

Getting to Grips with Critical Thinking and how it works: Pedagogy, Employability, and Organisational Reality

Webinar

Professor Dan Remenyi

8 October 2026 12:00 (Noon) – 13:00 Lisbon Time.

Overview

Critical thinking (CT) impacts research and teaching through its role in pedagogy, its importance in employment and its impact upon organisational reality.

Higher education is continually called upon to foster CT as a core graduate capability, with employers citing a critical skills gap among new entrants to the workforce. However, the term CT encompasses a wide spectrum of concepts, ranging from encouraging impromptu questioning to conducting deep, disruptive evaluations of complex organisational policies and structures.

The capacity for critical thinking depends as much on a psychological disposition and intellectual habits than on skill. While basic analytical skills can be taught, applying them appropriately requires a specific mindset,

This webinar invites academics, researchers, and curriculum designers to critically



examine how CT is conceptualised in university settings versus how it operates in practice. It explores the implicit tension between academic ideals of objective inquiry and the political, emotional, and cultural realities of modern organisations.

Key Issues Addressed

- **Conceptual Unpacking:** Defining Critical Thinking and establishing its place in epistemology. Differentiating between trivial questioning, pedagogical tools, and high-level organisational inquiry.

- **The "Work-Ready" Assumption:** Critical thinking and work ready and new graduates to deploy non-trivial CT in entry-level roles overlooks organisational power dynamics and hierarchy.
- **Analytical Frameworks in Pedagogy:** Examining Socratic questioning, standards-based models, multi-perspective inquiry, and first principles thinking within higher education contexts.
- **The Cognitive Challenge of GenAI:** Assessing how generative AI tools may impact the necessary cognitive friction required for deep, reflective thought.

Targeted Audience

- **Lecturers & Course Directors** designing modules on critical thinking, management, and research methodology.
- **Educational Researchers & Academic Leaders** interested in graduate employability, assessment design, and higher education policy.
- **PhD Supervisors, Mentors & Student** navigating the intersection of academic rigor and workplace expectations.

Event facilitator



Professor Dan Remenyi has spent the last 35 years working with research students who were encouraged to employ techniques of critical thinking. He has therefore encountered this technique in many of its forms with many of its challenges. Prior to becoming an academic Dan spent more than a decade in the ICT industry working in a wide range of positions. During his years in academe, he has been a Visiting or Extraordinary Professor at 10 different universities. He holds a B Soc Sc, MBA and a PhD.

