

**SYLLABUS****KEY INFORMATION ABOUT THE COURSE**

Course title	Critical Thinking Skills
Study programme	University Undergraduate Study of Pedagogy
Semester	2.
Academic year	2022./2023.
ECTS credits	5
Contact hours (Lectures + Seminars + Practical work)	0+4+0
Time and venue of classes	Wednesday 9:15-13:00, 205 Online Merlin
Language of instruction	English
Course instructor	Iva Buchberger
Office number	322
Office hours	Thursday, 9:30-10:15
Phone	051 265 617
Email	ibuchberger@uniri.hr

I. DETAILED COURSE DESCRIPTION**COURSE OVERVIEW**

Critical and reproductive thinking.

Critical thinking competence.

Importance of critical thinking.

Information and sources of information.

The methodological framework for analysis and critique: critical thinking, reading and writing.

*Selected pedagogical content for analysis and critique (for example – importance of critical thinking in education, critical thinking competence and media literacy; teaching for critical thinking; parent's role in developing critical thinking competence; ...)

EXPECTED LEARNING OUTCOMES

Students will be able:

- to distinguish critical from reproductive thinking;
- to analyze critical thinking competence;
- to evaluate arguments and counterarguments about different contents in different context;
- to evaluate information and sources of information;
- to apply the methodological framework for analysis and critique in critical reading and critical writing.

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x	x		x
Fieldwork	Laboratory work	Mentoring	Other (consultations)
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	2	
Class participation	0,5	20
Continuous assessment 1 (discussion paper)	1,5	40
Continuous assessment 2 (presentation)	1	40
TOTAL	5	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Buchberger, I. (2023). *Critical Thinking: Peace, Love & Rock and Roll (handbook for teachers)*. Rijeka: Faculty of humanities and Social Science, Association for the Development of Higher Education "Universitas".

Dewey, J. (1910). *How we think?* Boston, New York, Chicago: D. C. HEATH & CO., Publishers. Retrieved on 21 January 2020 from <https://www.gutenberg.org/files/37423/37423-h/37423-h.htm>

Ennis, R. (1991). Critical thinking: A Streamlined Conception. *Teaching Philosophy*, 14, 15-24. Retrieved on 21 January 2020 from https://education.illinois.edu/docs/default-source/faculty-documents/robert-ennis/ennisstreamlinedconception_002.pdf

RECOMMENDED FURTHER READING

Facione, P.A. (2015). *Critical Thinking: What It Is and Why It Counts* Retrieved on 27 March 2022 from https://www.researchgate.net/profile/Peter-Facione/publication/251303244_Critical_Thinking_What_It_Is_and_Why_It_Counts/links/5849b49608aed5252bcbe531/Critical-Thinking-What-It-Is-and-Why-It-Counts.pdf?origin=publication_detail

Freire, P. (2005). *Pedagogy of the Oppressed* Retrieved on 27 March 2022 from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiVs-xovT9AhWQQ_EDHRILAVoQFnoECC4QAQ&url=https%3A%2F%2Fenvs.ucsc.edu%2Finternships%2Finternship-readings%2Ffreire-pedagogy-of-the-oppressed.pdf&usq=AOvVaw2WBUKZY9emsMRqVO6PzcwP

Nosich, G. (2021). *Critical Writing*. London: Rowman & Littlefield.

Paul, R. (2012). *Critical thinking: Basic Questions and Answers*. Retrieved on 27 March 2022 from <https://www.criticalthinking.org/pages/richard-paulanthology/1139>

Scriven, M. & Paul, R. W. (1987). Defining Critical Thinking - 8th Annual International Conference on Critical Thinking and Education Reform. Retrieved on 21 January 2020 from <https://www.criticalthinking.org/pages/defining-critical-thinking/766>

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Merlin

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Merlin, e-mail (ibuchberger@uniri.hr), direct communication

INFORMATION ABOUT THE FINAL EXAM

There is no final exam, all grade points students get during classes.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	/
Spring supplementary	/
Summer	14.6. at 10:00 28.6. at 10:00
Autumn supplementary	1.9. at 10:00 8.9. at 10:00

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the Course
Week 2	Critical Thinking
Week 3	Critical Thinking Competence
Week 4	The Methodological Framework for Analysis and Critique: Critical Thinking, Reading and Writing.
Week 5	Critical Writing
Week 6	Critical Writing: Reliable Sources of Information, Finding Relevant Information
Week 7	Critical Writing: Interpretation, Structure
Week 8	Critical Writing: Comparison, Evaluation
Week 9	Critical Writing: Argument, Discussion
Week 10	Critical Writing: Conclusion
Week 11	Critical Writing: Self-evaluation
Week 12	Student's paper presentations
Week 13	Student's paper presentations
Week 14	Student's paper presentations
Week 15	Conclusion and Evaluation of the Course

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
to distinguish critical from reproductive thinking	Critical and reproductive thinking.	Oral presentation method of teaching Active teaching methods: - Brainstorming - Critical reading - Discussions	Active participation in class discussions Discussion paper Presentation
to analyze critical thinking competence	Critical thinking competence.	Oral presentation method of teaching Active teaching methods: - Critical reading - Discussions	Active participation in class discussions
to evaluate arguments and counterarguments about different contents in different context	Importance of critical thinking. The methodological framework for analysis and critique: critical thinking, reading and writing.	Oral presentation method of teaching Active teaching methods: - Brainstorming - Critical reading - Discussions - Critical writing	Active participation in class discussions Discussion paper Presentation
to evaluate information and sources of information	Information and sources of information	Oral presentation method of teaching Active teaching methods: - Critical reading - Discussions - Critical writing	Discussion paper Presentation
to apply the methodological framework for analysis and critique in critical reading and critical writing	The methodological framework for analysis and critique: critical thinking, reading and writing.	Oral presentation method of teaching Active teaching methods: - Critical reading - Discussions - Critical writing	Discussion paper Presentation

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	European Dimension in Education: Challenges and Perspectives
Study programme	Graduate study programme
Semester	2. / Summer
Academic year	2022/2023.
ECTS credits	5
Contact hours (Lectures + Seminars + Practical work)	2+2+0
Time and venue of classes	According to the agreement with the students (Online Merlin)
Language of instruction	English
Course instructor	Jasminka Ledić, PhD, full professor tenure
Office number	311
Office hours	Wednesday 12.15 -13.00; Any other working day by e-mail appointment
Phone	051/265-718
Email	jasminka.ledic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The course is divided into three thematic modules with corresponding units. MODULE 1: THE ABC OF THE EUROPEAN UNION, INTEGRATION PROCESSES AND THE EU EDUCATIONAL POLICY UNIT 1: The ABC of the European Union UNIT 2: EU educational policies in a nutshell MODULE 2: THE EUROPEAN DIMENSION IN EDUCATION: HISTORY, APPROACHES, CHALLENGES UNIT 1: The history of the idea of the European dimension in education UNIT 2: Approaches, experiences and challenges of implementing the European dimension in education MODULE 3: IDENTITIES IN THE EUROPEAN UNION UNIT 1: Local, national, European, global: identities in the European Union UNIT 2: Research of the local, national, European, global identities	
EXPECTED LEARNING OUTCOMES	
After completing the course students will be able to: - Explain the course of founding and developing the European Union - Analyse and contextualise the main aspects of educational policy in the European Union as well as guidelines for its development. - Explain the emergence of the European Dimension in Education idea. - Recognise the appearance of the European dimension in Education in various aspects and contexts (elements of European citizenship, identity, values, multilingualism and mobility, learning “in, about and for Europe”) - Compare trends of introducing the European Dimension in Education with the present situation in different European countries	

- Evaluate the educational systems' transformations in European countries in the process of acquiring European standards.
- Propose changes leading to the empowerment of the European Dimension in Education in different national educational systems.

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x	x		x
Fieldwork	Laboratory work	Mentoring	Other
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Written test	1,5	30
Conducting a qualitative study	1,5	40
Research of the local, national, European, global identities	1	30
TOTAL	5	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Diestro Fernandez, A. & Lopez, J. M. V. (2015). Towards a european supranational policy of education based on the European Dimension on Education. *Revista de pedagogía*, 67(1), 101-116.
2. European Commission (2010). A European strategy for smart, sustainable and inclusive growth. Bruxelles: European Commission. (Note: report summary, pp. 6-8)
3. European Commission (2013). How the European Union works? Your guide to the EU institutions. Luxembourg: Publications Office of the EU
4. European Commission (2014). *Did you know? 10 EU rights at a glance*. Luxembourg: Publications Office of the EU
5. European Commission (2016). *Guide to the European citizens' initiative*. Publications Office of the EU
6. European Parliament (2016). *European Parliament resolution of 12 April 2016 on Learning EU at school*. Strasbourg: European Parliament
7. Fontaine, P. (201). *Europe in 12 lessons*. Luxembourg: Publications Office of the EU.
8. Ledić, J., Miočić, &. Turk, M. (2016). *The European Dimension in Education: Approaches and Challenges*. Rijeka: Faculty of Humanities and Social Sciences
9. Philippou, S. (2005). The 'Problem' of the European Dimension in Education: a principled reconstruction of the Greek Cypriot curriculum. *European Educational Research Journal*, 4(4), 343-367.
10. Philippou, S. & Theodorou, E. (2014). The 'europeanisation' of othering: children using 'Europe' to construct 'others' in Cyprus. *Race, Ethnicity and Education*, 17(2), 264-290.
11. Ryba, R. (1995). Unity in Diversity: The Enigma of the European Dimension in Education. *Oxford Review of Education*, 21(1), 25-36.
12. Savvides, N. (2008). The European dimension in education: Exploring pupils' perception at three European Schools. *Journal of Research in International Education*, 7(3), 304-326.
13. Turk, M., & Ledić, J. (2015). Croatian School Teachers' Familiarity with The European Dimension In Education. *The Turkish Online Journal of Educational Technology*, (August 2015).
14. Turk, M. & Ledić, J. (2013). The competences for implementation of the European dimension in education: a challenge for (school) pedagogues in Croatia? In: Bartulović, M.; Bash, L. i Spajić-Vrkaš, V. (Ed.), *Unity and disunity, connections and separations: intercultural education as a movement for promoting multiple identities, social inclusion and transformation*. (pp. 193-206). Zagreb: Interculture - Intercultural Center
15. Turk, M., Miočić, I., Marinović, M., Turković, I. & Ledić, J. (2015). Croatian students' awareness, understanding and attitudes regarding European dimension in education. *Procedia - Social and Behavioral Sciences*, 174, 862 – 869.

RECOMMENDED FURTHER READING	
<ol style="list-style-type: none"> 1. Savvides, N. (2008). The European dimension in education: Exploring pupils' perception at three European Schools. <i>Journal of Research in International Education</i>, 7(3), 304-326. 2. Commission of the European Communities (2008). Progress towards Lisbon objectives in Education and Training. 3. Philippou, S. (2012). 'Europe' as an Alibi: An Overview of Twenty Years of Policy, Curricula and Textbooks in the Republic of Cyprus—And Their Review. <i>European Educational Research Journal</i>, 11(3), 428-445. 4. Ryba, R. (1992). Toward a European Dimension in Education: Intention and Reality in European Community Policy and Practice. <i>Comparative Education Review</i>, 36(1), 10-24. 5. Savvides, N. (2008). The European dimension in education: Exploring pupils' perception at three European Schools. <i>Journal of Research in International Education</i>, 7(3), 304-326. 6. Schmeinck, D. (2013). 'They are like us' – teaching about Europe through the eyes of children. <i>International Journal of Primary, Elementary and Early Years Education</i>, 41(4), 398-409. 	
IV. ADDITIONAL INFORMATION	
ATTENDANCE	
<p>Classes in this course are conducted in an online environment, with the help of Merlin distance learning system and other platforms / applications that enable distance learning and communication (eg MS Teams, Zoom, Exam.net, Google forms, etc.). The students are expected to actively follow the instructions and notices that the teachers disseminate via Merlin.</p> <p>Learning and teaching are processes that cannot be entirely predicted and precisely planned, and in many ways depend not only on the teacher but also on the group of students (their preferences, work motivation, workload, place of residence, etc.). In this context, students should be aware of their responsibility to achieve the teaching goals. It is especially worth noting that the teachers expect students to prepare for classes in accordance with the given instructions.</p>	
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE	
<p>Information / changes / instructions for attending the course will be disseminated via Merlin distance learning system. Students are asked to check their emails regularly and visit the course pages on the Merlin distance learning system.</p>	
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS	
<p>Students are free to contact teachers for any information regarding the course, preferably via email. Students are asked to respect the teachers' weekly breaks. If they do not receive a response to the inquiry from the teacher within 2 days (excluding weekly breaks and holidays), students are asked to resend the inquiry. In order to communicate in the course, it is necessary for students to register for the course in the Merlin system during the first week of classes.</p>	
INFORMATION ABOUT THE FINAL EXAM	
<p>The final exam is not planned for this course. The final grade is based on the sum of the achieved points through the activities during the classes. Evaluation forms are developed for each activity which is assessed (excluding continuous assessment), whereby students are acquainted in advance with all the elements that will be assessed. The evaluation forms will be available on the course pages on the Merlin distance learning system. The final number of points in the course (100) is derived based on the sum of the points achieved from all 3 activities in the course. Students must have a positive grade in each of the 3 activities. A positive grade for each activity makes up a minimum of 50% of the grade points. Negatively rated activity can be repeated only once. Students can correct 2 out of 3 activities that have been graded negatively. Activities can be corrected at the end of the semester, when insight into the entire student work is gained. The written test can be retaken during the exam deadlines while other activities that are corrected should be submitted 5 days before the scheduled exam date. It should be emphasized that the course is designed to allow students to complete ALL obligations during the semester. The sum of the points for all activities is converted into the final grade in accordance with the Grading Criteria.</p>	
OTHER RELEVANT INFORMATION	
<p>Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.</p>	
EXAM DATES	
Winter	/
Spring supplementary	/
Summer	14.6.2023. (10.00); 28.6.2023. (10.00)

Autumn supplementary	4.9.2023. (10.00); 8.9.2023. (10.00)
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Course introduction The ABC of the European Union (1/2)
Week 2	The ABC of the European Union (2/2)
Week 3	EU educational policies in a nutshell (1/2)
Week 4	EU educational policies in a nutshell (2/2)
Week 5	The history of the idea of the European dimension in education (1/3) Approaches, experiences and challenges of implementing the European dimension in education (1/3)
Week 6	The history of the idea of the European dimension in education (2/3) Approaches, experiences and challenges of implementing the European dimension in education (2/3)
Week 7	The history of the idea of the European dimension in education (3/3) Approaches, experiences and challenges of implementing the European dimension in education (3/3)
Week 8	<i>Online written test</i>
Week 9	Local, national, European, global: identities in the European Union (1/4) Research of the local, national, European, global identities (1/4)
Week 10	Local, national, European, global: identities in the European Union (2/4) Research of the local, national, European, global identities (2/4)
Week 11	Local, national, European, global: identities in the European Union (3/4) Research of the local, national, European, global identities (3/4)
Week 12	Local, national, European, global: identities in the European Union (4/4) Research of the local, national, European, global identities (4/4)
Week 13	Student presentations
Week 14	Student presentations
Week 15	Conclusion and evaluation of the course

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Explain the course of founding and developing the European Union	<i>The ABC of the EU</i>	Individual work on the literature analysis about the context of forming the EU and the related key concepts	Written test with objective type questions
Analyse and contextualise the main aspects of educational policy in the European Union as well as guidelines for its development	<i>EU educational policies in a nutshell</i>	Individual work on the literature analysis about the history, present (and future) of the EU educational policies	
Explain the emergence of the European Dimension in Education idea	<i>The history of the idea of the European dimension in education</i>	Individual work on the literature analysis about the historical development of the concept of the European Dimension in Education and its present status	
Compare trends of introducing the European Dimension in Education with the present situation in different European countries			
Recognise the appearance of the European dimension in Education in various aspects and contexts (elements of European citizenship, identity, values, multilingualism and mobility, learning “in, about and for Europe”)	<i>Approaches, experiences and challenges of implementing the European dimension in education</i>	Individual work on the qualitative study – conducting interviews with the secondary school pupils about the EU and the European Dimension in Education	Interview transcription and analysis protocol *
Evaluate the educational systems’ transformations in European countries in the process of acquiring European standards	<i>Local, national, European, global: identities in the European Union</i>	Activity of research of the local, national, European, global identities (e.g. Writing a European Development Plan, preparing workshops, etc.).	Individually developed assessment methods depending on the selected activity *
Propose changes leading to the empowerment of the European Dimension in Education in different national educational systems.	<i>Research of the local, national, European, global identities</i>		

**The activity is evaluated in accordance with the pre-defined evaluation criteria (students are provided with written instructions for each activity as well as the corresponding evaluation forms)*

