



### *Experia Academy – Learning Journey*

<b>Course title</b>	AI as your thinking partner: fostering critical thinking in the age of AI
<b>Duration</b>	20 hours (5 days × 4 hours/day)
<b>Level</b>	Intermediate (HE teachers, any discipline)
<b>Location</b>	Vilnius, Portugal, Spain
<b>Trainer's name</b>	Andrej

Short general description:

A practical, learning-by-doing programme for higher education teachers who want to embed critical thinking (CT) into their courses but are unsure where to start. Participants work on one real topic from their own course and build a complete, reusable ‘critical thinking infusion package’: teachable claims, assessable outcomes, question sequences, short metacognitive wrappers, an in-class activity, and a manageable assessment prompt with a simple rubric. AI is used as a thinking partner to generate alternatives, surface assumptions, and stress-test reasoning – participants remain responsible for judgment and academic standards. All design work happens during the sessions.

### **Course content by days**

#### **Day 1**

<b>Approx time</b>	<b>Activity</b>	<b>Description</b>
09:00–09:15	Arrival & orientation	How the week works (learning by doing). Participants choose one real topic/week from their course to redesign.
09:15–09:40	Critical thinking in plain terms	Working definition and what counts as a ‘claim’ (contestable statement) in different disciplines. Quick examples.
09:40–10:40	Claims safari (design sprint 1)	Participants identify at least 5 teachable claims for their chosen topic and note what shows strong vs weak reasoning.
10:40–10:50	Short break	—
10:50–11:25	AI lab: claim detector and evidence needs	Use AI to surface implicit claims and propose evidence types; participants decide what fits their discipline and standards.

11:25–12:20	CT micro-activity build (design sprint 2)	Turn one claim into a 15-minute in-class activity with two follow-up questions and a clear closing move.
12:20–12:50	Share-out & calibration	Gallery walk and peer feedback: Is the claim contestable? Does the activity force reasoning? What evidence is expected?
12:50–13:00	Pack today's takeaways	Finalise the claims inventory & micro-activity draft & one AI prompt you trust.

## Day 2

Approx time	Activity	Description
09:00–09:10	Arrival & quick check-in	Name one claim you will teach and what makes it contestable.
09:10–09:40	CT outcomes you can assess	How to write outcomes that require judgement, evidence, criteria, or alternatives (not just 'understand').
09:40–10:50	Outcome upgrade clinic (design sprint 1)	Participants upgrade 3 existing outcomes into assessable CT outcomes for their course/topic.
10:50–11:00	Short break	—
11:00–11:25	AI lab: outcome variations and evidence	AI proposes alternative wordings and evidence collection ideas; participants refine and keep the versions that fit.
11:25–12:25	Alignment map (design sprint 2)	For one topic: outcome → key question → activity → evidence collected in class → feedback focus.
12:25–12:50	Peer review: clarity & realism	Pairs/triads check outcomes for clarity and assessability; tighten wording.
12:50–13:00	Pack today's takeaways	Finalise 3 CT outcomes & 1 alignment map & a short student-facing explanation of 'good thinking' in your discipline.

## Day 3

Approx time	Activity	Description
09:00–09:10	Arrival: 'How did you arrive?'	Quick micro-task: answer & explain the reasoning steps. Normalise process talk.
09:10–09:35	Making thinking visible	Metacognition and self-monitoring. Why short wrappers work and how to keep them under 3 minutes.
09:35–10:45	Wrapper studio (design sprint 1)	Create 3 wrappers (pre-, during-, and post-activity) linked to your activity or assessment point. Plan quick marking (pass/fail).
10:45–10:55	Short break	—

10:55–11:25	Think-aloud modelling practice	Participants write and practise a 2–3-minute think-aloud script (criteria, evidence, uncertainty, alternatives).
11:25–11:45	AI lab: reflection follow-ups	Use AI to generate supportive follow-up questions that probe assumptions, evidence quality, and alternatives.
11:45–12:35	Integrate wrappers into your design (sprint 2)	Attach wrappers to the Day 1 activity or a real assessment point; ensure outputs are collectable in class.
12:35–13:00	Share-out and pack takeaways	Swap wrapper sets and improve wording for clarity and time; finalise your wrapper pack & think-aloud script.

#### Day 4

Approx time	Activity	Description
09:00–09:10	Arrival: question makeover	Turn a content question into a thinking question (evaluation/criteria/alternatives).
09:10–09:35	Question families that trigger CT	Six families: clarify claim, evidence, assumptions, alternatives, criteria, implications. Friendly sceptic stance.
09:35–10:45	CT question bank sprint (design sprint 1)	Write at least 12 topic-specific questions (2-3 per family) plus follow-ups and rescue prompts for quiet rooms.
10:45–10:55	Short break	—
10:55–11:20	AI lab: friendly sceptic role-play	AI challenges your claim politely; you practise follow-up ladders and keep tone supportive.
11:20–12:10	20-minute discussion plan (design sprint 2)	Design a short discussion: opening question, follow-up ladder, 1 minute thinking time, how you capture outputs, closing line.
12:10–12:45	Micro-teaching try-outs	In small groups: practise a short (5-8-minute) facilitation segment; get feedback on clarity, follow-ups, and safety.
12:45–13:00	Pack today's takeaways	Finalise your question bank & discussion plan & rescue prompts.

#### Day 5

Approx time	Activity	Description
09:00–09:10	Arrival: make it possible to assess	Replace one vague criterion ('good analysis') with observable indicators.
09:10–09:40	Assessment without overload	How to design prompts that require reasoning and are manageable to mark. AI-resilient by design, not by policing.

09:40–10:50	Assessment redesign sprint (design sprint 1)	Rewrite one assignment/exam prompt to require: claim/position, reasons, evidence evaluation, criteria, alternatives/limits + a short process note (wrapper).
10:50–11:00	Short break	—
11:00–11:30	AI lab: rubric drafter + stress test	AI drafts a short 0–3 rubric (4 criteria). Participants edit and calibrate it against sample responses.
11:30–12:05	AI policy snippet + student AI use statement (sprint 2)	Write a brief course-level AI statement (allowed / allowed with disclosure / not allowed) and a 2-4-line student AI use statement template.
12:05–12:45	Capstone showcase	In small groups: each participant presents their CT infusion package: claim, outcomes, activity, wrappers, questions, assessment, rubric, and AI rules.
12:45–13:00	Close & next steps	Confidence pulse & one small implementation commitment for the next 2 weeks.