



# Think4Jobs

Critical Thinking for Successful Jobs

Co-funded by the Erasmus+ Programme of the European Union



## AGENDA

LEARNING TEACHING  
TRAINING ACTIVITY

THINK4JOBS



28 JUNE-2 JULY 2021

<https://think4jobs.uowm.gr>

## REGISTER YOUR ATTENDANCE

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Curious about Florina? Have a look!

## Questions?

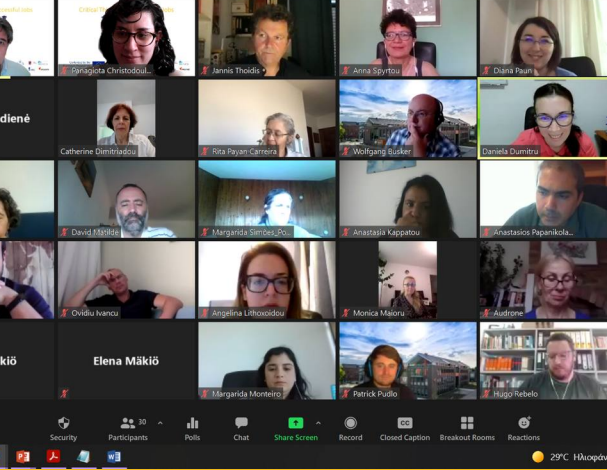
Contact the trainers:  
[think4jobs@uowm.gr](mailto:think4jobs@uowm.gr)

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## Ideas about Critical Thinking

Critical thinking is a clear concept with a clear definition. Critical Thinking is the ability to engage in challenging discussions, to use and interpret information. One is thinking critically when engages in criticism, namely when engaging or questioning the merits and faults of some content or facts. A person that is disposed towards critical thinking is engaged in validation of information. Problems in thinking often occur not because people cannot think critically, because they are not willing to.

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### of CT

**critical thinking**

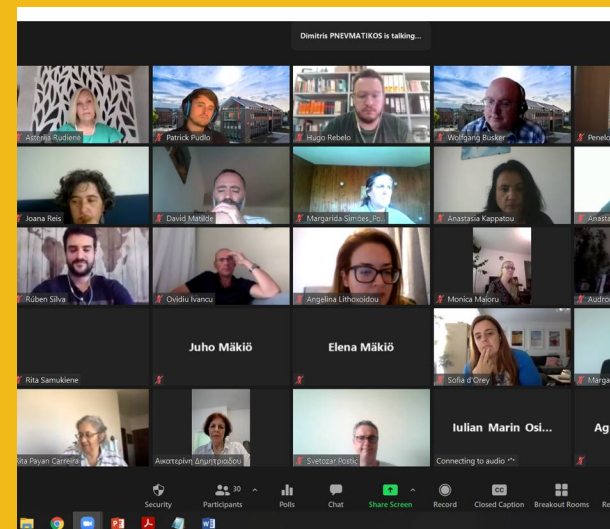
- purpose
- procedural knowledge of reasoning
  - systematic
  - Open-mindedness
  - autonomy
  - courage
- Attitudes/Dispositions/Intellectual traits (content)
- Abilities/skills/intellectual standards
  - analysis
  - inference
  - accuracy
  - clarity
  - inference

Logos: IKY, UNIVERSITY OF WESTERN MACEDONIA, UNIVERSITY OF EVROS, UNIVERSITY OF PLODIV, BRD, VIKC, ORCADATA.

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# THINK4JOBS LTTA DAY 1

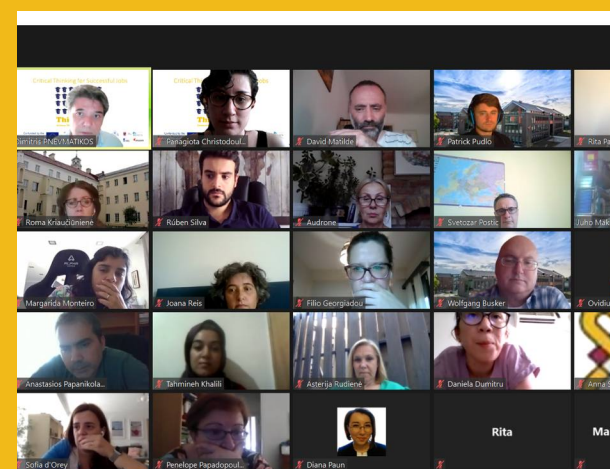
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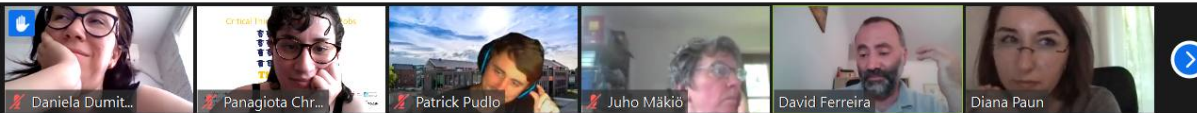


### examples of how the mind works

Learning: Adaptation in the synaptic networks  
 Synaptic networks are needed to be build for CT  
 Synaptic networks are needed for meta-thinking for CT

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Go to [www.menti.com](http://www.menti.com) and use the code 1937 6231

# Rank each character from 1 to 4 (low to high)

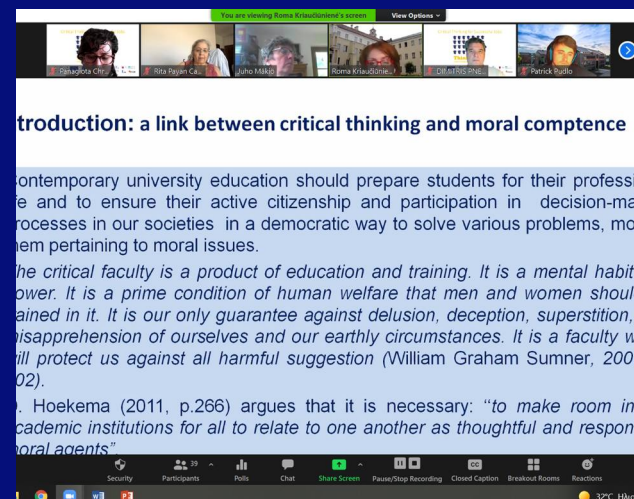
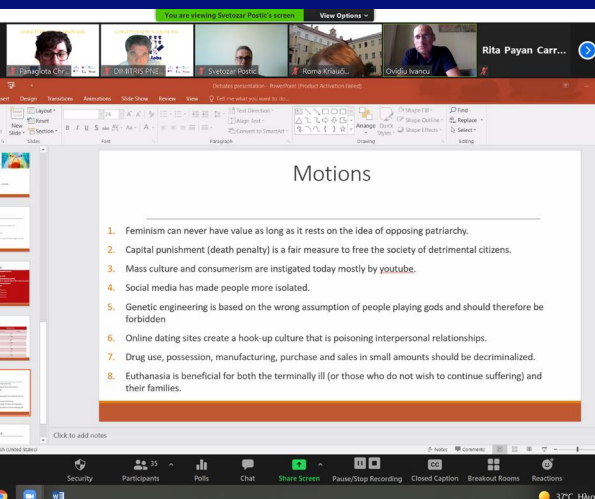
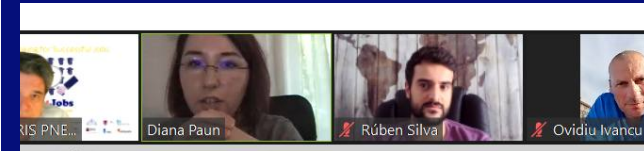
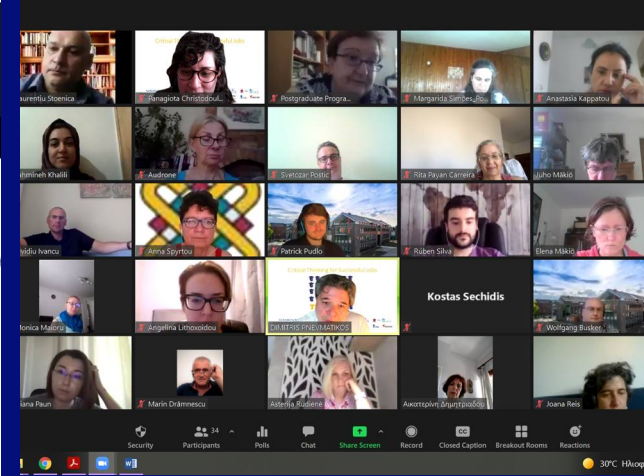
Mentimeter



- 1st  The riverboat captain
- 2nd  John
- 3rd  The village wiseman
- 4th  Anna

Press S to show image

24



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# THINK4JOBS LTTA DAY 2

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Blended Learning: supporting instruction in post COVID-19 era  
 Anastasios (Tasos) Karakostas  
 Centre for Research and Technology Hellas – CERTH  
 akarakos@iti.gr

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# THINK4JOBS LTTA DAY 3

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**Extending the Family Tree of Distance Learning Media to the Future**

*"Distance learning will evolve from basic enrollment in computer and web based courses to virtual learning environments that support online collaboration and classes taught by both live and virtual instructors."*  
 Al Finec White Paper, "On Learning: The Future of e-Learning"  
 Education and Training (2008)

Change is inevitable, and tomorrow will bring newer and better technologies, accompanied by a new set of challenges, but the goal is the same. Optimize the technology without sacrificing instructional quality. In the end, incorporating sound instructional design principles will provide for a solid foundation to ensure learning outcomes are attained.

Diagram: E-learning 2.0 (Portability/Wireless) and Immersive Learning Environments (Virtual Worlds, Immersive Simulation) are connected to Web 3.0 (Virtual Learning Environments) via PDAs and iPhones.

## Blended Learning Model Components

**Learning environment component:** It is the learning environment (synchronous/asynchronous) that meets the instructional objectives

**Instructional component:** Used to select the most appropriate instructional strategies that support the learning objectives

**Media component:** Used to evaluate the most appropriate media to deliver the content

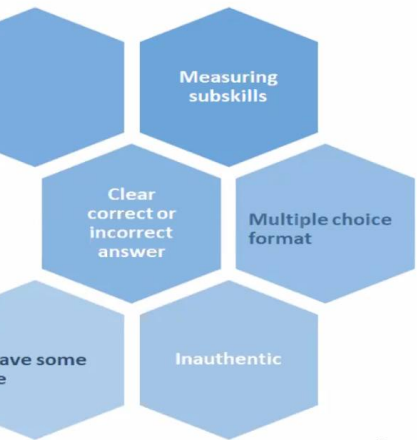
Diagram: Learning Environment Component, Instructional Component, and Media Component are interconnected in a triangular relationship.

- Next...
- The most popular LMS!

**moodle**

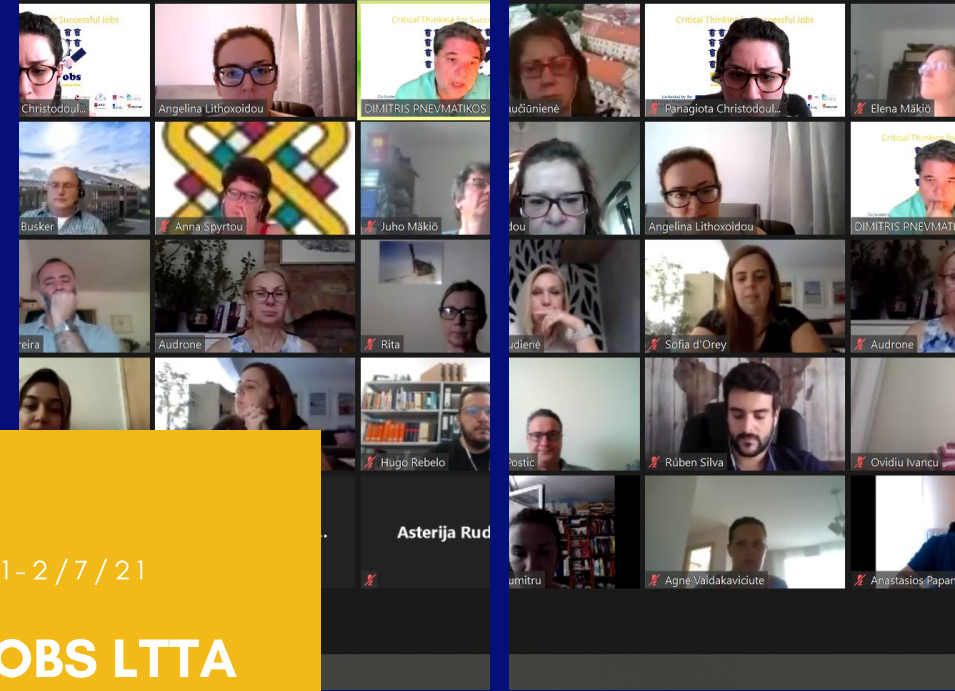
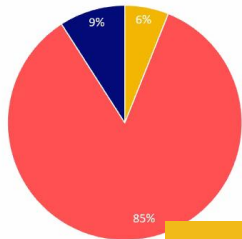


# Common characteristics



## Collaboration between HEIs and LMOs

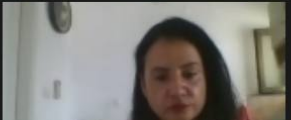
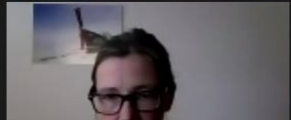
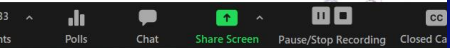
Higher Education Institutions and Labour Market Organization  
Development of Higher Education Curricula.

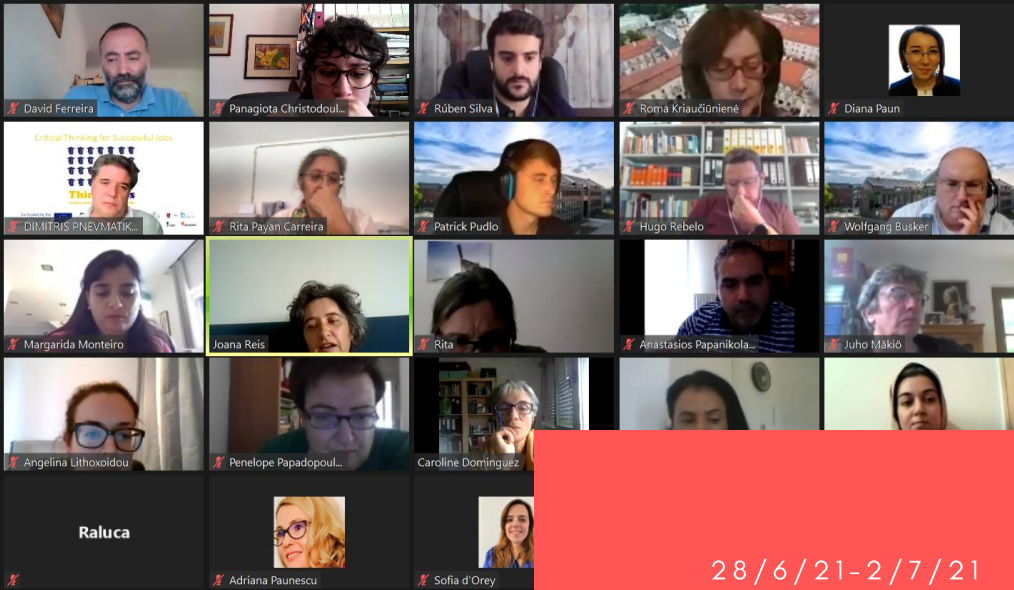


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# THINK4JOBS LTTA DAY 4

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# THINK4JOBS LTTA DAY 5

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Do we need to refer to the morality in our definition?

Process Theory

Default-interventionist (DI) account

Frontal Lobe

Limbic System

System 1 → System 2 → Response

Dual Process Theory (Stanovich & West, 2001; Evans, 2009)

System 1 – Type 1	System 2 – Type 2
Fast	Slow
Unconscious	Conscious
Implicit/tacit	Explicit
Automatic	Controlled
Experiential	Sequential
Associative	Rule based
Holistic	Analytic
Impulsive	Reflective
Stimulus Bound	Higher order

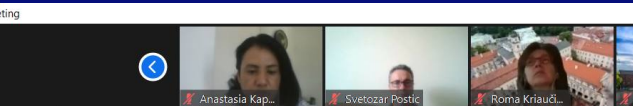
Sandwich principle

- The phases between individual and collective learning phases alternate
- Phases and articulation points of the „sandwich“

Articulation point

Entrance | Collective transfer | Task | Subjective control/caption | Synchronization

Entry Phase Task Synchronization Task Exit



Sharing Poll Results

Attendees are now viewing the poll results

1. Do you agree with this solution?

Yes	(11) 46%
No	(13) 54%

MONDAY: 76

Buttons: Download, Stop Share Results, Re-launch Polling

1. What is your level of satisfaction:

100%





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