

THE FUTURE OF KNOWLEDGE

REIMAGINING CLASSROOMS WITH PERMEABLE WALLS

Developing a more 'epistemically insightful' approach to planning and teaching the curriculum



How do different disciplines interact when responding to real-world opportunities and problems?

This project aims to support schools and colleges in developing a more 'epistemically insightful' approach to joining up their subject curricula. Reimagining Classrooms with Permeable Walls works with the epistemic insight 'knowledge about knowledge' curriculum framework.

It provides the starting point for schools and researchers to co-create a whole-school approach to helping students to become epistemic agents. This includes helping students to appreciate that there are questions we can ask within disciplines (e.g. scientific questions about the natural world), questions that bridge disciplines (e.g. a question that bridges engineering and the history of art) and questions about disciplines (e.g. what makes a question a good one for biology).

At the heart of the programme, the EI 'knowledge about knowledge' curriculum framework is designed to work with any local content. It explains how to give students a joined-up approach to learning about how knowledge works across the curriculum subjects. In doing so it supports the aims of the OECD learning compass. An evaluation study of the Permeable Walls project found gains in students' and teachers' understanding of their discipline(s). It has led to changes in teaching practice beyond the epistemic insight programme. Teachers have gained greater confidence in explaining different disciplinary approaches to addressing real-world opportunities and problems.

WHAT'S NEXT?

Working with schools and local communities and individual teachers we will investigate the impact of co-creating research on teachers' concept of self-efficacy, career aspiration, and wellbeing. This model not only develops our understanding of the impacts within schools, but also informs our understanding of the role of universities in supporting and co-creating practitioner research in the communities they serve.