

Theoretical Synthesis

Challenge: Explain Key Concepts & Principles

Summary:

****Origin:**** Ask Pete (Capstone Project). This artifact is the 'Theoretical Synthesis' monograph. This monograph synthesizes Critical Theory, Andragogy, and Ethics to critique the 'Audit Culture' of modern ed-tech. It argues that the commodification of learning metrics (ROI) undermines genuine capability. In response, it proposes a 'Dialogic Model' of practice, grounded in the Capability Approach, where the goal of design is not merely knowledge transfer, but the expansion of human freedom.

Reflection:

I addressed the challenge to Explain Key Concepts & Principles by synthesizing foundational and advanced learning theories through the lens of 'Dialogic Ethics' to propose a new model of instructional practice. I explain Andragogy (Malcolm Knowles) not merely as a set of techniques for adult learners, but as an ethical imperative rooted in the 'self-concept' of the learner as a non-dependent agent. I link this theoretically to the Capability Approach (Sen/Nussbaum), demonstrating that the goal of instructional design must be 'capability expansion'?increasing the learner's effective freedom to achieve the life they value?rather than simple behavioral modification. Moving beyond individual psychology, I apply Social Constructivism and Martin Buber's Philosophy of Dialogue to critique the traditional 'Expert' model. I explain the distinction between the 'I-It' relationship (where the learner is an object to be filled) and the 'I-Thou' relationship (a reciprocal encounter). I argue that effective instructional design must facilitate the latter, transforming the designer from a 'prescriptive' authority into a 'facilitator' of shared meaning. This theoretical stance directly informed the architecture of the 'Mentor-in-the-Loop' system, which prioritizes human connection over automated instruction.

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