



## Creative & Critical Mind

### Summary

As we strive to better prepare students for real world careers and challenges, we need to focus on developing students' creative and critical thinking skills.

Educators can encourage students to become 21st-century problem solvers by introducing them to a wide variety of thinking tools. By helping students learn and apply the attitudes and practical tools for effective problem solvers, teachers can enhance student learning in powerful ways that extend beyond memorization and recall.

The purpose of this workshop is to show educators different ways and methods of empowering their students to become creative, critical thinkers and problem solvers—people who are constantly learning and who can apply their new knowledge to complex, novel, open-ended challenges; people who will proceed confidently and competently into the new horizons of life and work.

The workshop itself is a practical example of how to conduct a creative and critical thinking class, using this frame in the design of each session.

### Course Programme

#### Day 1 (5 hours) MODULE 1: BRAINBASED EDUCATION

- We get to know each other. Presentation activity where participants will share their experiences related to the topic of the workshop and the expectations towards it. An introduction to the course content and learning outcomes to be acquired.
- Ice breaker. Creative thinking – innate ability that needs to be developed? Why is creative thinking so important? (Mind map based on experiences and opinions)
- Let's fly with me. What are the barriers to your own creativity and how they can be broken? Factors that foster and stimulate the development of creative thinking among students. The impact of school environment on the ability of creative thinking.
- Both sides of the brain. Playing with both hands.

#### Day 2 (5 hours) MODULE 2: STIMULATING CREATIVE THINKING

- Let's walk. Definition, Principles & Creative thinking styles. Analysis of styles

### Dates

Sevilla | **02/05/2016** - 06/05/2016

Sevilla | **09/05/2016** - 13/05/2016  
(FULL: No positions available)

Sevilla | **03/10/2016** - 07/10/2016

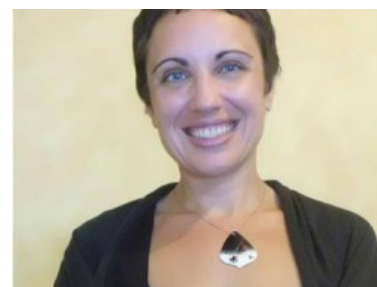
Sevilla | **16/01/2017** - 20/01/2017

Sevilla | **13/11/2017** - 17/11/2017

(\*) This course can be delivered any date for groups composed of at least 5 participants from the same organization.

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### Tutor



**Ana Aurora**

[TUTOR PROFILE](#)

among the participants. Helping them understand better different methods of stimulating creative thinking among students.

- Unconventional thinking. Activities to stimulate creative capabilities: fluency, originality, flexibility, connectivity, imagination and abstraction.
- Lateral thinking. Methods of creative thinking simulation among students. Analysis of different scenarios related to the topics discussed.
- Flow state and unconscious incubation. The importance of resting, our brain's time and how to overcome the barriers of conventional thinking.

### Day 3 (5 hours) MODULE 3: STIMULATING CRITICAL THINKING

- First steps. Definition and consequences for the teacher, student's role, classroom atmosphere.
- Reality. Connections with real life and subject. Application to real life contexts: stereotypes, advertising and history. Group work.
- "Wisdom begins in wonder", Sócrates. Questioning strategies for clarification that prove assumptions about perspectives.
- Tips. Techniques, strategies and programs to stimulate ways of critical thinking development among learners.

### Day 4 (5 hours) MODULE 4: PROBLEM SOLVERS

- Be humble. Be present, listen and build foundations for effective communication. Key elements of verbal and non-verbal communication, active listening and assertiveness.
- Looking for solutions. Creative ways to communicate and solve problems considering both sides of the brain.
- Tips and resources. Creative techniques to solve problems: the creative problem solving method by Osborn. How to solve a problem considering Neuro Linguistic Programming.
- Peacemakers. School Mediation, an approach to the method of deep analysis of interpersonal conflicts.

### Day 5 (5 hours) MODULE 5: KNOW-WANT-LEARN

- My proposal is. The participants will share their own proposals/lesson plan designs related to how to conduct a creative and critical class. They will receive feedback from the group in order to improve and expand them in the future, relying on creative techniques.
- Creative farewell. Conclusions and the importance of "the end".

### Learning Outcomes

1. become more aware of their impact on the intellectual development of a learner;
2. be able to effectively support creative and critical thinking among their students;
3. get to know and be able to use a wide range of tools aimed at shaping creative thinking;
4. be able to use different methods of implementing creative solution in their professional life, discovering at the same time their own creative resources;
5. have knowledge of how to help use the creativity of their learners in solving problems;
6. be capable of creating adequate conditions for the development and promotion of critical thinking among the students and teaching community at a classroom and school level;
7. learn how to look for solutions and improve their communication skills having in mind the use of both brain hemispheres;
8. be able to analyse the problems from the systemic and systematic point of view in order to solve them in a satisfactory way obtaining at the same time long-term results;
9. will be able to unblock patterns of thinking which we use on a daily basis;

### Methodology

The approach will be practical, experiential and based on an analysis of reality and the concerns of the group. Mainly we will work in assembly and small groups, encouraging the reflection and creativity in order to expand the options and alternatives for action. We will also make use of the role-play, and the analysis of cases and group dynamics.

Additionally, course follow-up strategy will be proposed to all the teachers in order to monitor the implementation of good practices in their schools based on the knowledge, skills and competencies gained by them during the course in Spain.

Through their commitment and active participation to share new competencies they will be able to build professionally oriented support networks in their communities, making, at the same time, their work and contribution more visible on a local scale.

### How the skills learnt can be applied in teaching work?

- updating of teaching or pastoral support programme
- keeping abreast of the times

### Fees

Course fee includes includes:

- Pre-arrival information
- Tuition & training materials
- Training Certificate
- Europass Certificate
- Admin & organizational costs
- Accommodation (Optional)

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10. will be able to change their habitual strategies of behaviour.

- verifying and develop their pedagogical and communication skills
- contributing to the creation of a new open-minded and all-inclusive school

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