

Summary

Knowledge Worth Knowing – Knowledge Worth Teaching

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The introductory part of the history of knowledge explains knowledge augmentation. Knowledge is defined as common human experience that enters education systems in forms of knowledge structured according to sciences and scientific disciplines. In traditional education, knowledge worth knowing is propositional and procedural knowledge. Its structure in formal education is substantive and syntactic. Approaches to knowledge structures are focused on the past, the present, or the future.

Those premises are the bases for the author's discussion on knowledge worth knowing in the context of modern education changes and when faced with the organisation and reorganisation of propositional and procedural knowledge, the meaning of tacit knowledge, the meaning and goals of education and approach to students, as well as with learning and teaching.

The conclusion refers to both scientific and practical aspect of pedagogy and pedagogues.

Key words: knowledge, propositional knowledge, procedural knowledge, tacit knowledge, knowledge organisation and structure, education