

# Review of: "What do different perspectives on epistemology tell us about teaching and learning?"

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The author proposes to problematize the conception of knowledge as a strategy to improve teaching and learning. It begins with the classical conception of knowledge as something that "one has" and notices Dewey's proposal to distinguish between knowledge (abstract, universal) and knowledge, understanding the latter as situated knowledge, as knowledge that is done in a context. determined for certain purposes. It adds many contributions from various authors who call attention to the ethical and contextualized dimension of knowledge to support the idea that scientific knowledge is only a form of discourse subject to certain rules of production, like other ways of knowing. And that, ultimately, it is scientific rationality itself that positions scientific knowledge in a higher place than other types of knowledge. In this sense, it asks about the way in which the recognition of knowledge as something that is done and not something that is had can influence teaching and learning. And it invites us to think about school classes at different educational levels from this conception. The theme addressed by the article and the author's proposal have meeting points with innumerable works in the field of Didactics and Pedagogy. However, it is always pertinent and relevant to raise this question again, taking into account the predominance of the classical conception of knowledge in most classrooms. In addition, the author provides us with solid arguments, well supported by different authors. I consider its publication opportune.