



Teacher resources on higher-order thinking skills

TEACHING HIGHER-ORDER THINKING SKILLS RIGHT FROM SCHOOL CAN BRIDGE THE EDUCATION AND EMPLOYMENT SKILLS GAP. OUR ACER EXPERTS SHARE A LIST OF FREE TEACHING RESOURCES ON HIGHER-ORDER THINKING SKILLS.

The National Education Policy 2020 encourages our schools to help students become critical thinkers and problem solvers. The discourse on higher-order thinking skills have evolved over the years. In some countries like Australia, higher-order thinking skills are known as general capabilities and in others as 21st century skills. Although different terms are used in different countries, the underlying idea is the same – students should develop skills that help them face the challenges of a complex and changing world.

The teaching community is also discovering what constitutes higher-order thinking skills and efficient ways for teaching and assessing them. Five teaching resources on the topic of higher-order thinking skills have been handpicked by our ACER experts for you.

ASSESSMENT OF GENERAL CAPABILITIES: SKILLS FOR THE 21ST CENTURY LEARNER

This report has been published in 2020 by the Centre for Assessment Reform and Innovation (CARI) at the Australian Council for Educational Research (ACER). It is the outcome of a three-year research project that sought to develop an approach for teaching and assessing higher-order thinking skills in the classroom. The report states ‘the purpose of this project was to engage with educators to develop, trial, and validate resources at classroom level and ultimately equip them with the skills and resources they need to embed skills [higher-order thinking skills] into their practice’.

The full report is available at ACEReSearch https://research.acer.edu.au/cgi/viewcontent.cgi?article=1049&context=ar_misc

HOW TO ASSESS HIGHER-ORDER THINKING SKILLS IN YOUR CLASSROOM

Authored by Susan M. Brookhart, this book attempts to help teachers develop an understanding of different aspects of

higher-order thinking and key constituents of higher-order thinking. Teachers can learn about a wide range of topics – general principles of assessing higher-order thinking, and assessing analysis, logic, reasoning, judgement, problem-solving, creativity, and creative thinking.

Published by ASCD, USA, the PDF version of the book is available at <http://mpi.uinsgd.ac.id/wp-content/uploads/2018/07/Susan-M.-Brookhart-How-to-Assess-Higher-Order-Thinking-Skills-in-Your-Classroom-Association-for-Supervision-Curriculum-Development-2010.pdf>

KEY SKILLS FOR THE 21ST CENTURY: AN EVIDENCE-BASED REVIEW

This ACER paper discusses the skills required for the 21st century, the placement of such skills within policy and curricular frameworks, ways to incorporate these skills into curriculum and teaching and learning, and the methods to assess them.

The full report is available at ACEReSearch https://research.acer.edu.au/cgi/viewcontent.cgi?article=1358&context=research_conference


CRITICAL THINKING: SKILL DEVELOPMENT FRAMEWORK

This ACER teaching and assessment resource published in 2020 seeks to support teachers in implementing critical thinking lessons and tests in classrooms. What is the definition of critical thinking and what are its uses? How is it associated with other skills such as meta-cognition, problem-solving, and information literacy? What is the ACER critical thinking skill development framework?

The full report is available at ACEReSearch https://research.acer.edu.au/cgi/viewcontent.cgi?article=1042&context=ar_misc

TEACHING FOR GLOBAL COMPETENCE IN A RAPIDLY CHANGING WORLD

An OECD publication from 2018, this paper provides guidance to teachers for integrating global competence, one of the newly introduced areas in the Programme for International Students Assessment (PISA), into the existing curriculum, instruction, and assessment. The report states ‘global competence can be developed through discrete courses, such as those on poverty and its causes or the science of climate change. More commonly, however, educators integrate global education across the curriculum, using crosscutting themes that are explored in each of the subject areas or by transforming existing lessons to include global perspectives and address global issues’.

To read the full report, visit https://www.oecd-ilibrary.org/education/teaching-for-global-competence-in-a-rapidly-changing-world_9789264289024-en 

ACER India conducts professional learning workshops for school leaders and teachers. To register for our workshop on higher-order thinking skills in English, mathematics, and science, please visit <https://www.acer.org/in/> professional-learning or write to us at sales.india@acer.org.

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