

26 - 28 February 2026

Rotterdam , Netherlands

Get Critical: Developing Critical Thinking Pedagogies in Response to Global Crises

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Abstract

This paper presents findings from ‘Get Critical’, a project funded by Research Ireland that explores the adaptation of an established theoretical and pedagogical framework for teaching critical thinking within the context of Global Citizenship Education (GCE). In an era marked by mis- and dis-information, shifting notions of truth, and complex global crises, critical thinking is essential for empowering learners to interrogate information, consider diverse perspectives, and engage meaningfully with societal challenges. The original framework was collaboratively reimagined with STAND, an organisation promoting GCE across Irish third-level education. This project responds to the need for context-sensitive pedagogical innovation, highlighting the importance of conscious consideration of the unique settings learning takes place within when exploring how to adapt and implement others’ approaches. The study employed a three-phase sequential design which included professional development, framework adaptation, and engagement with key stakeholders. Findings highlight the importance of contextual responsiveness when implementing pedagogical models and offer insights into collaborative adaptation processes. Ultimately, the findings from this study remind us that pedagogy must not be static, but that as educators we must consider how our practice can be informed by current research and be adaptable and responsive. The reimagined framework developed by STAND represents the most significant outcome of this project, offering a research-informed insight into how critical thinking development can be fostered with higher education students to promote future-oriented dispositions and skills necessary to navigate the multiple interconnected global crises they are living through and must learn to navigate and respond to.

Keywords: Framework Adaptation, Higher Education, Conceptual Framework, Global Citizenship Education, Critical Thinking Pedagogy