
Abstract
The study examines the efficacy of use of a modified version of Gowin’s Knowledge Vee as a tool for teachers’ science planning. Gowin’s Knowledge Vee is a generic knowledge-making heuristic that graphically illustrates the integral and hierarchical relationship between declarative and procedural knowledge. Teachers were taught to use a “Planning Vee” in their instructional design. Evaluation of their work indicates the potential of the Vee as a generic planning heuristic that can enable teachers to design authentic inquiry-based instruction and to evaluate the depth of their own science pedagogical content knowledge.