

Developing Higher Order Thinking Skills of School Learners by Using Reflective Journals

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Abstract

In the twenty-first century, many countries and international organizations have expressed their views on the incorporation of thinking skills to produce effective, efficient individuals for social-economic prosperity. Therefore, it becomes imperative to introduce thinking skills from an early period of education to inculcate thinking abilities in students and gain benefits for their personal and professional goals. In this light, this study examines the use of journals as a tool for reflection and higher-order thinking. The findings of the study revealed that reflective journal writing helped learners to activate their higher-order thinking skills, develop strategies and achieve autonomy.

Keywords: thinking skills, higher order thinking, reflective journal writing, autonomy, strategies

Introduction

The twenty-first century witnessed a shift in the demand for human skills to progress in various aspects of life. From simple memorization of information to complex and challenging thinking abilities, there is a transition of skills that recognize thinking skills as paramount for personal and economic prosperity. Many nations have recognized the potential and opportunities at the global level and therefore the emphasis is on competing with the worldwide labour market which is characterized by creativity, innovation, global thinking and problem-solving abilities etc. The new cultural, technological and pedagogical reality which is globally dominant has called for a more realistic, experiential and meaningful learning at all educational stages (Leu et al., 2005). In this