COURSE BROCHURE | ERASMUS+ TRAINING

Critical Thinking and Problem Solving in Education

Develop learners' reasoning through effective questioning, evidence evaluation, source verification, problem framing and authentic decision-making challenges.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Azores	English	On-site	6 days	€480	E10201112

€480 per participant for 6 days in Azores, Portugal. Check current editions, fee and inclusions before booking.

Course description

Every day, learners encounter claims, opinions, persuasive messages and complex problems that require careful judgement. Developing critical thinking and problem-solving skills helps them question assumptions, evaluate evidence, consider different perspectives and make informed decisions. These competences are essential for independent learning, responsible citizenship and meaningful participation in an increasingly complex world.

This practical course equips teachers and trainers with questioning strategies, critical thinking routines, source-evaluation techniques and structured problem-solving tools that can be applied across subjects and age groups. Participants will practise analysing arguments, identifying misinformation, investigating root causes, comparing possible solutions and making decisions based on clear reasoning and evidence.

Through authentic educational challenges, interactive workshops and exchange with European colleagues, participants will design a transferable learning sequence and assessment approach that makes learners' reasoning visible. They will explore how to encourage independent thinking, facilitate constructive discussions and adapt these strategies to their own educational contexts.

Who the course is for

For educators

Teachers, trainers, VET professionals, curriculum coordinators and other education professionals seeking practical approaches to critical thinking, source evaluation and structured problem-solving. The course is particularly relevant for educators who want learners to question assumptions, evaluate information, discuss evidence, investigate authentic problems and justify decisions across different subjects.

At a glance

Course level: Basic to Intermediate Professional Literacy

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Claims, Evidence & Source Evaluation / Problem Framing & Decision-Making / Authentic Challenges & Reasoning Assessment

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Claims, Reasons & Evidence** - Distinguish claims, opinions, reasons, evidence and judgements, and explain how they contribute to the quality of an argument.

02 **Analytical Questioning & Visible Thinking** - Use questioning sequences and visible thinking routines to support analysis, comparison, inference, explanation and evaluation.

03 **Source Evaluation & Misinformation Literacy** - Evaluate the credibility, relevance, evidence and persuasive framing of information using practical source-checking and lateral-reading strategies.

04 **Assumptions, Bias & Perspective** - Identify assumptions, missing perspectives, cognitive biases and weak reasoning within educational cases, media and classroom discussion.

05 **Problem Framing & Root-Cause Analysis** - Distinguish symptoms from causes, map stakeholder perspectives and constraints, and formulate a clear problem statement.

06 **Decision-Making & Solution Design** - Generate alternative solutions, establish transparent criteria, compare trade-offs and justify a selected course of action.

07 **Critical-Thinking Learning Design & Assessment** - Design an authentic problem-solving sequence and assess learner reasoning through clear criteria, reflection and evidence of thinking.

08 **European Peer Exchange & Institutional Transfer** - Compare critical-thinking practices with European peers, exchange professional approaches and identify routines that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Making Thinking Visible

- Distinguish recall, opinion, reasoning, evidence and judgement through classroom examples.
- Transform closed questions into prompts for analysis, comparison, inference and evaluation.
- Use Socratic questioning and discussion routines to make learners' thinking visible.
- Map claims, reasons and evidence, and create a questioning toolkit for a selected subject or learner group.

DAY 3

Source Evaluation, Misinformation & Assumptions

- Compare sources for authority, evidence, purpose, context and relevance.
- Use lateral reading and cross-checking to investigate claims and possible misinformation.
- Identify persuasive framing, omitted information, assumptions and cognitive bias.
- Practise structured discussion where conclusions must be supported by evidence.
- Design a short source-evaluation learning task.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Problem Framing & Root-Cause Analysis

- Distinguish visible symptoms from underlying causes in educational and real-world problems.
- Map stakeholder perspectives, needs, constraints and competing priorities.
- Apply the Five Whys, causal mapping and constraint analysis to investigate problems.
- Develop a focused problem statement using a structured template, avoiding premature solutions.

DAY 5

Decision-Making & Solution Design

- Generate alternative solutions through divergent and reverse thinking techniques.
- Establish decision criteria and compare options using a transparent decision matrix.
- Examine trade-offs, assumptions, feasibility and possible unintended consequences.
- Develop a low-cost prototype, proposal or pre-mortem for a selected solution.
- Justify decisions using evidence, clear reasoning and transparent criteria.

DAY 6

Classroom Implementation, Facilitation & Assessment

- Combine questioning, source evaluation and problem-solving strategies into a structured learning sequence.
- Develop assessment criteria or rubrics for evaluating reasoning, evidence use and decision quality.
- Practise facilitation through a short micro-teaching activity and structured feedback.
- Refine the learning sequence and classroom implementation.
- Complete course reflection, evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Visible Thinking & Evidence Evaluation

Participants identify claims, reasons, evidence and assumptions through thinking routines, analytical questioning, source comparison and structured discussion.

Problem Framing & Decision Analysis

Guided cases develop root-cause analysis, stakeholder mapping, constraint awareness, transparent decision criteria and consideration of trade-offs and risk.

Authentic Learning Design & Reasoning Assessment

Participants design problem-solving sequences and assessment criteria, rehearse facilitation and refine their work through peer feedback and reflection.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing an Evidence-Based Classroom Problem-Solving Challenge**
>
> Imagine learners investigating a real-world issue using information from different sources. They identify claims and assumptions, evaluate credibility, investigate underlying causes, compare possible solutions and justify a decision using transparent criteria. The educator assesses the reasoning process rather than rewarding unsupported opinions or a single predetermined answer

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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