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Module 4 - Co-design learning through Flash Thinking Challenges

Unit 4.2 - Fitting Context/Purpose/Skills

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Unit 4.2. Learning Objective

By the end of this unit, participants will be able to:

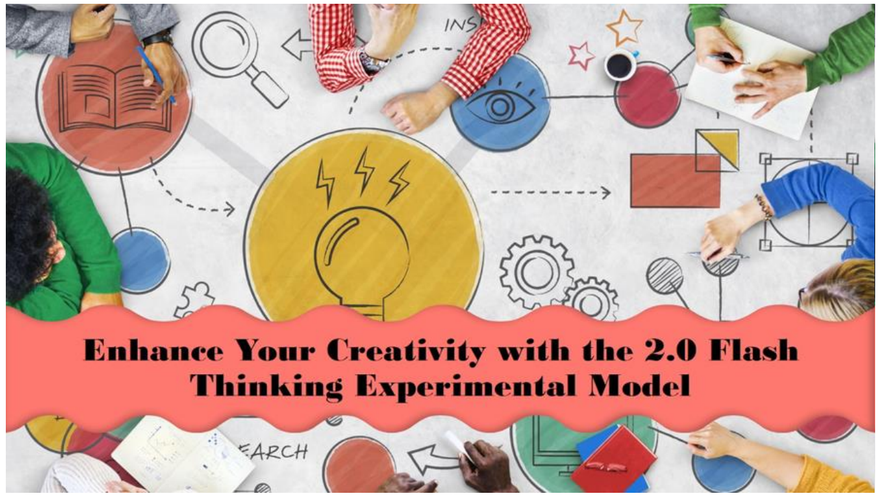
- Identify the educational context in which Flash Thinking is most effective.
- Explain why and when Flash Thinking should be used in co-design learning environments.
- Recognize key teacher competencies required to facilitate Flash Thinking activities.
- Describe the skills students develop through rapid ideation and collaborative thinking.
- Align Flash Thinking with classroom needs and learning structures.
- Connect Flash Thinking to 21st-century skills and European education frameworks.
- Define expected learning outcomes of Flash Thinking sessions.
- Apply practical examples of Flash Thinking in various teaching scenarios.
- Implement essential tips for effective and inclusive Flash Thinking activities.
- Reflect on their own teaching practice to identify areas where Flash Thinking can enhance co-design learning.

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Module 4 Co-design learning through Flash Thinking Challenges

Unit 4.2: Fitting Context/Purpose/Skills



The educational context for Flash Thinking

01-Student-centered pedagogy

02-Rapid creativity and ideation

03-Collaborative problem solving

04-Flexible learning spaces

05-Active participation rather than passive listening

03-How does it support active learning?

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Why and when should it be used?

Flash Thinking is ideal when educators want to:

- Quickly gather ideas from all students
- Trigger creative thinking at the start of a lesson
- Generate multiple solutions to a problem
- Break routine and energize the classroom
- Support inclusive teaching where every learner contributes



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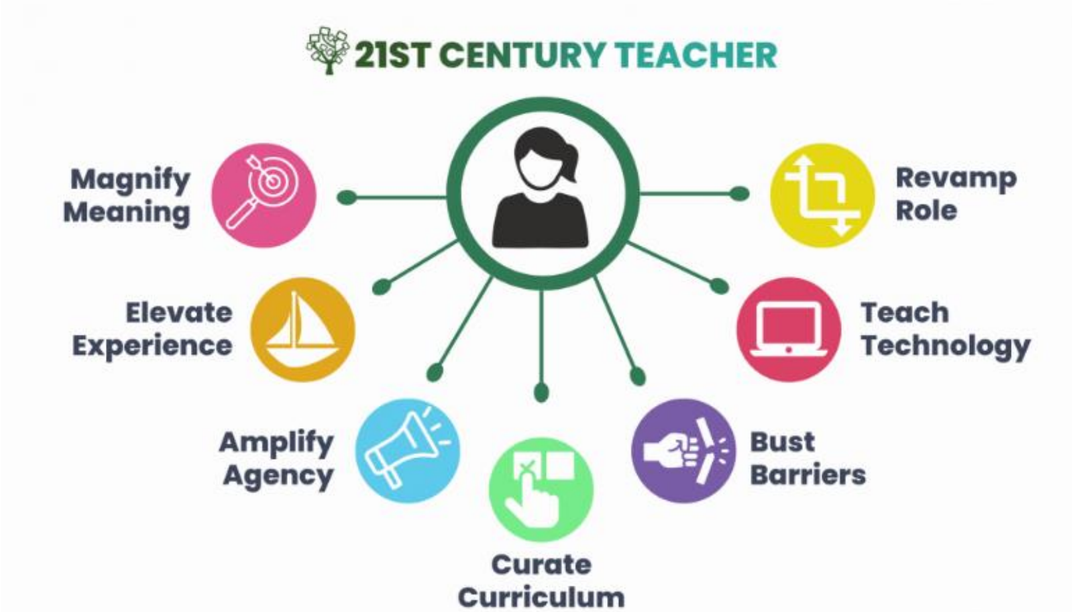
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Required teacher competencies

Teachers need to build competencies in:

- Facilitation skills → guiding rapid creativity
- Time management → keeping activities short
- Flexible pedagogy → adapting to unexpected ideas

- Encouraging participation from all students
- Observation skills → interpreting student output quickly
- Non-judgmental communication → creating a safe creative space



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Skills developed in students

Through Flash Thinking, students strengthen:

01 -

- Creativity & divergent thinking

02 -

- Communication skills

03 -

- Self-confidence in sharing ideas

04 -

- Collaboration with peers
- Problem-solving within time limits

05 -

- Critical evaluation of ideas
- Flexibility and adaptability

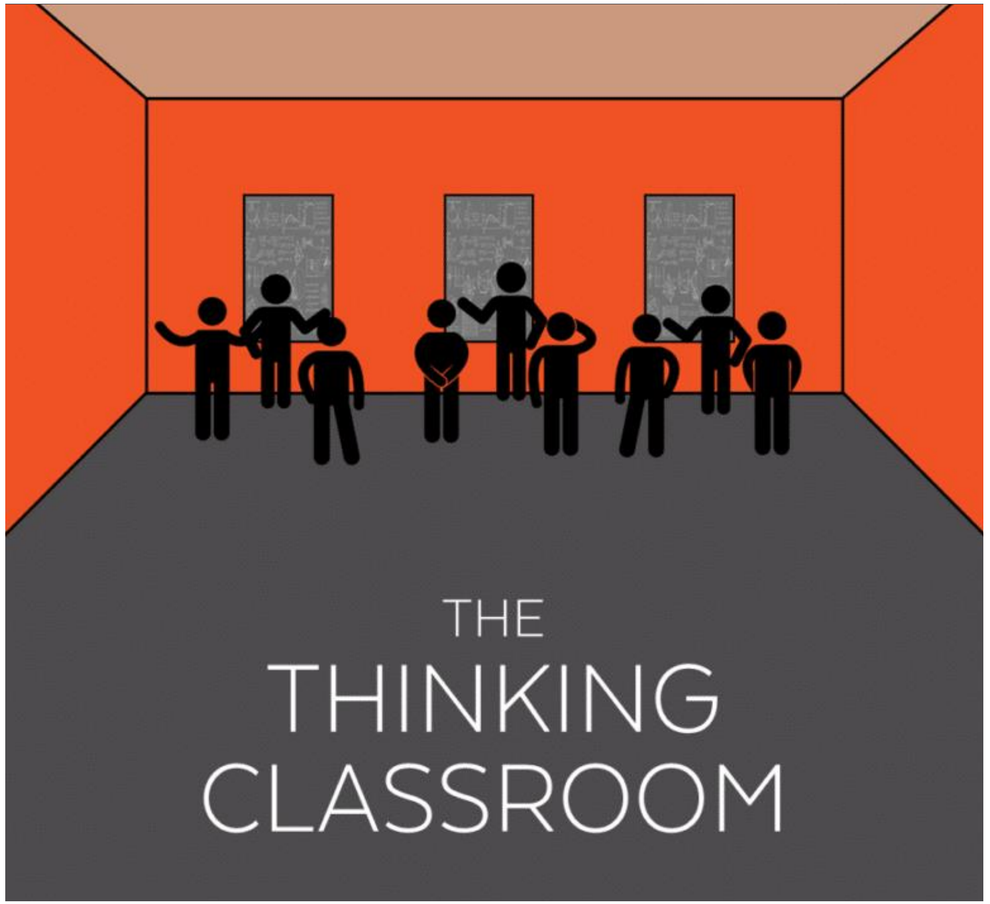
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Classroom alignment

Flash Thinking aligns with classroom needs such as:

- Encouraging participation in large and small groups
- Building a collaborative atmosphere
- Establishing routines that empower students
- Reducing classroom hierarchy by democratizing idea generation
- Supporting differentiated learning—every student contributes at their level
- Making learning dynamic, energetic, and engaging



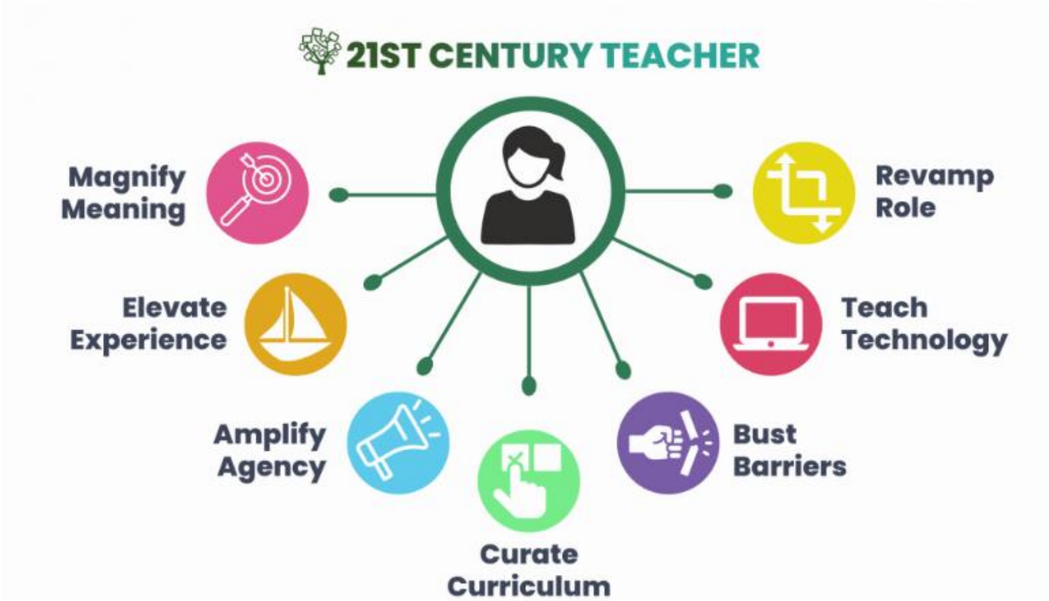
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21st-century learning connection

Flash Thinking supports 21st-century skills, including:

- Creativity & innovation
- Communication
- Collaboration
- Critical thinking
- Digital literacy (when digital tools are used)
- Adaptability
- Entrepreneurial mindse



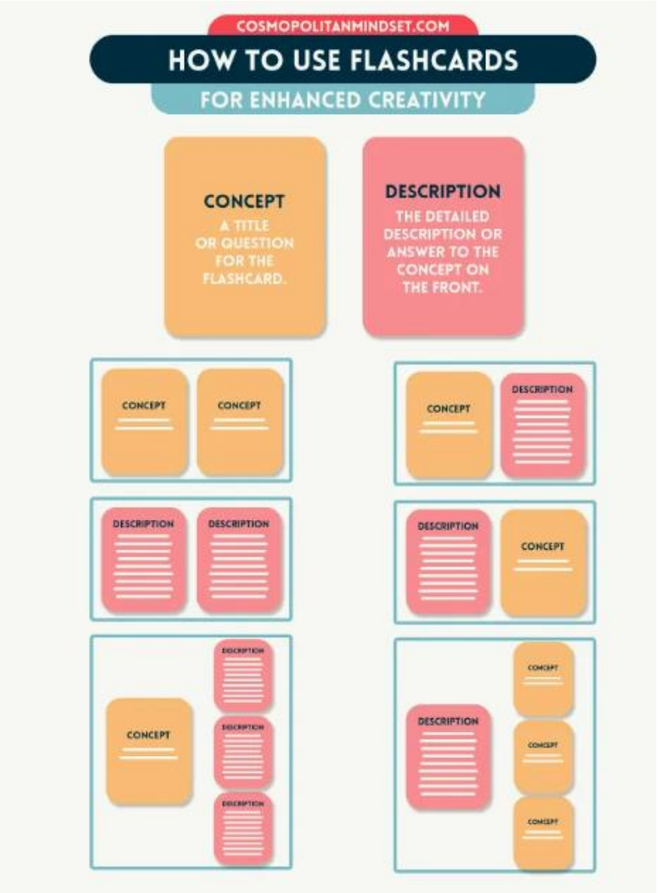
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Learning outcomes

After using Flash Thinking, students can:

- Generate a high number of divergent ideas
- Collaborate effectively with peers
- Evaluate and refine ideas produced
- Demonstrate active learning behaviors
- Co-design lesson components with teachers
- Apply creativity to real classroom challenges



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Practical integration examples

- **Example 1 – Warm-up Flash:**
- “Describe your dream school in 15 seconds.”
- → Supports imagination and community building
- **Example 2 – Rapid Problem Solver:**
- “You have 30 seconds: propose one way to reduce classroom noise.”
- → Produces fast, practical solutions
- **Example 3 – Co-design Activity:**
- “Design a group project theme in 20 seconds.”
- → Helps shape project-based learning
- **Example 4 – Digital Flash Board:**
- Use Miro/Jamboard for instant idea sharing.

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Reflection

Reflection Questions

- How can Flash Thinking support co-design in your lessons?
- What competencies would you like to develop as a facilitator?
- Which student groups might benefit most from this technique?
- How could you integrate digital tools into Flash Thinking activities?
- Where can Flash Thinking improve learning outcomes in your classroom?

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