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# From Linear Paths to Interconnected Ideas: Exploring Web Thinking and Educational Theory in Kuwait

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## Abstract

This paper explores the evolution of cognitive models in educational theory, focusing on the transition from linear thinking to more dynamic and interconnected forms of thinking, such as spiral and web thinking. Drawing on the work of key theorists, including Vygotsky, Bakhtin, and the Reggio Emilia approach, the paper examines how these models shape the way we understand learning and problem-solving. The metaphorical representation of different thinking models—line, circle, spiral, and web—serves as a framework to discuss the development of critical and creative thinking skills in children.

Through the lens of "The Hundred Languages of Children" in Reggio Emilia, the paper emphasizes the significance of diverse forms of expression in fostering an inclusive and holistic educational environment. The interplay between these models of thinking and the educational practices of Reggio Emilia highlights the importance of dialogue, collaboration, and cultural diversity in nurturing a global perspective. Furthermore, the paper explores how these concepts can be applied to contemporary educational practices, advocating for a shift toward more interconnected and collaborative learning approaches that prioritize critical thinking, creativity, and global citizenship.

By synthesizing these theories and models, this paper presents a pedagogical framework that encourages educators to move beyond traditional linear approaches and embrace the fluidity and interconnectedness of web thinking, which reflects the complexity and diversity of human experience. This framework not only enhances children's cognitive development but also prepares them for the challenges and opportunities of an increasingly interconnected world.

**Keywords:** Web Thinking, Reggio Emilia Approach, Critical Thinking, Educational Theory, Metaphorical Thinking