

Skills or Knowledge, the Education Frameworks

Education frameworks in all over the world are based on the idea that students get and recollect information from educators and books. These frameworks test this learning with standardized tests which compare students with one another. They only test the sort of information which is possible to quantify in tests. The objective is picking up information, not creating skills by which to utilize and make information. Unlike the old style of education where individuals memorized things so as to pass tests and get higher scores than others, our new world requires a new sort of education in which the focus is profound comprehension, inventiveness, and information management abilities.

Most education frameworks in the world are intended to make students memorize and recall things. One reason is that schools want to compare people. They do this by giving tests. They want to give grades and decide which students are smart and which are not. They work as an arranging system for society. From the earliest grades, students are put on tracks that will choose their futures. Another reason schools like to make students remember things is that by doing so they will be able to test their knowledge and determine if they remember things or not. They believe that when students remember things is equivalent to understanding those things. Schools also prefer to transmit knowledge because in this way, although students can have different individual skills, they can all have the same knowledge.

Einstein said “Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world” (Needle, 2007). All the knowledge in the world is futile unless you can to use that in creative ways. Knowledge is what other people have made. Understanding is about what you think about something. Everybody sees, hears, feels, and thinks differently. No two people in the world have the same understanding of the same thing. It is difficult to give tests on a point of view. Because of this, tests are unreasonable. The only reason they exist is to mark students as “smart” or “stupid.”

But there are many sorts of intelligence. One of the most famous researchers in the field of intelligence, Gardner, found at least seven different sorts of intelligence (Gardner, 1999). Intelligence and comprehension are related. Unfortunately, tests only measure one sort of intelligence.

In the new modern world skills are more important than knowledge. If a person knows many facts, it is impressive, but it is not very useful. It is of much greater importance to be able to discover information rapidly, sort out that information, examine and comprehend the principle thoughts, put different pieces of information together (synthesize), and make new information. Together these skills make what we call information management and innovation, the skills which are most wanted in the business world.

Most people in the world believe that education is about remembering things to take tests which measure one's performance against other people who have studied the same information.

But this idea no longer matches the reality of the modern world in which knowledge is less important than imagination and profound comprehension. To be successful in the age of innovation, education must concentrate on helping students gain information management and innovation skills.

Sources Cited

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