

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

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The article provides valuable insights into how different epistemological perspectives shape educational practices. It highlights the significance of understanding knowledge as an ongoing, dynamic process rather than a fixed, static entity. The author emphasizes the importance of encouraging students to be active inquirers, promoting critical thinking, and engaging in dialogue to foster genuine learning experiences.

Moreover, the article draws attention to the connection between epistemological beliefs and science education. It discusses the role of students' epistemologies in shaping their understanding of scientific concepts and problem-solving skills. This perspective offers educators a lens to tailor their instructional methods to better align with students' epistemic frameworks, enhancing the effectiveness of science education.

Despite providing a comprehensive overview of various epistemological perspectives, the article could benefit from a more structured approach. The ideas presented sometimes seem scattered and could be better organized to facilitate smoother readability and comprehension. Additionally, the article would be strengthened by citing more recent research and studies, as epistemological perspectives and educational practices have evolved over time.

Overall, the article provides a thought-provoking exploration of epistemology's role in education. By recognizing and accommodating different epistemological perspectives, teachers can create more inclusive and effective learning environments that empower students to become active participants in their own knowledge construction.