Frameworks for Thinking

This handbook focuses on the thinking processes necessary for learning. It provides descriptions and evaluations of 42 major frameworks including Bloom's taxonomy, de Bono's lateral and parallel thinking tools, Gardner's theory of multiple intelligences and Paul's model of critical thinking. Unique in its comprehensive coverage and interdisciplinary approach, it offers easy-to-grasp summary tables for each major theorist for speedy reference. The discussion of cognitive, emotional and social aspects of thinking and the nature of classification help the reader locate theories within a broader field of knowledge. Key concepts such as critical thinking, self-regulation and metacognition are examined from a range of perspectives. The handbook offers practical advice in the form of choices and recommendations for the use of frameworks in teaching, learning and assessment. A valuable tool for students needing to understand different ways of thinking, it will also be an essential resource for teachers, curriculum developers, researchers and policy-makers.

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A Handbook for Teaching and Learning

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Foreword

I have two reproductions of great art on my desk. One is an inexpensive copy of Auguste Rodin's imponderable masterpiece, the Thinker, hunched over in his familiar pose that portrays 'every man' who is 'lost in thought'. The other 'objet d'art' is an inflatable replica of Edvard Munch's depiction of mental anguish in his renowned painting 'The Scream'. As I think about the task of integrating and classifying the last 50 years of theory and research in critical thinking, these two images come to mind and merge. In my mind's eye, I can see Rodin's inscrutable Thinker contort his face into that of the one depicted in 'The Scream' when the thoughtful, and presumably silent, Thinker is faced with organising and evaluating the literature on thinking skills. Fortunately, for those of us who care about improving how students think, we can all save our voices from the possible harm caused by a shrill scream because of the excellent work toward creating an organising taxonomy of thinking skills presented in *Frameworks for Thinking: A Handbook for Teaching and Learning*.

David Moseley and his able band of co-authors have boldly sorted through a mountain of literature to create a thinking skills taxonomy, so that we can identify what, when, and how well different methods and theories work to develop students' critical thinking abilities. Although it has always been true that the ability to think critically is necessary for democracies to flourish and for economies to succeed, modern technology now makes it necessary for increasing proportions of the population to develop their critical thinking abilities. In *Frameworks for Thinking: A Handbook for Teaching and Learning*, Moseley et al. provide a categorisation system that allows readers to understand

essential elements among different ways of thinking about thinking and theories of teaching for thinking. They review the research designed to enhance thinking and identify the variables that promote better thinking—explicit instruction in thinking skills, emphasis on metacognition, good teaching, attention to dispositional aspects, and opportunities to practise across domains with collaborative group work. The authors took on a difficult task and performed a great service for all of us. Everyone who cares about the next generation of learners and thinkers and those who will teach them will find great food for thought in *Frameworks for Thinking*. It is one handbook that many people will keep handy. *Frameworks* is interesting reading for thinkers of all sorts.

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