Evidence-informed by design

Selected reading • These sources inform design; they do not establish TBT effectiveness.

Cognitive surrender

Shaw & Nave (2026), Thinking—Fast, Slow, and Artificial (working paper).
Read source ↗

Epistemic vigilance

Sperber et al. (2010), Epistemic Vigilance.
Read source ↗

Critical thinking

Facione (1990), The Delphi Report.
Read source ↗

Metacognition

Flavell (1979), Metacognition and cognitive monitoring.
Read source ↗

Guided inquiry

Lazonder & Harmsen (2016), Meta-analysis of inquiry-based learning.
Read source ↗

Retrieval practice

Roediger & Karpicke (2006), Test-enhanced learning.
Read source ↗

School–home partnership

Education Endowment Foundation, Working with Parents to Support Children’s Learning.
Read source ↗

Age-appropriate AI

UNESCO (2023), Guidance for generative AI in education and research.
Read source ↗

Building on ongoing Think Before Trust classroom practice reported by the project team in EAS Education’s primary English sessions (ages 6–11), a structured 8–12-week cohort evaluation for pupils aged 9–11 is scheduled to run through February 2027, incorporating pre/post, delayed and non-AI transfer tasks. Before formal research data collection, obtain appropriate ethics approval, parent or guardian consent and child assent; validate instruments for research use. This design note does not report completed evaluation findings.

Stop, Ask, Check and Decide are flexible prompts for pupils. The seven thinking competencies are observable behaviours for teachers, not seven extra steps. Both discovery and review provide opportunities to observe them.