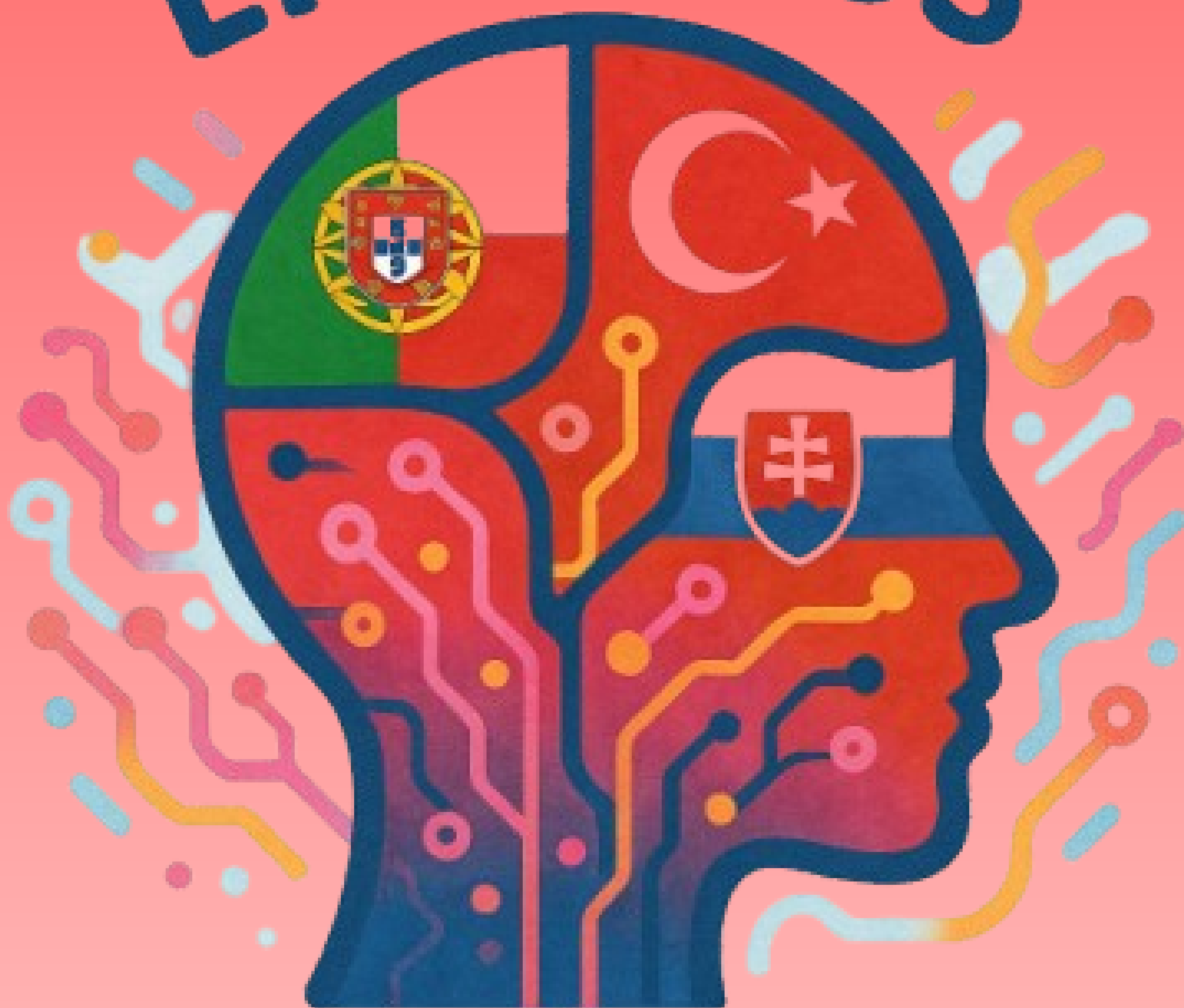
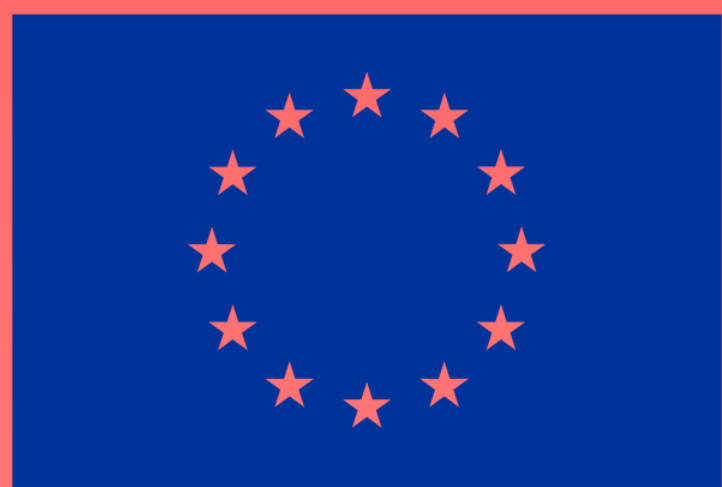


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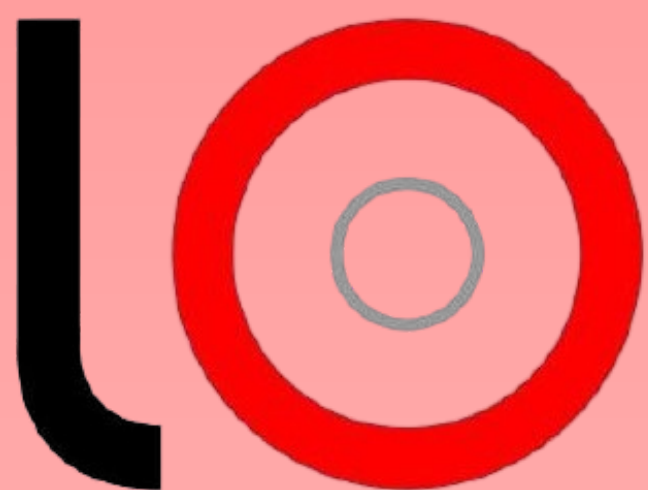
THE USE OF ARTIFICIAL INTELLIGENCE IN FORMAL EDUCATION



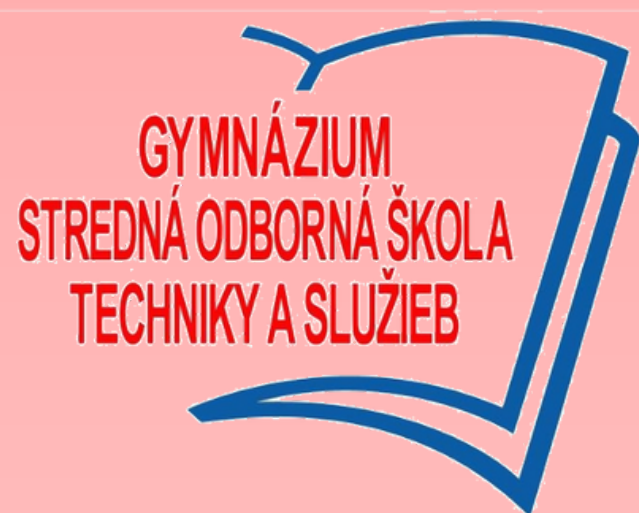
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The use of AI in languages

2024-2-PL01-KA210-SCH-000265684



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CRITICAL THINKING IN COMMUNICATION

In this session, participants will explore critical thinking through interactive discussions, practical exercises, and activities using AI. They will learn to analyse statements, identify assumptions and biases, verify information, and apply structured reasoning to everyday situations and communication contexts.

OBJECTIVES:

- Understand the fundamental concepts of critical thinking
- Identify assumptions, reasoning errors, and biases in everyday statements
- Apply structured thinking tools to analyse problems
- Reflect on their own thinking patterns
- Demonstrate an initial ability to analyse everyday situations using basic critical thinking skills

TARGET GROUP:

15-18 years old

TIME AND SPACE:

Mobility Friends Campus

METHODS:

- Interactive Lecture: Introduce key concepts in a clear and accessible way
- Guided Discussion: Encourage participants to share perspectives and experiences
- Experiential learning: Real-life and AI-generated scenarios
- Collaborative Learning: Promote teamwork and peer interaction
- Reflective Practice: Foster self-awareness and critical analysis
- Guided Questioning: Stimulate reasoning and deeper thinking
- Use of Digital Tools: Enhance motivation and participation

TOOLS:

- Digital presentation (slides)
- Whiteboard
- Reflection worksheets (printed)
- Smartphones or computers

AI TOOLS:

- ChatGPT used for generating examples and real-life scenarios and supporting activities
- Gamma used for creating visually engaging and structured presentation slides
- Mentimeter activity

1. Introduction & Icebreaker (20 min)

The session begins with a brief welcome and introduction of the trainer and participants, aiming to create a safe and engaging learning environment. Participants are invited to introduce themselves in a simple and informal way.

Activities:

- Icebreaker: Two Truths and a Lie (Critical Thinking Version)
- Each participant prepares two true statements about themselves and one false statement.
- Participants take turns sharing their three statements with the group.
- The rest of the group tries to identify which statement is the lie.
- Trainer leads a short reflection highlighting:
 - The difference between fact and assumption
 - Why some statements may seem true even without evidence

2. Core Concepts Introduction (25 min)

Introduction of the foundational concepts of critical thinking. Key definitions are presented with real-life examples to demonstrate their relevance in everyday contexts.

Activities:

- Presentation of key critical thinking concepts: analysis, evaluation, inference, reflection
- Introduction to common biases (confirmation bias, overgeneralisation, etc.)
- Relationship between critical thinking and communication
- Visual presentation using slides created with Gamma

3. Critical Thinking Practice Activity (45 min)

Participants apply critical thinking skills by analysing statements for facts, opinions, assumptions, and biases.

Activities:

- Analysis of statements (fact vs opinion, assumptions, biases)
- Small group discussion and justification of answers using guided questions
- Sharing conclusions with the group
- Trainer feedback and clarification

Example Statements for Analysis:

- “Young people spend too much time on their phones, so they are less intelligent than previous generations.”
- “If someone is quiet in meetings, it means they are not interested.”
- “All successful people wake up at 5 a.m.”
- “If a person doesn’t look at you while speaking, they are hiding something.”
- “The number of crimes has increased, so there is more criminality.”
- “Most of Earth’s oxygen is produced by marine organisms.”

Guided Questions for Group Discussion:

- Is this a fact, an opinion, an assumption, or a biased statement?
- If this is presented as a fact, how could we verify it?
- What assumptions are being made in this statement?
- Does the statement generalise about a group of people?
- How many different ways could this situation or message be interpreted?
- How could this message be communicated in a more clear, neutral, or evidence-based way?

4. Cognitive Biases & Thinking Traps (40 min)

Participants learn to recognise common biases and reasoning traps in everyday situations.

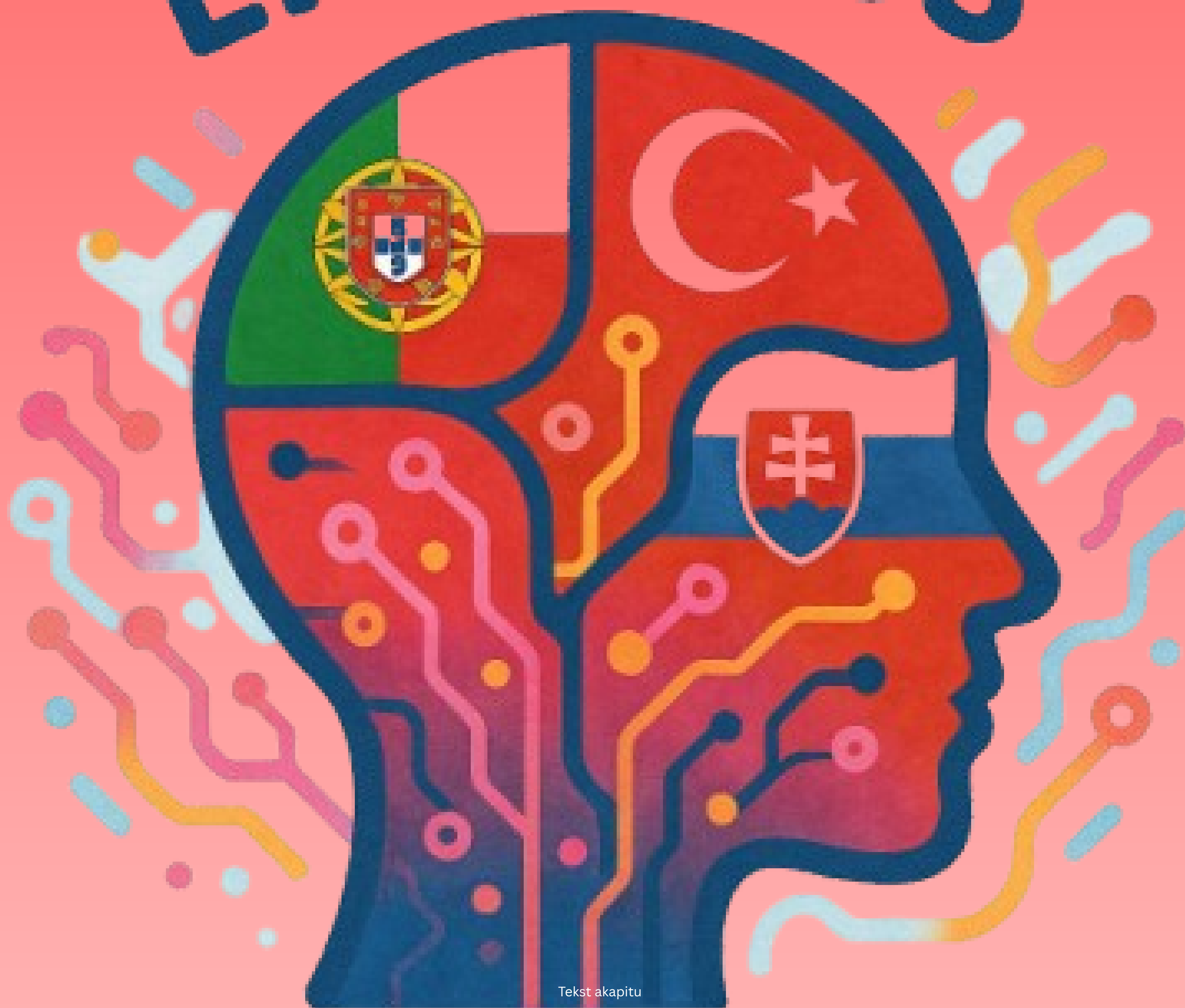
Activities:

- Game: “Spot the Bias”. The trainer presents statements, and the first participant to identify the type of bias submits their answer via Mentimeter.
- Example statements/scenarios for analysis:
 - “I read on social media that this diet works for everyone, so it must be true.” (Confirmation Bias)
 - “All introverts are bad at public speaking.” (Overgeneralisation)
 - “My friend failed the test because the teacher doesn’t like them.” (Fundamental Attribution Error)
 - “If a company has flashy marketing, it must have the best product.” (Halo Effect)
- Group reflection and discussion:
 - How might these biases influence decisions or communication?

6. Reflection and Closing (10 min)

The session concludes with a collaborative reflection to consolidate learning and connect concepts to participants’ daily lives.

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Tekst akapitu

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