

## Higher Order Thinking Skills Workshop: Faculty Professional Development and Its Effect on Their Teaching Strategies

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**Abstract :** A post-workshop of higher-order thinking skills (HOTS), for faculty from diverse academic disciplines, was conducted and the researcher surveyed the participants' intentions and plans to include HOTS as a goal, as learning and teaching task in their practices. Follow-up interviews with a random sample of participants were used to determine if they fulfilled their intentions three 3 months after the workshop. The degree of planned and enacted HOTS then was analyzed against the post-workshop HOTS ability and knowledge. This is one topic that has not been adequately explored in faculty professional development literature where measuring the effect of learning on their ability to use what they learned. This qualitative method study explored a group of male and female faculty members (n=85) enrolled in HOTS 2 day workshop. The results showed that 89% of faculty members although were mostly enthused to apply what they learned after a 3 months period they were caught up with routine presentations and lecturing.

**Keywords :** higher education, faculty development, Saudi Arabia, higher order thinking skills

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