A pedagogical schema for teaching thinking
(the pedagogical content knowledge of inquiry)

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Cognitive Skills
Things we do with knowledge (cognitive verbs)
- evaluate
- analyse
- explain
- synthesise
- apply
...

Content
- Informs assessment
- Organises work plans
- Associated with ‘rigour’
- Provides structure in textbooks

Inquiry
Inquiry is the process through which the cognitive skills are developed and in which feedback is provided

Values
- Applied discerningly
- At the core of professional practice
- Provide feedback on cognitive skills
- Have broad application across disciplines

Virtues
- Come from mastery of the values
- Are characteristic of effective thinkers
- Create knowledge producers

Pedagogical imperatives
(Principles of action)
- Shift the focus from knowledge to inquiry
  To allow opportunities to develop the cognitive skills
- Think and plan in the language of student cognition
  To facilitate metacognition and provide a language of feedback
- Work collaboratively when thinking can be shared
  To allow the norms of critical thinking to be established

Conceptual

Practical