

A Paradigm Shift in Pedagogical Epistemology: Deconstructing the Didactic Transmission Model in Contemporary Learning Environments

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Abstract. This research critically examines the outdated didactic transmission model pervasive in educational systems worldwide. Utilizing a mixed-methods approach, including ethnographic studies and meta-analysis of pedagogical outcomes, this study unveils the limitations of traditional teaching paradigms. The findings underscore the necessity for a paradigm shift towards constructivist frameworks, emphasizing learner autonomy and cognitive engagement. These findings have profound implications for policy makers, educators, and curriculum developers aiming to foster adaptive, student-centered learning environments.

Keywords: Pedagogical Epistemology, Didactic Transmission Model, Constructivist Frameworks, Learner Autonomy, Cognitive Engagement, Student-Centered Learning, Education Policy, 21st Century Learning, Adaptive Education

Introduction

In the evolving landscape of education research, the traditional didactic transmission model, where knowledge is conveyed unidirectionally from educator to learner, faces mounting criticism. As we advance into the mid-2020s, the global education sector grapples with the challenge of meeting diverse learner needs in an increasingly digital and dynamic world. The inadequacies of this antiquated model are evident in its failure to engage

students effectively, resulting in a passive consumption of information rather than an active construction of knowledge. This paper seeks to deconstruct the entrenched assumptions underpinning the didactic model, advocating for a shift towards constructivist paradigms that promote student autonomy, critical thinking, and personalized learning trajectories. Through a synthesis of recent empirical studies and theoretical discourse, we explore the transformative potential of learner-centered approaches that align with 21st-century educational imperatives. Section I delves into the historical context and criticism of the didactic model. Section II examines innovative pedagogical frameworks that challenge traditional structures. Section III discusses case studies highlighting successful implementations of constructivist strategies. Finally, the conclusion emphasizes the necessity of embracing pedagogical innovation to foster resilient and adaptable learners.

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References

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