

Thinking skills for all students including low achievers

About the expert



Professor Anat Zohar from the School of Education at the Hebrew University of Jerusalem spoke to us about implementing higher order thinking, in particular metacognition, and deep understanding across the curriculum.



Deep thinking can be taught explicitly but cannot occur without rich content knowledge.



Low achieving students have the most to gain from instruction in higher order thinking.



Metacognition is best taught showing students a criteria for good thinking.

Teaching metacognition requires changes to:

- Curriculum & learning materials
- Teacher professional development
- Methods of assessment

The Edspresso Series



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Anat offers advice on how to create deep content knowledge as well as higher order thinking skills in the classroom, for example:

- Intellectually stimulating activities that facilitate curiosity and problem solving
- Shifting teacher vocabulary to the language of thinking so they can ask the right questions
- Encouraging a child-centred orientation towards instruction to enable students to construct their own knowledge in an active way.



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