

On the importance of a knowledge-rich curriculum for acquiring complex cognitive skills

CLAUDIO VANHEES^a, MICHIEL WILS^b, JASPER NIJLUNSING^c, TIM SURMA^d, PAUL A. KIRSCHNER^e

^a Centre of Expertise Education and Learning, Thomas More University of Applied Sciences
E-mail: claudio.vanhees@thomasmore.be

^b Centre of Expertise Education and Learning, Thomas More University of Applied Sciences
E-mail: michiel.wils@thomasmore.be

^c Centre of Expertise Education and Learning, Thomas More University of Applied Sciences
E-mail: jasper.nijlunsing@thomasmore.be

^d Centre of Expertise Education and Learning, Thomas More University of Applied Sciences
E-mail: tim.surma@thomasmore.be

^e Open University of the Netherlands and Centre of Expertise Education and Learning & Thomas More University of Applied Sciences
E-mail: paul.kirschner@thomasmore.be

Sobre os autores:

Claudio Vanhees is an educational scientist and senior researcher at the Centre of Expertise Education and Learning at Thomas More University of Applied Sciences in Belgium. His research focuses on literacy, language pedagogy, and curriculum development with a view to effective and emancipatory education.

Michiel Wils is a researcher and teacher trainer at the Centre of Expertise Education and Learning at Thomas More University of Applied Sciences in Belgium. He specialises in effective instruction and curriculum studies.

Jasper Nijlunsing is a sociologist and educational scientist. As a researcher at the Centre of Expertise Education and Learning at Thomas More University of Applied Sciences in Belgium, he aims to provide insights into curriculum development with a view to effective and emancipatory education.

Tim Surma is the director of the Centre of Expertise Education and Learning at Thomas More University of Applied Sciences in Belgium. He conducts research on pedagogy and learning processes, amongst others within teacher education curricula.

Paul A. Kirschner is Distinguished University Professor Emeritus at the Open University (the Netherlands) and doctor honoris causa at the Universiteit of Oulu (Finland). He is also Visiting Professor of Education at the Centre of Expertise Education and Learning, Thomas More University of Applied Sciences (Belgium).

Sumário

This conference paper discusses the prominent role of knowledge in how we learn, think, and solve complex problems, drawing ideas from cognitive and educational psychology, sociology of education, and curriculum studies, combined with teaching experiences. Its goals are to: (1) shed light on a global movement that has brought knowledge back to the forefront of teaching and learning, (2) elucidate why a knowledge-rich curriculum can effectively combine high-quality education and equitable opportunities, and (3) disseminate these arguments among teachers, educational stakeholders, and policymakers.