

07. Critical Inquiry for Development of Critical Thinking

ECTS: 2 (10 hours synchronous online sessions + 40 hours independent work)

Summary:

The course is intended for teachers who want systematically, consistently, and methodically foster critical thinking in students while teaching their subjects. It is also intended for researchers who want to explore the development of critical thinking. During the course, participants were introduced to essential concepts, methodological models, and frameworks. A significant amount of time will be devoted to practical tasks, putting course participants “in the shoes” of students to better understand the possibilities of critical thinking development. Most of the time will be devoted to independent work, directly related to the course participants' study programs and the improvement of subjects in terms of development of critical thinking and critical inquiry.

For: Academic staff and early-career researchers.

Mode: Online

Places: 40

Learning outcomes:

1. Enforced development of critical thinking skills in various higher education study programs and subjects.
2. Acquaintance with the concepts of “critical pedagogy” and “critical inquiry”
3. Application of methodical framework for development of critical thinking and apply in professional practice
4. Application of various critical thinking development strategies and methods in the professional practice
5. Acquaintance with critical thinking standards/rubrics and application in a professional practice

Contents:

1. Concepts of critical pedagogy and critical inquiry in HE
2. Methodological framework for developing critical thinking in HE
3. Types and ways of organizing students' independent, cooperative and collaborative work in promoting critical inquiry and critical thinking skills
4. Assessment for learning and assessment of learning. Rubrics/standards for evaluation of critical thinking capacities
5. Value of critical thinking development for students, teachers, university and society.

Methodology:

The course program is based on pragmatism (J. Dewey, M. Lipman) and social constructivism (L. Vygotsky, J. Bruner) whose essential features are exploration, experimentation, practical tasks, and constructing the meaning of learning through both individual and cooperative work. Elements of critical pedagogy (P. Freire, S. Brookfield, J. Mezirow) are used in self-reflection on one's own learning, self-analysis, and in assessing the possibilities for developing critical thinking and the value of such assessment.

Teaching Staff:

Assoc. Prof. Daiva Penkauskiene

Institute of Education Science and Social Work

Faculty of Human and Social Studies (Mykolas Romeris University)

Dates and Schedule:

02 February – 01 April 2026

Live sessions (online):

15:00–17:00 Bulgaria, Romania, Greece | 14:00–16:00 Italy, France, Germany, Poland (CET base) | 13:00–15:00 Canary Islands.

Live session dates:

02.02.2026 | 19.02.2026 | 10.03.2026 | 20.03.2026 | 01.04.2026
