

IN BRIEF

KNOWLEDGE FOR 2030

As part of the OECD Learning Compass 2030, knowledge includes theoretical concepts and ideas as well as practical understanding based on the experience of having performed certain tasks. The OECD Future of Education and Skills 2030 project recognises four different types of knowledge: disciplinary, interdisciplinary, epistemic and procedural.

Knowledge and skills are both interconnected and mutually reinforcing. Researchers have emphasised the growing importance of being able to understand, interpret and apply knowledge and skills in various situations.

Over the past few decades, there has been growing emphasis on thinking of the world as made up of inter-related systems, rather than solely as a series of discrete units. Education systems around the world have been moving from defining subjects and required curriculum knowledge as collections of facts, towards understanding disciplines as inter-related systems.

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KEY POINTS

- Disciplinary knowledge, or subject-specific knowledge, continues to be an essential foundation for understanding, and a structure through which students can develop other types of knowledge. The opportunity to acquire disciplinary knowledge is also fundamental to equity.
- Interdisciplinary knowledge can be integrated into curricula: by transferring key concepts, identifying connectedness, through thematic learning; by combining related subjects or creating a new subject; and by supporting project-based learning.
- Epistemic knowledge involves knowing how to think and act like a practitioner. It shows the relevance and purpose in students' learning and helps deepen their understanding.
- Procedural knowledge is the understanding of how a task is performed, and how to work and learn through structured processes. It is particularly useful for solving complex problems.



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PROCEDURAL KNOWLEDGE



Procedural Knowledge, Australia, STEM

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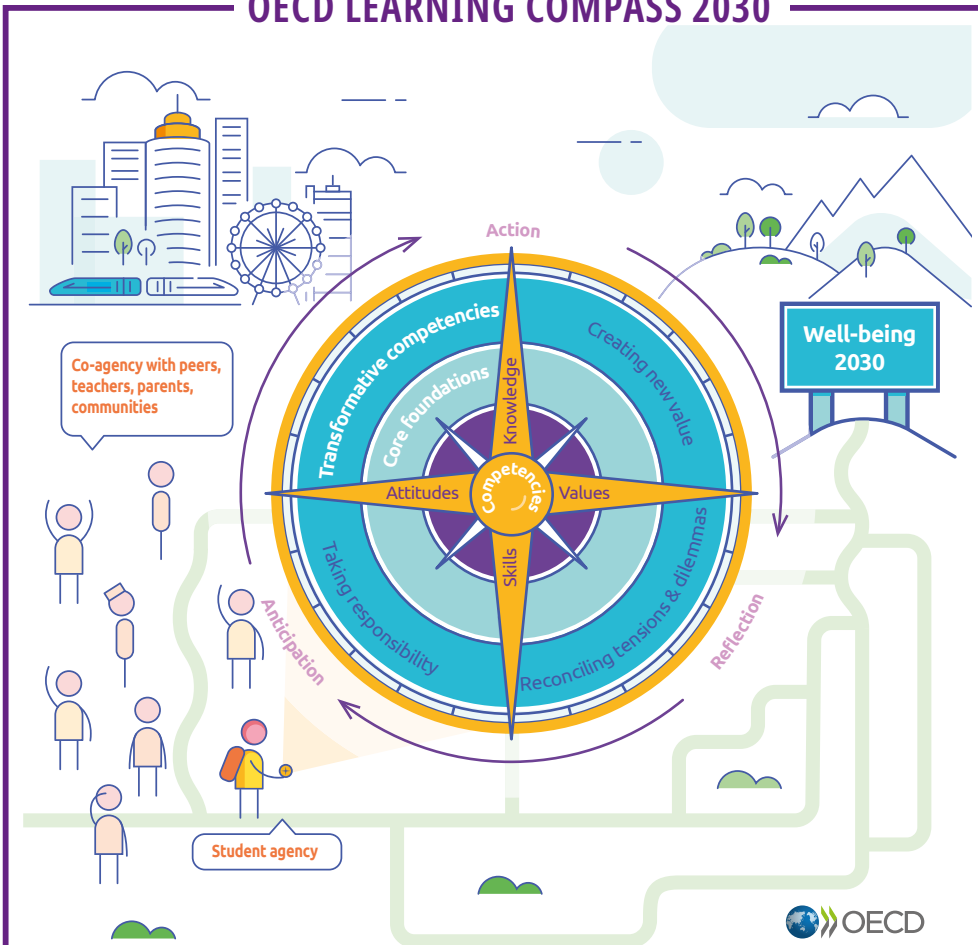
EPISTEMIC KNOWLEDGE



Epistemic Knowledge, Israel, Interdisciplinary learning


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OECD LEARNING COMPASS 2030



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