

Six Thinking Hats: A educational technique to enhance cognitive abilities in education

Abstract:

Cognition is a fundamental human capacity that can be enhanced via deliberate effort and focused attention. Periodically, different educational bodies and policies acknowledge the significance of fostering critical thinking skills among pupils. The NEP 2020 also prioritizes cultivating students' innovative capacities and more significant intellectual potential through education. The primary objective of this study is to present a distinctive teaching approach that facilitates the development of advanced cognitive abilities, such as parallel thinking, lateral thinking, innovative thinking, and analytical thinking among students. The Six Thinking Hats concept, developed by Edward De Bono, provides a pragmatic approach to implementing diverse tasks. Using six metaphorical hats of varying colors, one can investigate a variety of cognitive talents in a straightforward, interesting, and effective manner. Another essential objective of this method is to guide the cognitive process into six distinct domains, individually promoting and improving concentrated thought. It enables individuals to examine issues, choices, alternatives, and opportunities in a structured, precise, and analytical manner. The Six Thinking Hats technique is commonly employed in the corporate management sector due to its effectiveness in addressing conflicts and identifying the best options. Promoting outstanding thinking, collaboration, and interaction offers multiple benefits for pupils, educators, and administrators. This study thoroughly analyzes the Six Thinking Hats technique and its advantages in a learning environment.

Keywords: Six Thinking Hats, Lateral Thinking, Thinking Skills.

Introduction:

One definition of creativity is that it converges on a single answer, making it more than just divergent ideas. It is just as important to ask the appropriate question as it is to find the correct answer; it does more than generate options; it also chooses among them (Young, 1985).

The ability to think critically is essential for educated people in today's information era to keep up with the ever-evolving environment, according to Gough (1991). According to many educators, absorbing and making sense of new information will be more crucial for tomorrow's workers and citizens than specialized knowledge.

Though thinking is our most valuable resource, we can never be pleased. Weak intellectuals who believe thinking is for self-gratification are the most satisfied with their talents, regardless of their level of development (De Bono, 1995).

Thinking encompasses several modalities, including scientific thinking, subjective thinking, unfavorable thinking, optimistic thinking, analytical thinking, and innovative thinking. (De Bono, 1995) employed a palette of six distinct colors to symbolize various thinking styles and devised the system known as the six thinking hats.

People rely on understanding to make sense of things, gather knowledge, investigate the issue, consider alternative perspectives, question their rigidity, determine their desires, make a choice, etc. In the process of attempting to perceive things explicitly, the majority of real-world thought takes place.

Sternberg and Lubert (1996) indicated that creativity involves problem-solving in personal and professional settings, innovative scientific discoveries, and community initiatives. Innovation requires perception and assessment, which both convergent and divergent thoughts can achieve.

According to (Beyer, 1997), a mindful classroom fosters inquiry among pupils. A conscious classroom encourages students to think carefully and explore significant education. Students get inspired, utilized, and encouraged. Similarly, a thinking-kindly workplace should support, inspire, and stimulate employees to think and reason freely. This workplace involves gathering data, assessment, testing, and information integration. Employees ask about protocols and tasks, investigate, cultivate, and assess information, knowledge, and novel conceptual frameworks and activities. They scrutinize concepts and ideas thoroughly and assess their evidence, logic, belief, and implicit understanding.

The De Bono Hats system, commonly called the six hats or six thinking hats, is a cognitive tool used for group discussions and individual thinking. Paired with the concept of concurrent thinking and acting, closely linked to it, it offers a method for groups to think collectively more efficiently and organize thinking processes thoroughly and wisely (De Bono, 1999).

The six thinking hats approach and the mapmaking style originated from De Bono's perception method of understanding the brain's functioning. De Bono asserts that the brain functions as a dynamic and autonomous mechanism that organizes patterns. De Bono created the six thinking hats technique by effectively building upon this perceptual paradigm. The six hats establish six artificial constructs. Contexts for thinking can be added or withdrawn (De Bono, 1999). The act of changing hats redirects focus toward a different mindset.

The Jordanian Ministry of Education developed 'The Intel Teach Program' to enhance the efficiency of teachers, incorporate technology into lessons, and promote students' thinking skills. Figuring out solutions, logical thinking, and collaboration, this program improves higher cognitive skills by utilizing online technologies (Ministry of Education, 2006). Developing pupils' thinking skills is a critical priority in Jordanian curricula. The Ministry of Education has held numerous seminars to enhance teachers' thinking skills in teaching. It is a novel and updated teaching method which has increased students' thinking levels.

Some writers have attempted to define what it is like to think creatively. For example, Gregory (2009) asserted that creative thinking is characterized by "flexibility, fluency,

sensitivity to problems, originality, and the ability to evaluate, combine and rethink materials and problems and organize them coherently."

Synthesis and Research Gap: There is a common perspective among these papers. Thinking skills, especially creative thinking, are always prioritized. Six Thinking Hats are incomplete without logical thinking, beliefs, implicit understanding, and individual perception. The proper utility of these hats increases students' thinking level as per their capability. Subjective thinking, originality, problem-solving ability, fluency, and flexibility of individuals are matters of discussion in every paper mentioned here.

Research Gap: In previous days, this theory was considered as a management theory. Though individuality, creative thinking, originality, flexibility, and problem-solving ability are given importance, classroom environments, especially in formal school setups, are not getting attention. Classroom management through this theory can make the classroom environment more effective and make every student more logical, scientific, original, and impartial. The management and amalgamation of emotions, sentiments, fellow feelings, and empathy with logical, rational thinking of every student in a classroom environment are the main motives of this paper, and so on is the research gap.

Each thinking represents a distinct approach to thinking. The following explanations are provided:

What are the Six Thinking Hats?

The Six Thinking Hats refer to a method developed by Edward de Bono, which involves using several modes of thinking to approach a problem or **situation. The various hats** symbolize distinct cognitive functions of the human brain that the instructor or facilitator will deliberately activate during meetings or exercises.

De Bono delineated the subsequent six thinking hats:



Blue represents authority and administration. The system management hat is the blue hat. The thoughts are organized by this headwear. Blue-hat thinking focuses on solutions, outputs, overviews, decisions, and summaries. When choosing a choice, it aids.



Black signifies prudence and is associated with pessimistic forecasts. To think critically, cautiously, and with extreme care is to wear a black hat. Reasoning is essential at all times. Negative evaluations of ideas, suggestions, topics, concepts, etc., are at the heart of black hat-thinking.



White represents impartiality, evidence, reason, and knowledge. The white hat covers information gaps, needs, and facts. It outlines how to get the necessary information about the subject.



The color **red** is often associated with feelings, instinct, and inner sentiments. The red hat is for instinct, emotions, speculation, and sentiments. It recognizes moods and thoughts as a significant aspect of reasoning. This red hat provides a simple method for a thinker to enter and exit the "transforming" phase.



Yellow represents an optimistic outlook, often associated with favorable forecasts. Positive evaluation and logical reasoning are at the heart of Yellow Hat. It can be utilized to anticipate the favorable outcomes of recommended deeds, principles, concepts, and advantages. In this way, it fosters "empathy," essential for creative problem-solving.



The color **green** symbolizes creativity and a free exchange of thoughts. New energy, alternatives, and ideas can be generated using the Green Hat. One of the cornerstones of green hat philosophy is the pursuit of alternatives. So, the green hat is crucial for thinking laterally and creatively. 'Thinking Beyond the Box' is the definition of lateral thinking.

Benefits of Six Thinking Hats:

As part of an organization's enduring endeavor to build and maintain high-quality operations, revisiting fundamental principles may be perceived as overly simplistic. However, that is

where it should commence, particularly in conversations where concepts are brought into being.

The six thinking hats concept, first in 1986, has shown to be beneficial for organizations globally. By employing the six thinking hats, individuals can derive multiple benefits. The most significant instances in which this cognitive strategy could produce positive results are listed below. (Bono, 1986).

Organization: Utilizing the six thinking hats technique facilitates a methodical approach to thinking. This is because every viewpoint is considered, facilitating the evaluation of information and eliminating superfluous details, thereby enhancing efficient decision-making.

Creativity: Assigning a wide range of responsibilities to team members encourages critical thinking and developing creative solutions beyond simple solutions. As a result, this makes it easier for people and businesses to assess their abilities, learn more creative notions, and combine different viewpoints to develop new ideas.

Productivity: People do more in less time since the strategy improves organizing and creative thinking skills. They are more empowered to work together because they know the direction of discussion or problem-solving. So, the six thinking hats strategy encourages role-taking and accountability.

Quality decision-making: Establishing clear parameters for the debate within a group is crucial for minimizing conflict and fostering a proactive mindset. By addressing one perspective at a time, the group members can concentrate on each viewpoint individually before shifting to the next. This results in high-quality decisions facilitated by the beneficial influence of the process.

Inclusivity: By adopting a shared "hat" during the procedure, the group may set aside preconceived notions and collectively concentrate on one perspective. By minimizing conflicts and fostering a shared understanding, it is possible to ensure that everyone feels involved in the subject matter.

Interpersonal skills: Listening and communication abilities increase with the six thinking hats technique. Such an approach makes people more persuasive when pitching ideas, more aware of when to support others, and more confident in their answers and dispute resolution.

When teaching students how to work together or addressing a company problem, the six thinking hats method is beneficial:

- Prompt creative, non-traditional solutions
- Develop an effective dynamic team.
- Instruct groups or pupils to view things from multiple perspectives.
- Participation from every student or team member should be encouraged and guaranteed.
- Raise the quality of collective decision-making.
- Promote an atmosphere where judgments are made with respect.
- Come up with fresh concepts and options.
- Acquire abilities to lead.
- Foster analytical thinking.
- Boost efficiency.

How do you use six thinking hats:

When facilitating a classroom exercise, group activity, or generating ideas workshop, there is no need to adhere to a specific sequence or structure. Depending on the desired outcome, respondents can rearrange the sequence. For instance, if anyone aims to instruct and adopt a more enlightening methodology, he/she will allocate more time to the white hat than the other hats. If one desires to thoroughly address all potential risks and hazards associated with a particular choice, he/she will need to allocate additional time to consider the negative aspects. The red hat will be more prominent if someone is interested in individuals' instinctive responses. The green hat will dominate the discussions if the goal is to stimulate fresh ideas and foster innovation.

Due to the complexity of human thinking, combining the headwear will typically elicit more engaging and in-depth responses from people, whether trying to understand potential good or bad results or investigating innovative concepts.

The rationale of the study:

In this digital era, the significance of creativity and adaptability in problem-solving has increased significantly. However, the cerebral process of thinking requires an environment conducive to it. Various representations of the same idea can be realized through media, such as visuals, sounds, or sensory substances. Most educational institutions have not recognized the significance of instructing advanced analytical abilities. The conceptual program solely fosters knowledge acquisition rather than cultivating innovative thinking abilities in learners. Irrespective of their intelligence levels, all persons can acquire the ability to think creatively through instruction. Perceptivity is an essential factor in fostering creative thinking. De Bono's Six Thinking Hats can be utilized to cultivate innovative **ideas.** **By acquiring** the ability to think creatively, pupils can perform exceptionally in any domain. They develop cognitive abilities such as analysis, synthesis, assessment, identifying relationships, and summarizing to address everyday challenges effectively. Students develop autonomy in their thinking and cultivate self-assurance. Since hats come in many colors, visual representations facilitate knowledge acquisition. They can retain the topic matter for an extended duration. The six hats approach is helpful for educational leaders and instructors as much as it is for students. This method encourages students to consider issues from multiple angles, which in turn helps instructors structure their ideas in novel ways. Education leaders can assess whether or not a teacher's thought process during the teaching-learning process encourages students to think creatively. The Six Thinking Hats method is helpful for educational administrators for two reasons: first, as a tool to facilitate meetings, and second, as an approach for observing teachers (Kumari & Kumari, 2014).

Limitations of the Six Thinking Hats Approach to Education:

1. **Teachers need to be highly competent in this area.**

2. Extensive preparations are required, including teaching students the utilization of the six thinking hats, equipping the hats with various colors, and picking specific topics that foster varied thoughts.
3. A congenial classroom environment is necessary as this approach relies on working together to learn.
4. It is not suitable for all topics, but only for those that require critical thinking and allow pupils to articulate their viewpoints.
5. It can be effective for specific skills, such as speaking, but less for other skills, like listening and reading.

Conclusion: The Six Thinking Hats technique is a straightforward, captivating, and efficient cognitive tool that enhances individuals' productivity, concentration, and mindful engagement. Use it to think independently, effectively, or in parallel to solve problems or generate ideas. Therefore, it can be utilized in any field of study to instruct certain subjects and cultivate cognitive abilities among pupils of all academic levels. The Hats enhance cognitive processes. The metaphorical headgear can be donned or removed as required. Hence, the Six Thinking Hats technique is a versatile instrument with numerous benefits in the field of education. NEP also aims to implement strategies that promote critical thinking in children, enabling them to become autonomous thinkers and lifelong learners. The Six Thinking Hats method satisfies all of these requirements and specifications. This is a curriculum component in certain Western countries, such as Venezuela. However, it is currently an opportune moment to implement this approach in Indian classrooms to cultivate and enhance critical thinking abilities while ensuring high-quality education across all educational levels.

Reference:

Beyer, B. (2001). Teaching thinking skills: Defining the problem. In A. L. Costa (Ed.), *Developing minds*. Alexandria, VA: Association for Supervision and Curriculum Development.

De Bono. (1995). *I am Right You are Wrong*. London: Penguin Books.

De Bono. (1999). *Six Thinking Hats*. New York: Back Bay Books.

Dhanapal, S., & Ling, K. T. W. (2014). Six thinking hats: A study to understand the reasons and extent of their application in the English language classroom. *Journal of English Language and Literature (ISSN: 2368-2132)*, 1(3), 82-92.

Gregory, B. (2009). Business uses of a virtual world. *Virtual Classrooms: Business in Second Life*. Retrieved on 9

Gupta, T., & Bhattacharya, S. B. (2016). Fostering thinking skills through six thinking hats in education, *education. India JQ Refer. J. Dialogues Educ*, 4(4), 54-74.

Gough, D. (1991). *Thinking about Thinking*. Alexandria, VA: National Association of Elementary School Principals.

<https://doi.org/10.1002/j.2162-6057.1985.tb00640.x>

<https://doi.org/10.1016/j.tsc.2021.100946>

Kaur, M. (2017). Six thinking hats: An instructional strategy for developing creative thinking. *International Journal of Research in Social Sciences*, 7(10), 520-528.

Khataybeh, M. & Salem, N. (2015). The Effect of Using the Six Thinking Hats Method on the Development of EFL Female Eleventh Grade Students' Writing Skill in Southern Al-Mazar Directorate of Education. *International Journal of Arts and Humanities*, 1(4), 24-37

Kivunja, C. (2015). Using De Bono's six thinking hats model to teach critical thinking and problem-solving skills essential for success in the 21st century economy. *Creative Education*, 6(03), 380.

Kumari, S. (2014). Effectiveness of Six Thinking Hats Strategy on the Development of Parallel

March, 2012, available on <http://www.virtualclassrooms.info/slbusiness.htm>

Ministry of Education. (2006) Intel teach program .Available at: <http://www.intel.com/education>. Retrieved on 22/10/2010.

Serrat, O. (2017). Wearing six thinking hats. *Knowledge Solutions*, 615–618. https://doi.org/10.1007/978-981-10-0983-9_67

Sohi, K. K., & Singh, N. (2023). What It Means Putting Your Thinking Hat on Six Thinking Hats to Enhance Creativity. *Asian Research Journal of Arts & Social Sciences*, 20(2), 37-45.

Sternberg, R. J., & Lubart, T. I. (1996). Investing in creativity. *American psychologist*, 51(7), 677.

Thinking, Lateral Thinking and General Creativity in High School Students. Unpublished Ph.D. Thesis, k. U.K.

Toraman, S., & Altun, S. (2013). Application of the six thinking hats and scamper techniques on the 7th-grade course unit Human and environment: an exemplary case study. *Mevlana International Journal of Education*, 3(4), 166-185.

Young, G. (1985). What is creativity? *The Journal of Creative Behavior*, Vo.19, pp. 77–87