

## Collated Statements of Support for the Future of Knowledge

### UNESCO and OECD

*The Epistemic Insight Initiative on the Future of Knowledge offers a superlative reworking of the nature, purpose, contents and strategies of education. The 'EI' strategy for transforming the curriculum, pedagogy, teaching and learning helps us to see what is needed to achieve the UNESCO vision of educating new generations for sustainable, fair, inclusive and peaceful futures. We need to explore, test, expand and share renewed ways of collaboration and integration among knowledge areas and disciplines to equip all learners to competently face disruptive challenges at present and in the future. Epistemological rearrangement of knowledge is crucial for strengthening the relevance of education, and for connecting the curriculum and pedagogy to societal opportunities and challenges. This is a pathway that brings together experts and practitioners from many different areas and fields, to realise the aspiration of better futures for our own and future generations.*

- Renato Opertti, Senior Expert at the International Bureau of Education, IBE-UNESCO

*The LASAR Epistemic Insight initiative, focusing on the question: “What is the future of knowledge?” tackles the underlying issues related to curricular and pedagogical aspects of education. The concept of epistemic insight and its translation into practical modes of transforming teaching and learning, and consequently the educational setting altogether, aligns with UNESCO’s Sustainable Development Goals, as well as with the components of the Learning Compass. Both are aimed to improve education by verifying inclusion, equity and equal opportunities, and democratization of education, thus empowering new generations of citizens supporting global interests. The multidisciplinary nature of the initiative, not only in terms of content, but also in addressing social-emotional components, attests to the essential needs of the knowledge society. Epistemic knowledge is rarely incorporated in education, even in cutting-edge programs, while in this initiative, it is the pillar. It addresses the need to rethink about the nature of knowledge, rearrange bodies of knowledge accordingly, and by this – to reinvent education in a way that makes it a powerful means to improve society at large in a digitally-saturated era. Translating the goals of the initiative into practice, i.e. the six projects, shows feasibility to realize its goals.*

- Prof. Alona Forkosh Baruch
- Levinsky-Wingate Academic Center
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## UNIVERSITY EDUCATION

*For the last six years, research and development into epistemically insightful approaches to education has produced an impressive impact in teacher education, schools and schools outreach in England. By opening classrooms to 'Big Questions', the rewards have included a new enthusiasm for learning together with creative and critical thinking about how to respond to society's most pressing questions and issues. As a result of this research are now seeing encouraging signs of a sea-change in how schools help students to get to grips with the multi-disciplinary nature of knowledge. It is exciting therefore to see that in this proposed new Initiative, the international reach and depth of the research will be increased. I am persuaded that if universities can capture the power and potential of epistemically insightful learning, tomorrow's graduates will be ready to make their mark in our collective journey towards mutual flourishing.*

- Professor Rama Thirunamachandran, Vice-Chancellor and Principal, Canterbury Christ Church University

## SCIENCE AND EDUCATION

*I have been following with great interest the earlier activities of the LASAR Centre and the Epistemic Insight Initiative, and I am highly impressed by the quality of its research, and the reputation it has acquired in the science education community internationally. I am further excited by the new initiative on the 'Future of Knowledge.' I believe science is entering a new era of discoveries and innovations that are extraordinary, exciting, and challenging to us as humans. It is indeed important that we ask "what do want to know?" and "what does this knowledge mean to us?" For all these reasons I am delighted to lend my support to the Epistemic Insight Initiative and the LASAR Centre.*

- Prof. Nidhal Guessoum, Professor of Physics and Astronomy, American University of Sharjah, United Arab Emirates

## EDUCATION AND BEYOND

*I am greatly encouraged by the new Epistemic Insight initiative on the Future of Knowledge and I look forward to being able to contribute further. I believe strongly that, at this stage in the 21st-century, this interdisciplinary approach which takes a rigorous look at the nature of knowledge is more vital than ever for philosophical, educational, political, ethical and theological reasons in the light of the loss of confidence in any concept of common truth, the fragmentation of knowledge and all the attendant dangers which follow. Looking at the nature of knowledge and trying to develop a much more interdisciplinary practice are very sound and durable approaches that have a real ability to make deep and important contributions, not just to education, but to many of the major issues which we face in the 21st-century. These issues which include AI and climate change, need people who are able to think widely and deeply if we are to find good ways forward. The potential fruitfulness of the kind of approach Epistemic Insight embodies is enormous, and can play its part in good engagement with other related initiatives around the world.*

- The Rt Revd Dr Richard Cheetham, Co-Director of *Equipping Christian Leadership in an Age of Science* and Commissioner with the Anglican Communion Science Commission

*Epistemic insight – essentially ‘knowing how we know’ is of immense importance in our information-rich age. In school and university education we need to encourage the breakdown of barriers between different subjects and areas of knowledge thus enhancing pupils’/students’ ability to synthesise in order to see the bigger picture. This will better equip them for solving the complex problems that pervade our world, including global poverty, food shortage and climate change.*

*Epistemic Insight is also important outside the specifically educational context. We are all constantly bombarded with information via the media, via our devices and so on but we need to be able to judge its reliability. Some claims are false, others are exaggerated or sensationalised. How can we tell? The ‘Ask for Evidence’ campaign run by Sense About Science is one approach to this problem but I suggest that developing Epistemic Insight (which may include asking for evidence) is more widely applicable across a range of subject areas.*

*However, we need to know how best to develop and encourage Epistemic Insight. Thus, I commend LASAR for developing this initiative. The potential contribution, both within ‘formal’ pedagogy and in society at large, to enhancing our ability to integrate our knowledge and skill sources to solve current problems and to meet global societal targets, is very significant.*

- Professor John Bryant, Professor Emeritus of Biosciences, University of Exeter