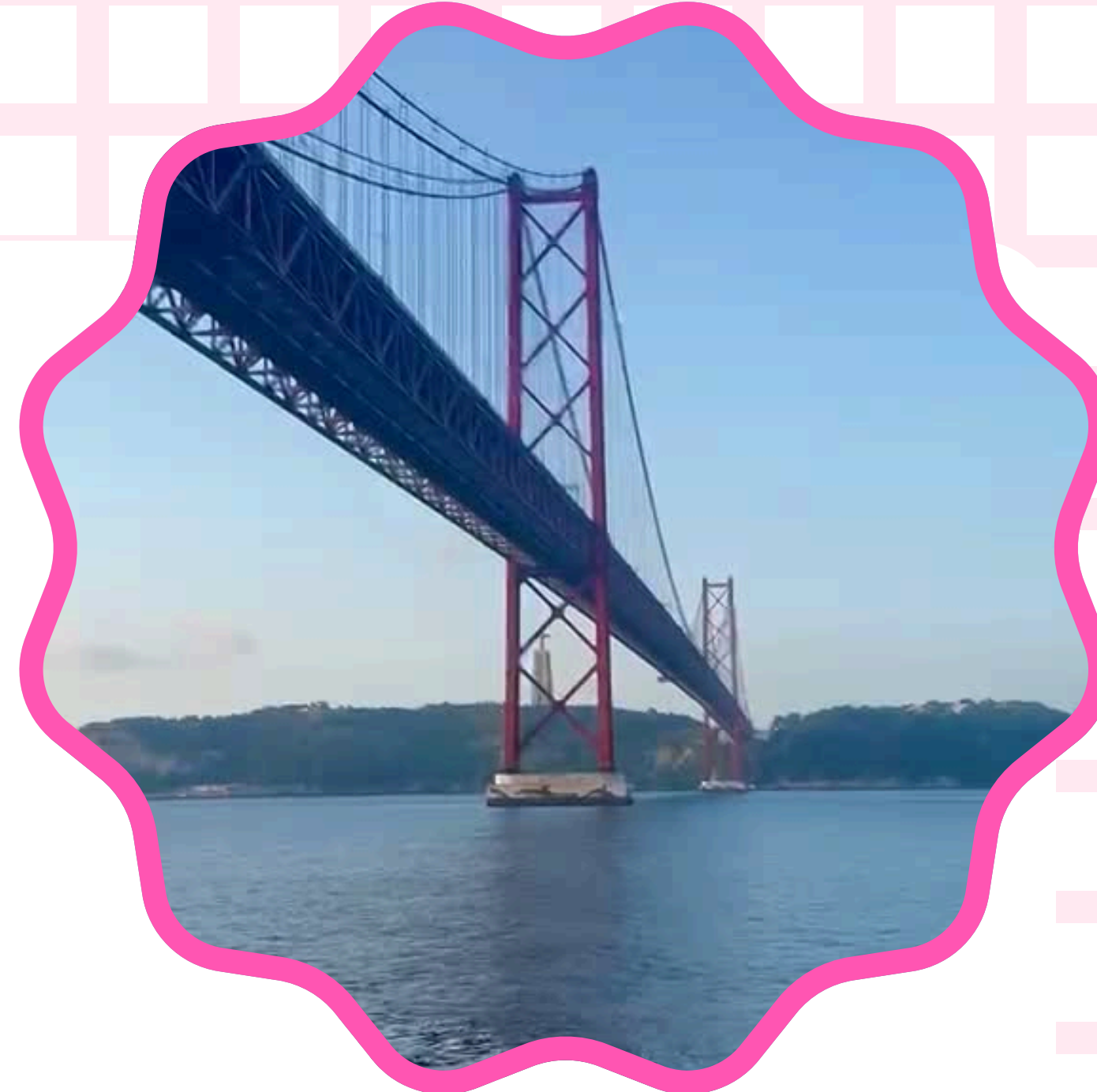
DALL'ESPERIENZA DI LISBONA ALLA NOSTRA SCUOLA

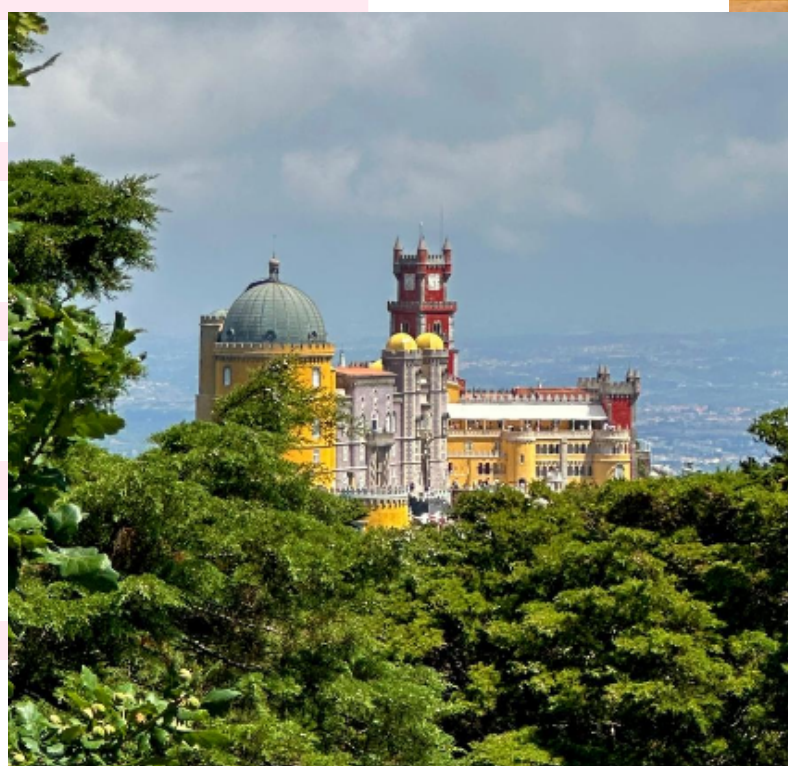
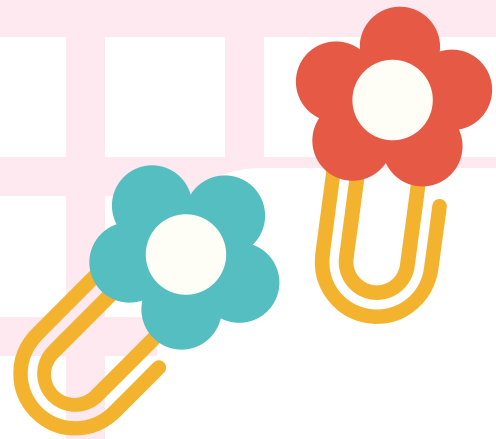


Cittadinanza europea e educazione civica
confronto tra punti di vista
dialogo e rispetto
partecipazione consapevole
capacità di argomentare



STEM e Interdisciplinarietà
problem solving
pensiero critico e creatività
collegamenti tra discipline
apprendimento attraverso problemi reali





THANK YOU!

