

Sıkıştırılmış ve Hızlandırılmış Epistemolojilerin Doğurduğu Problematik Pedagojik Paradigmalar: Interdisipliner Bir Perspektif

Proplematic Pedagogical Paradigms Brought About by Squeezed and Accelerated Epistemologies: An Interdisciplinary Perspective

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Öz

21.Yüzyılın hızlandırılmış ve sıkıştırılmış epistemolojik paradigmaları ile karakterize, gerek ulusal, gerekse küresel ölçekte giderek yaygınlaşıp belirginleşen ve bireylerin zihinsel ve bedensel süreç ve mekanizmaları ve pedagojik iyi-oluş durumları üzerinde birtakım olumsuz etkiler uyandıran eğitimsel sistemler etkili bir epistemik erişim, edinim ve sağlıklı bir epistemik inşaa süreçlerini artan bir biçimde problematik hale getirmiş, dijital bilgi kaynakları ve repertuarların doğru bir biçimde anlaşılmasını zorlaştırarak, sistemik rezerv ya da dışavurumları öğütülüp sindirilmeden, hızla büyüüp genişleyerek, kurumsal, toplumsal ve bireysel diyalektik süreçlerinin sağlıklı bir biçimde işleyişini engellemiş, eğitim, öğretim süreçlerinde bir takım tıkanıklıklar ve aksaklıkların ortaya çıkmasına eğitimsel iyi-oluş süreçlerinin bozulmasına aracılık etmiştir. Bu durum, öğrenme ve öğretme süreçlerinin insanoğlunun bilişsel entelektüel süreç ve mekanizmalarının öngördüğü doğal işleyişin tamamen dışında sağlıklı bir biçimde gelişmesini, psikomotor becerilerinin takatinin kaldıramayabileceği denli oldukça problematik bir psikopatolojik epistemolojinin ortaya çıkışına da zemin hazırlamış, gereksiz ve anlamsız bir bilgi yüklenmesi ve zihin değişimi ile karakterize bir eğitimsel konjonktürün ortaya çıkmasına aracılık etmiştir. Sonuç olarak, bireyler derinlemesine anlayış ve düşünüş biçimlerini geliştirmeden, bilgiyi kısa sürede tüketme eğilimine girmektedirler. Bu çalışmada, niteliksel metodolojinin öngördüğü postülatlar doğrultusunda ve karma bir yöntem çerçevesinde, sıkıştırılmış ve hızlandırılmış epistemolojinin, genel anlamda küresel, özel anlamda da ulusal pedagojiler üzerinde uyandırdığı olumsuz etkileri ele alınarak incelenmiştir.

Anahtar Kelimeler

Keloğlan, Elektronik Çocuk Edebiyatı, Çoklu Mecra Anlatımı, Medyalararasılık, Dijital Kültürel Miras.

Abstract

Educational systems characterized by accelerated and squeezed epistemological paradigms of the 21st century, increasingly widespread and evident on both national and global scales, and having some negative effects on individuals' mental and physical processes, mechanisms and pedagogical well-being, have increasingly made the processes of effective epistemological access, acquisition and healthy epistemic construction problematic, made it difficult to understand digital information sources and repertoires, rapidly grew and expanded without digesting and utilizing from systemic reserves or manifestations, and prevented the healthy functioning of institutional, social and individual dialectical processes, and mediated the emergence of some blockages and disruptions in educational and training processes as well as the deterioration of educational well-being processes. As a result, individuals tend to consume knowledge in a short time without developing in-depth understanding and ways of thinking. This situation also prevents the knowledge from being constructed correctly and adapted to life and from going through a number of critical and analytical dialectical processes. In this study, in line with the postulates foreseen by the qualitative methodology and within the framework of a mixed method, the negative effects of compressed and accelerated epistemology on global pedagogies in general and national pedagogies in particular are examined.

Keywords

Alfred Adler, *Everyday Use*, *Good Country People*, inferiority complex, superiority complex

Indroduction

Educational systems founded upon mechanistic ways of thinking and characterized by accelerated and squeezed epistemological paradigms of the 21st century, which have become increasingly widespread and evident on both national and global scales, and which exert some negative effects on individuals' mental and physical processes, mechanisms disrupting pedagogical well-being, have increasingly made the processes of effective epistemological access, acquisition and healthy epistemic construction impossible to be achieved. This kind of conjuncture in the 21st century has also brought about some psychopathological epistemology which has made it difficult to properly understand and manage two dimensional, digital environments defined by proper information sources and knowledge repertoires, which rapidly grew and expanded without digesting and utilizing from systemic reserves or manifestations, and prevented the healthy functioning of institutional, social and individual dialectical processes, and paved the way for the emergence of some blockages and disruptions in educational and training processes as well as the deterioration of educational well-being processes. This situation has paved the way for the emergence of a highly problematic psychopathological epistemology that accelerates and intensifies learning and teaching processes in an unhealthy manner, completely outside the natural functioning in mental dialectics and phenomenologies, anticipated and structuralized by human beings' cognitive intellectual processes and mechanisms, characterized by a cognitive complexity, which psychomotor skills cannot handle and cope with, and which has also paved the way for the emergence of an educational conjuncture unfortunately defined by unnecessary, chaotic and meaningless information overload and a troublesome change of mind. Based on the aforementioned premises, this study aims at cultivating a scholarly conceptualization and public awareness for developing a functional epistemology in both public and private spheres.

One of the greatest negative effects of compressed and accelerated epistemologies on pedagogies is the interruption of learning processes, the erosion of higher-order thinking styles, the interruption of educational well-being processes and the loss of epistemological depth. Within the pedagogical conjuncture created by such a problematic form of informational dialectics, individuals navigate on the surface of superficial and unreal knowledge and information-mongering paradigms under unnecessary and intense information bombardment, have difficulty in acquiring healthy and useful knowledge, and instead of establishing healthy and meaningful connections between concepts and facts, they are pushed into a learning process based on rote learning by navigating on the plane of quite meaningless materials; This situation has paved the way for the emergence of a highly problematic psychopathological epistemology that accelerates and intensifies learning and teaching processes in an unhealthy manner, completely outside the natural functioning anticipated by human beings' cognitive intellectual processes and mechanisms, and that psychomotor skills cannot handle, and has mediated the emergence of an educational conjuncture characterized by unnecessary and meaningless information overload and a troublesome change of mind. While the systems and methods envisaged by ancient civilizational understandings that sprouted and developed within the historical background emphasize a period or time that coincides with the nature of human beings and that is envisaged by epistemic construction, accelerated and compressed epistemological paradigms minimize this period or time envisaged by the nature of things and prevent and limit the construction of the learned knowledge by processing it within healthy and natural processes.

Another negative effect of these epistemic understandings on pedagogies is the lack of cognitive, intellectual depth and contextual understanding. Especially in social sciences and humanities, a critical and analytical approach to knowledge is of great importance. However, under the influence of compressed epistemology, students tend to accept information without questioning or filtering it, and to reveal the reflections of all kinds of burnout syndromes. This has caused individuals to weaken their critical analytical evaluations or approaches to information and to perceive information as detached and independent from context. Thus, informational acquisition and construction processes have not been effectively integrated into individuals' lives and future professional experiences.

The study has been conducted with the tenets and approaches of conceptual and phenomenological methods drawing from qualitative research postulates, which has conclusively turned out to be grounded in a mixed methodology. Problem statements of the study have been interspersed into the bulk of any argumentation developed in any section of the study.

The superficial problematic epistemological paradigms revealed by excessive and unnecessary information overload or accelerated and psychopathological epistemologies and unsustainable knowledge transfers have led to the increasing dissemination of some inauthentic epistemic outputs, dysfunctional and problematic educational systems that can be described as outdated, all of which have prevented the realization of a healthy epistemic construction and educational well-being, to be benefited for and tailored to the intellectual requirements of individuals, preventing the emergence of qualitated human resources and disrupting the formation of a qualitated intellectual profile. Although such accelerated epistemological paradigms appear to aim to accelerate the processes of acquiring knowledge by activating them, such unscientific approaches have

particularly undermined both online learning processes and education and training processes carried out in real environments, and the pedagogical consequences of such accelerated and compressed epistemologies have raised serious concerns.

In this study, in line with the postulates foreseen and conceptualized by the qualitative methodologies and within the framework of a mixed method, the negative effects of compressed and accelerated epistemology on global pedagogies in general and national pedagogies in particular are examined. One of the greatest negative effects of compressed and accelerated epistemologies on pedagogies is the interruption of learning processes, the erosion of higher-order thinking skills, the interruption and disruption of educational and pedagogical well-being processes and the loss of epistemological depth. Within the pedagogical conjuncture created by such a problematic form of informational dialectics, individuals navigate on the surface of superficial and unreal knowledge and information-mongering paradigms under unnecessary and intense information bombardment, have difficulty in acquiring healthy and useful knowledge, and instead of establishing healthy and meaningful connections between concepts and facts, they are pushed into a learning process based on rote learning by navigating on the plane of quite meaningless materials; While the systems and methods envisaged by ancient civilizational understandings that sprouted and developed within the historical background emphasize a period or time that coincides with the nature of human beings and that is envisaged by epistemic construction, accelerated and compressed epistemological paradigms minimize this period or time envisaged by the nature of things and prevent and limit the construction of the learned knowledge by processing it within healthy and natural processes. As a result, individuals tend to consume knowledge in a short time without developing in-depth understanding and ways of thinking. This situation also prevents the knowledge from being constructed correctly and adapted to life and from going through a number of critical and analytical dialectical processes. Another negative effect of these epistemic understandings on pedagogies is the lack of cognitive, intellectual depth and contextual understanding. Especially in social sciences and humanities, a critical and analytical approach to knowledge is of great importance. However, under the influence of compressed epistemology, students tend to accept information without questioning or filtering it, and to reveal the reflections of all kinds of burnout syndromes. This has caused individuals to weaken their critical analytical evaluations or approaches to information and to perceive information as detached and independent from context. Thus, informational acquisition and construction processes have not been effectively integrated into individuals' lives and future professional experiences. In the midst of this problematic epistemological ecosystem, there gradually exists a growing tendency on a part of pedagogical authorities to conceptualize and adopt an epistemic conjuncture defined by an ontological as well as a cognitive fine-tuning to be synchronized with the natural mental states of individuals far from any kind of unnecessary impositions of information overload; chief among the tendencies on the part of individuals who are developing an intellectual paradigm or lifestyle is *liberosis* a concept which has become popular in both psychological sciences and sociology.

The increasing prevalence of compressed and accelerated epistemological understandings in education and training processes creates serious problems in neuro-pedagogical, neuro-psychological, and neuro-epistemological processes and mechanisms. In this context, when designing teaching materials and creating education and training programs, giving students enough time to think and digest information through a certain filter will contribute to the development of a more effective and sustainable pedagogical approach and the realization of a healthier epistemic construction.

1.The Effect of Squeezed and Accelerated Epistemology on Learning Processes within the Context of 'Liberosis'

Liberosis, as a concept reflecting the spirit of the modern age, refers to the individual's "wanting not to care about everything so much". While this feeling represents the individual's desire to get rid of mental and emotional burdens, compressed and accelerated epistemological structures that are increasingly widespread in educational environments have become one of the main factors facilitating the emergence of this feeling. Students, instead of internalizing the connection they establish with knowledge within the context of intense curriculum load, constant exam pressure, and learning structures that focus on success rather than meaning, tend to engage in superficial learning only for the purpose of "passing", "achieving" or "finishing". This situation makes it difficult for students to establish a connection with their learning processes; it can turn them into mentally exhausted, emotionally tired and ultimately "uncaring" individuals. Here, beyond a state of emotion, *liberosis* can also be seen as an epistemological defense mechanism created in the individual by the modern information society. Because the individual may choose to give up on producing subjective meaning and withdraw his/her interest in the face of information that is constantly compressed and expected to be consumed quickly.

Liberosis is defined as the desire of the contemporary individual to get rid of their mental and emotional burdens and to care less about everything. This concept is a defense mechanism that emerges especially in modern societies where the relationship established with information has started to be reduced to functionality rather than meaning. Compressed and accelerated epistemological structures; while facilitating access to information, superficialize the meaning of information and

the traces it leaves on the individual, as a result of which individuals become disinterested in information and distance themselves from learning processes (Carr, 2011; Postman, 2006).

In this context, Liberosis is related to the individual giving up the effort to create meaningful information and mentally withdrawing. Continuous performance expectations, intensive curricula, exam pressure and a success-indexed education approach create effects such as emotional fatigue, loss of motivation, reluctance to learn and ultimately academic burnout in students (Salmela-Aro & Read, 2017; Aypay & Eryılmaz, 2011). As a result of these psychological states, the individual develops both a cognitive and emotional distance from information, and liberosis, a state of "little care", emerges. In addition, liberosis can be evaluated not only as an individual state of mind, but also as an epistemological and pedagogical break. The separation of information from meaning causes the individual to feel stress, fatigue, and alienation from the learning process instead of emotional satisfaction. Learning is not only a means of academic success; it is also the process of the individual producing self-meaning. However, when this meaning production process is interrupted, the individual may be drawn into a position where they exclude themselves, do not want to participate, and become disinterested (Bauman, 2000; Peters, 2012). This situation fundamentally affects the quality of learning by damaging the permanence, sense of belonging, and intellectual curiosity in education.

As people have more responsibilities which they cannot handle or as their willpowers are not designed to handle tasks beyond their capacities or fulfill utmost responsibilities in their daily lives, they are forced to step out of a natural vital cycle in accordance with their nature and are deprived of their spiritual peace and freedom even more. This kind of mental state or psychology causes individuals to be characterized by a constant mind chatter, constantly wandering in the past and the future, and constantly having an urge for tightly controlling their entire lives. In recent years, the intensity of the flow of life and the sense of responsibility that has occurred in people's living spaces, constantly trying to get somewhere, trying to follow the flow of life beyond the strength of individuals, have deprived them of some priorities, some important goals or ideals, and have led them to various psychopathological disorders since they developed a mental state aiming at controlling every kind of relationship they witness.

2.Squeezed and accelerated epistemologies disrupt learning processes, erode ways of thinking, and interrupt well-being processes

Compressed and accelerated epistemological structures superficialize learning, standardize students' ways of thinking, and limit creative cognition because they do not allow enough time for deep thinking and creating meaning in learning processes (Carr, 2011; Selwyn, 2016). This form of learning, in which information is consumed quickly and appeals to short-term memory, disrupts the individual's internalization of information, development of critical questioning, and long-term learning motivation (Sweller, 1988; van Merriënboer & Ayres, 2005). However, individuals who are constantly under cognitive load have difficulties not only academically but also psychologically; this situation negatively affects the individual's well-being with distraction, mental fatigue, and emotional exhaustion (Salmela-Aro & Read, 2017; Bauman, 2000). As a result, this paradigm is turning into a structure that threatens not only educational success but also the individual's intellectual and emotional integrity.

The superficial epistemological understandings revealed by excessive and unnecessary information overload or accelerated information transfer have led to the increasing dissemination of some inauthentic pedagogical understandings or systems, and have prevented the realization of a healthy epistemic construction in the eyes of individuals, the emergence of quality human resources and the formation of a quality intellectual profile. Although such accelerated epistemological paradigms appear to aim to accelerate the processes of acquiring knowledge by activating them, such unscientific approaches have particularly undermined both online learning processes and education and training processes carried out in real environments, and the pedagogical consequences of such accelerated and compressed epistemologies have raised serious concerns.

Another negative effect of accelerated epistemology on pedagogical processes is physical, mental, emotional fatigue, burnout syndromes, and the collapse of willpower. The need to be constantly exposed to new information and learn it quickly can also lead to a series of mental disorders or psychopathologies in students. Such accelerated learning processes can cause students to become mentally and emotionally exhausted and their motivation and interest in learning to decrease. This situation damages intellectual development processes.

The increasing prevalence of compressed and accelerated epistemological paradigms and approaches in education and training processes creates serious problems in neuro-pedagogical, neuro-psychological, and neuro-epistemological realms, processes and mechanisms. In this context, when designing teaching materials and creating education and training programs, giving students enough time to think and digest information through a certain filter will contribute to the development of a

more effective and sustainable pedagogical approach, a much more sustainable educational well-being and the realization of a healthier epistemic construction transferable and utilizable across generations.

Conclusion

Squeezed and accelerated epistemological structures represent a paradigm shift characterizing the 21st century, deeply affecting and transforming educational systems in general and learning processes in particular. Presenting information in an unnecessarily and forcefully imposed way and in shorter period of time, in an intensive and superficial manner weakens students' critical thinking skills, meaning-making and internalization processes; this kind of epistemic process encourages a learning style based on memorization and focused on short-term success, all of which, as the time passes, turn out to become detrimental to the biological processes, not to mention causing a depletion of willpower. This kind of problematic epistemological state of affairs has already been shown to be an underlying factor of mental disorders as well as societal collapse not only limits cognitive development, but also brings about emotional and physical difficulties chief among them burnouts in students manifested as mental fatigue, loss of motivation, loss of interest and a number of other psychopathological conditions. In this order, where thinking turns into a rapidly consumed action, learning loses its depth; individuals' well-being and the meaningful connection they establish with learning gradually weaken. For this reason, restructuring the processes of knowledge production and transfer and building a slower, deeper and holistic understanding of learning are critical requirements for today's education systems. Throughout the conducting process of this study which was conceptually postulated and methodologically founded upon a mixed and qualitative research, it was concluded that, based on the recent meta analytical research insights and the argumentations developed above, pedagogical paradigms adopting cognitive postulates drawing from fine-tuning mechanisms taking into account human condition, the realities of human nature far from any positivist or determinist approach will be able to pave the way for a much more balanced epistemological well-being.

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