

Critical Thinking Practice



Module IV



Course 3



T2



L5

Activity

- **Short Description:** Critical Thinking practice with a problem related with cultural heritage
- **Methodology:** Critical thinking process
- **Duration:** 3 hours
- **Difficulty (high - medium - low):** medium
- **Individual / Team:** Teams 5-10
- **Classroom / House:** Classroom
- **What do we need to do this activity?**
 - Flipchart
 - Internet Connection
 - Paper, pen, markers, post-its

Description:

Create opportunities to practice along the classes of your subject. Set problems to be resolved and let them know that they need to apply these methods and use these tools to come out with a solution.

Third, it is important that you coach the students in the use of the tools. It not only important to get the solution, it is also important to be aware in the method they are using to get the answers. Ask why they have chosen a particular method and why haven't they use another.



Instructions

The teacher will come up with a Case study related with cultural heritage through slides, videos or a document explaining the problem.

Students might be challenged in how to preserve Ancient monuments and culture through the creation of multimedia solutions. As an example, the teacher could present this case study:

Ancient wonders captured in 3D . TeDglobal 2011 in.
https://www.ted.com/talks/ben_kacyra_ancient_wonders_captured_in_3d#t-720998

Let the students propose a solution to this problem through a critical thinking process:

1. STEP 1: Presentation of the issue (video and comments from the teacher) 20'
2. STEP 2: Create a problem statement 15'
 - Break the problem into smaller pieces
 - Define the problem statement (objectives, stakeholders, measurements for success, scope, constraints, timelines)
3. STEP 3: Look for new solutions 30'
 - Ask 5 why's (causes)
 - Pareto 80/20 for pyritizing
4. STEP 4: Judgement and evaluation 10'
 - Ask 7 so-what's (consequences)
5. STEP 5: Panel session and conclusions 45'

Drive the responses looking from different point of views and perspectives and taking into account different contexts. Encourage. The students to use logical thinking and make connections between causes and effects (consequences) to better visualize the problem.

The main objectives of this exercise is to provide students with the opportunity to generate their own new key ideas. Through this motivation process, the students will be encouraged to freely express and explain their ideas and judge the ideas of their classmates in order to reveal multiple aspects of the subject and enriching their knowledge.

Expected outcomes

- Clear and bounded problem statement and recommendations

Illustration:

It can be an image, graphic, template, etc., that helps explain the activity or that is necessary to develop

This activity can be used in other (module, course, topic, lesson):

- Course IV. Critical thinking / L5: Teaching how to think critically

REFERENCES:



- 2.2.2. Case study (partner UTH) in R5.1. Creativity and Soft skills for XXI Century (Student to Practice Report)

