

Newsletter #3 Cyprus

EDURAD: ADDRESSING VIOLENT RADICALISATION: A MULTI-ACTOR RESPONSE THROUGH EDUCATION



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Critical Thinking and Critical Dialogue

By Center for Social Innovation Cyprus

Critical Thinking and Critical Dialogue

Learning Objectives

The module developed by the Center for Social Innovation Cyprus provides a set of pedagogical tools and exercises intended to develop critical thinking and dialogue skills among children and youth. It will help participants develop the following skills and competencies:

- To engage in self-reflection and critical self-reflection processes
- To identify the need for and develop questioning skills
- To recognise established beliefs and assumptions
- To challenge received knowledge and open it up to further questioning and analysis
- To organise a discussion about difficult issues
- To craft logical and persuasive arguments

IN THIS ISSUE

CRITICAL THINKING AND CRITICAL DIALOGUE

Introducing pedagogical
approaches to developing
critical thinking

ACTIVITIES AND EXERCISES

Includes activities for people
that follow the module.

These activities are also
transferable to a classroom
with students

- To identify the value of counter-narratives in discussions
- To evaluate sources of knowledge
- To conceptualise educational processes as democratic processes.

TARGET GROUP

Reaching out to teachers,
educators, youth workers
and parents

Components of the Module

The module's content is divided into four units, each of which builds up from what is learned in previous units. The first unit is **“Introducing Critical Reflection”**, and it aims to inform about the notion of critical reflection and define its rationale, scope and uses.

The second unit, titled **“Critical and creative communication”**, seeks to introduce pedagogical approaches that engage young students in critical and creative discussions. In this module, we look at how to organise a discussion, craft logical and persuasive arguments, and accept and incorporate the expression of counter-narratives that might represent marginalised perspectives and views.

In the third unit, **“Coping with controversy in the classroom”**, we try to offer ways to discuss controversial issues in a classroom. Here, we look at the dangers of stereotyping and labelling of individuals and how to engage with controversy whilst keeping the classroom a safe space for all.

The final (fourth) unit is called **“Civic Engagement through education”**. Its purpose is to promote civic participation by looking at some key components of how students can begin engaging in public discourse. The first such component is to encourage students to discover values that can be shared and upheld collectively. Another one is to support peer/collaborative (instead of individual-based) learning among students. Finally, we investigate the notion of a **Democratic Classroom** and suggest some of the benefits and difficulties of creating such a space with students.

Target groups

The module reaches out to professionals working with children and young people. Anyone working with children, teenagers, or young adults (such as teachers, counsellors, or even youth group leaders) should find the module helpful in introducing and developing critical thinking among students and youth.

In addition, this module could be helpful to parents/guardians, who can use the exercises and activities included in the module to encourage their children to engage in critical thinking.

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