LEARNING PROGRAMME

The 4 Cs in Education: Getting to Grips with Creativity, Critical Thinking, Communication and Collaboration

10-DAY COURSE

50 learning hours | Course programme

The 4 Cs in Education: Getting to Grips with Creativity, Critical Thinking, Communication and Collaboration – 10-Day Course

Introduction and Description

This advanced 10-day professional development course offers a comprehensive and theoretically robust examination of the Four Cs—Creativity, Critical Thinking, Communication and Collaboration—as foundational competences in contemporary education. Grounded in current scholarship in cognitive science, learning sciences, sociocultural theory and competence-based educational reform, the programme situates the 4 Cs within international frameworks such as the OECD Learning Compass, the EU Key Competences for Lifelong Learning and global 21st-century learning paradigms. Through this lens, the course interrogates how the Four Cs function not merely as isolated skills, but as interdependent cognitive, social and epistemic processes that shape how learners engage with knowledge, participate in learning communities and develop adaptive expertise for complex, rapidly changing environments.

Participants critically explore the theoretical underpinnings, pedagogical implications and practical affordances of the 4 Cs, examining how they intersect with inquiry-based learning, design thinking, dialogic and collaborative pedagogies, Universal Design for Learning (UDL), and inclusive education frameworks. Attention is given to the neurocognitive mechanisms that support divergent thinking, analytical reasoning, metacognitive regulation and interpersonal communication, as well as to the sociocultural and linguistic factors that influence learners' access to, and participation in, collaborative knowledge construction.

This course also adopts a deeply practice-oriented stance, inviting participants to engage in immersive workshops, simulations and reflective analyses that illuminate how the 4 Cs can be intentionally designed, enacted and assessed within authentic learning environments. Teachers experiment with activity prototypes, analyse exemplary classroom scenarios, explore digital platforms that support multimodal communication and collaborative problem-solving, and learn how to adapt pedagogical strategies to meet the diverse needs of learners across age groups, subjects and educational settings.

By the end of the programme, participants will have developed a nuanced understanding of the Four Cs as catalysts for transformative teaching and learning, as well as a sophisticated repertoire of strategies for integrating them into curricula, lesson design and broader school development processes. They will be equipped to critically evaluate their own pedagogical practices, harness digital and collaborative

tools for inclusive learning and contribute meaningfully to innovation cultures within their educational institutions.

Methodology and Assessment

The course employs an experiential, participatory methodology grounded in socio-constructivist and inquiry-based approaches. Learning occurs through workshops, simulations, micro-teaching, collaborative design tasks, and guided reflection. Participants analyse model activities, co-create instructional materials, and test strategies that foster the 4 Cs in diverse contexts. Digital tools support collaborative work and multimodal expression. Assessment is formative and continuous, based on active participation, reflective discussions, peer-feedback processes, and the development of a final teaching activity or project demonstrating coherent integration of the Four Cs.

Learning Objectives

By the end of the course, participants will be able to:

Knowledge & Understanding

- Attain a comprehensive, research-informed understanding of the theoretical foundations, conceptual definitions, and disciplinary intersections of Creativity, Critical Thinking, Communication, and Collaboration within contemporary educational theory.
- Critically analyse how the 4 Cs function as transversal competences in competence-based curricula, drawing connections to global frameworks such as the OECD Learning Compass, the European Key Competences Framework, and models of transformative and inquiry-driven learning.
- Examine the cognitive, socio-emotional, and cultural mechanisms through which the 4 Cs are developed, including their relationship to metacognition, identity formation, knowledge co-construction, and inclusive pedagogical design.

Application

- Design, implement, and critically evaluate learning activities and instructional sequences that systematically cultivate the 4 Cs across disciplinary, interdisciplinary, and project-based contexts.

- Integrate digital communication and collaboration tools to facilitate multimodal expression, distributed cognition, and collective problem-solving in face-to-face, blended, or online learning environments.

- Employ UDL-oriented adaptations and inclusive design principles to ensure that learning experiences related to the 4 Cs are accessible and meaningful for learners with diverse linguistic, cognitive, socio-emotional, and cultural needs.

Skills

- Demonstrate advanced competence in facilitating dialogic communication, reflective discourse, and collaborative group dynamics in heterogeneous classrooms.

- Apply analytical and evaluative skills to examine existing teaching practices, identify opportunities for embedding the 4 Cs, and redesign learning environments to enhance inquiry, creativity, and critical engagement.

- Engage in reflective and evidence-informed decision-making, using peer feedback, self-assessment, and classroom-based evidence to iteratively refine pedagogical practice aligned with the Four Cs framework.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Welcome, Orientation & Foundations of the 4 Cs

09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Warm-ups using the 4 Cs implicitly
11.15 - 11.30	Break
11.30 - 12.15	Historical and theoretical background
12.15 - 13.00	The 4 Cs in today's schools
Day 2	Deep Dive: Creativity
09.00 - 09.45	What creativity is (and is not)
09.45 - 10.30	Creativity-enhancing classroom techniques
10.30 - 11.15	Arts-based pedagogies
11.15 - 11.30	Break
11.30 - 12.15	Creativity across subjects
12.15 - 13.00	Micro-teaching experiment
Day 3	Deep Dive: Critical Thinking
09.00 - 09.45	The architecture of critical thinking
09.45 - 10.30	Tools for evidence-based thinking
10.30 - 11.15	Critical thinking in digital spaces
11.15 - 11.30	Break
11.30 - 12.15	Integrating critical thinking in school subjects
12.15 - 13.00	Reflective circle: Case examples from participants' schools
Day 4	Deep Dive: Communication
09.00 - 09.45	Functional and expressive communication
09.45 - 10.30	Communication strategies for inclusive classrooms
10.30 - 11.15	Digital communication tools
11.15 - 11.30	Break
11.30 - 12.15	Communication in conflict resolution
12.15 - 13.00	Creating a communication-enhancing task
Day 5	Deep Dive: Collaboration

09.00 - 09.45	Models of collaboration
09.45 - 10.30	Designing collaborative learning environments
10.30 - 11.15	Digital collaboration tools
11.15 - 11.30	Break
11.30 - 12.15	Assessing collaborative learning
12.15 - 13.00	Simulation activity
Day 6	Connecting the 4 Cs Coherently
09.00 - 09.45	The 4 Cs as an integrated competence system
09.45 - 10.30	Analysing sample classroom activities
10.30 - 11.15	Design principles for integrated tasks
11.15 - 11.30	Break
11.30 - 12.15	Hybrid learning formats
12.15 - 13.00	Redesign a lesson to incorporate all 4 Cs
Day 7	Practical Use of Each C
09.00 - 09.45	Hands-on Creativity Lab
09.45 - 10.30	Critical Thinking Clinic
10.30 - 11.15	Communication Micro-Workshops
11.15 - 11.30	Break
11.30 - 12.15	Collaboration Bootcamp
12.15 - 13.00	Peer feedback and refinement
Day 8	Designing Activities for Real Classrooms
09.00 - 09.45	Identifying classroom needs
09.45 - 10.30	Designing 4C-based activities
10.30 - 11.15	UDL-oriented adaptations
11.15 - 11.30	Break
11.30 - 12.15	Simulations applied to various levels
12.15 - 13.00	Feasibility & implementation planning
Day 9	Digital Tools for Collaboration & Media-rich Projects

09.00 - 09.45	Online tools for collaborative project work
09.45 - 10.30	Video creation and online communication
10.30 - 11.15	Cloud-based collaboration
11.15 - 11.30	Break
11.30 - 12.15	Designing a digital collaborative activity
12.15 - 13.00	Designing an action plan for implementation of 4Cs
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.