



International
House
Split



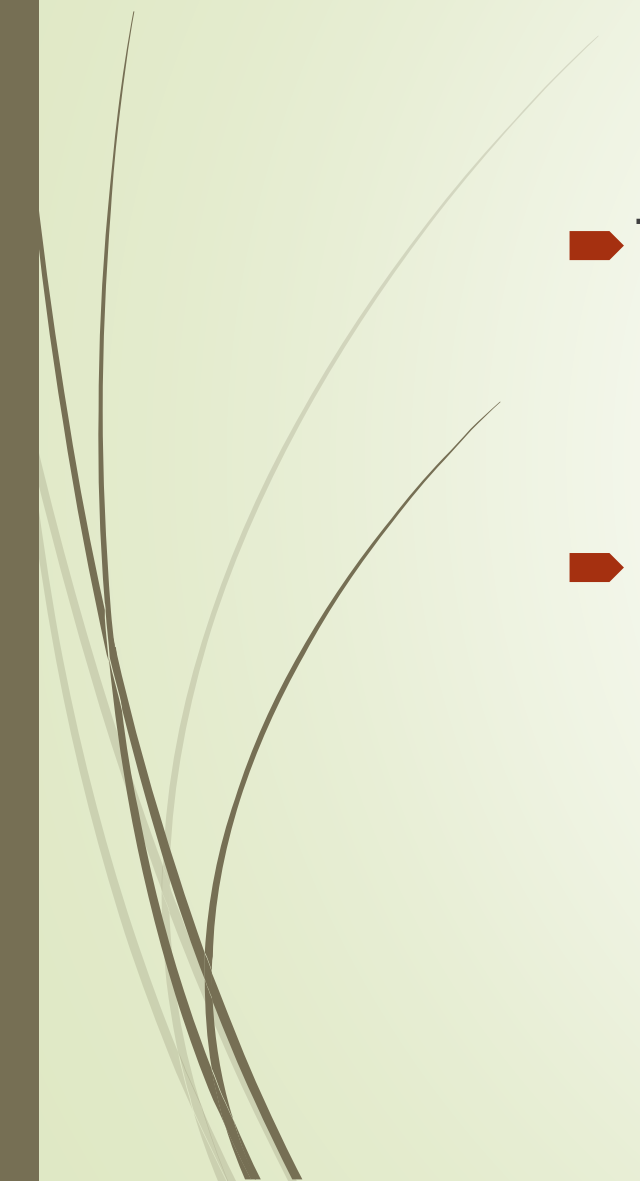
Sufinancira
Europska unija

Critical thinking for all subjects and life

Lisabon, Portugal

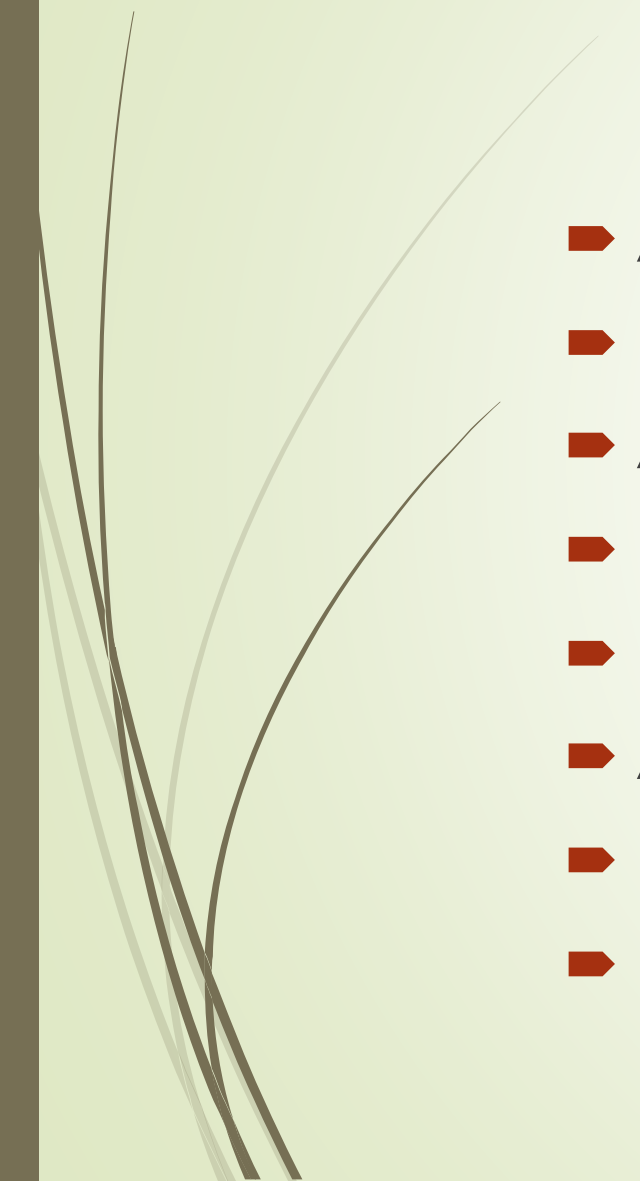
21. 7. 2025. – 26. 7. 2025.



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- There are two teams and each team has 8 pens.
 - How can you build a car with them?



Important critical thinking skills?

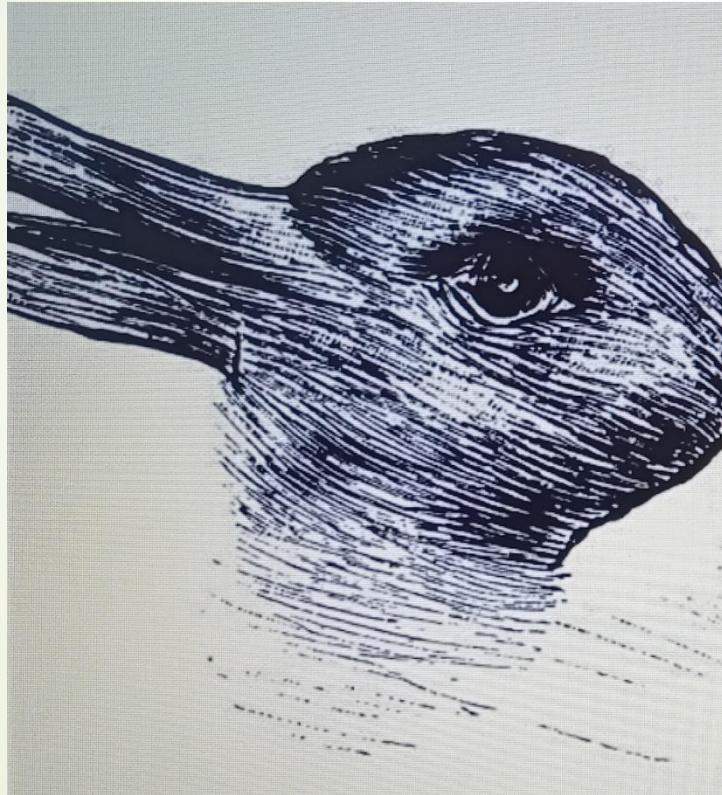
- Asking questions
 - Problem – solving
 - Analyzing
 - Evaluating
 - Inferring
 - Active listening
 - Decision-making
 - Prioritizing
- 



why – why – why – chain

- Why is critical thinking important?
- Write two or three answers.

Write down the first thing you see.



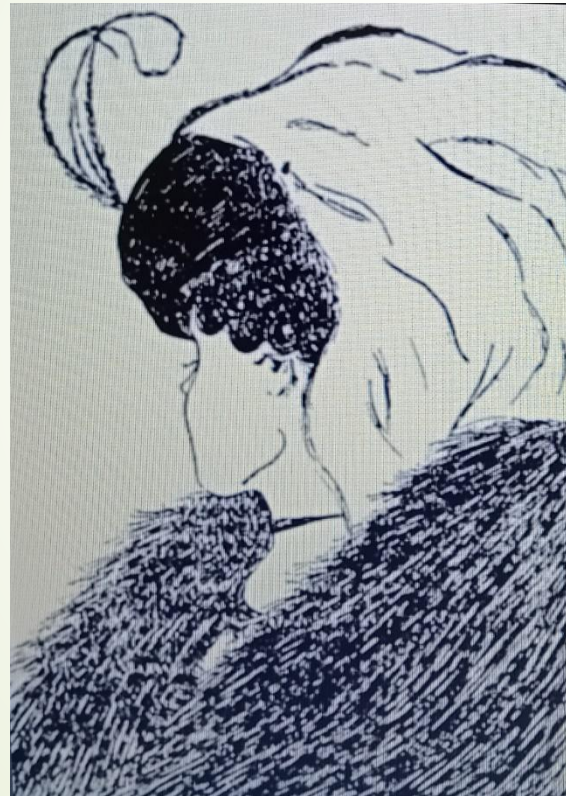
➤ **Critical thinking prompt**

Which animal do you notice first, and what visual clues make you sure?

➤ **Metacognitive prompt**

Did I switch interpretations?

What triggered the change?



➤ **Critical thinking prompt**

Identify the features that create each face. How reliable is your first reading?

➤ **Metacognitive prompt**

How did your prior experience (age, mood...) steer your perception?

Critical thinking check:

What made one interpretation more convincing than the other?

Metacognitive check:

How did noticing your thought process change your confidence or openness?



Concept	Main focus	Typical actions
Critical thinking	Evaluating information and arguments to reach a justified condition	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



- Example: a student evaluating a news article

- Critical thinking?

Checking the author's credentials, analyze statistics, weigh counter-arguments

- Metacognitive thinking?

Noticing one is favoring data that confirms prior view



THIS OR THAT?

- Group work
- Silent classroom
- Project-based learning
- Designing a lesson: prioritizing student choice
- Is it better to let students struggle if they have a problem
- 5 school days – shorter days

- Individual work
- Buzzing with discussion
- Structured lessons
- Designing a lesson: curriculum coverage
- Guide them to the answer quickly
- 4 school days – longer days

Fast and slow thinking (Kahneman)

	System 1 – fast	System 2 – slow
Speed and effort	Automatic, intuitive, effortless	Deliberate, analytical, effortful
How it works	Uses associations, emotional cues; jumps to the first plausible answer	Uses logic, evidence, step-by-step reasoning; checks, compares, calculates
Strengths	Quick reactions, pattern recognition, everyday decisions	Solving new problems, handling numbers, spotting inconsistencies, overriding biases
Weaknesses	Prone to systematic errors (biases)	Limited „mental energy“; tires quickly, can be lazy unless prompted



How many of each kind of animal did Moses take on the Ark?

System 1 reaction

- Recognises ark – animals – two each; auto-fills the answer
- Is it legal for a man to marry his widowed wife's sister?

System 2 reaction

- Notices the mistake and overrides the intuition



Which is better: to have the power to read minds or to speak every language in the world?

- List at least 4 „I wonder” questions about this question, for example
- I wonder if... I would be able to speak all the languages fluently?