Chapter 1

Culture of Paradigms in Education and in Educational Psychology

Victorița Trif
Faculty of Psychology and Education Sciences, University of Bucharest, Romania

ABSTRACT

This chapter aims to connect the typical and unconventional implications of educational meanings of educational sciences and educational psychology paradigms and to explore the sophisticate case study from the authentic classroom. There are multiple discontinuities in the literature from the fieldwork generated by globalization, re-globalization and de-globalization, sharing knowledge, and different decision-making processes from educational systems. On the other hand, the network of various discourses of the authors invited in this book illustrates possible epistemological answers to the critical problems from the contemporary life school. To conclude, the introductory chapter discusses the culture of paradigms in terms of dynamic, alternative, complementary, and comparative models of knowledge.

INTRODUCTION

The term paradigm is central for this book offering contrasting interpretations because of diverse values, assumptions, misunderstandings and multiple meanings. In exegesis of the data, it was considered that the notion of paradigm in contemporary research is perhaps one of the most controversial issues generating a contemporary landscape of multiple scholarly associations and multidimensional philosophical and methodological assumptions intersecting one another (Trif, 2019). This

DOI: 10.4018/978-1-7998-1427-6.ch001
chapter aims to explore the notion of paradigm based on different ontological and epistemological commitments at the interface between educational sciences and educational psychology and it also provides an introduction to the scientific discourses examined in the book in order to extend the communities of practices. Literature in the fieldwork contains multiple pre-established outcomes concerning the paradigms. Kuhn’s hypothesis about how are produced the revolution in science are currently examined in the scientific discourses. It is a distinctive, coherent and comprehensive explanation regarding how different phases of science development succeed one after another and about the differences between the empiric sciences and mature sciences-based logic-mathematical apparatus. Thomas Kuhn’s book addresses over 21 meanings of the term paradigm. Two of these interpretations of the term paradigm are frequently used in the wide literature: model or cognitive representation and pattern.

On the other hand, there are multicriteria challenges of the term paradigm based on the results of various approaches linked to the different genres, forms and characteristics of knowledge. The academic communities have transformed the prototype of Kuhnian explanation into a continuous process of redefining paradigms in function of scientific interests, scientific requirements or new networks of integrated knowledge. The multitude of critical exegesis demonstrates the fact that the professional vocabulary denotes a mixture of dynamic, alternative, polarized, innovative and scientific based simulation wording on paradigm. These arguments allow for two metamorphoses of literacy developments: a) the role of paradigm in sciences and b) features of paradigm in education sciences and in educational psychology.

The term paradigm could be considered a powerful notion that evidences exceptional ways of connecting, establishing communicating interchanges and behaving in knowledge. Different forms of literacy include multiple and sophisticated results of academic market and of the activities conducted in the scientific environment. The collection of theoretical position brings together two perspectives that permit a professional exegesis both in terms of intellectual topic and of practical position in the classroom. Firstly, it is generally accepted to connect the typical and unconventional meanings of the scientific – educational sciences and educational psychology discourses that deal with the paradigm issue. This is related to the special interest towards the cognitive development in the areas investigated. Secondly, there seems to be explicit needs in order to explore the complex case studies from the classroom in terms of paradigm.

These considerations can be used in relation with the following summarized relevant lines of the context exegesis: change of the nature of knowledge, change of types of knowledge, change of students’ generations (characteristics), the danger of
Paleolithic: Unity  
www.igi-global.com/chapter/paleolithic/245836?camid=4v1a

Connections Between Knowledge and Practice in Educational Psychology: Supporting Children Through Parents  
www.igi-global.com/chapter/connections-between-knowledge-and-practice-in-educational-psychology/245931?camid=4v1a