**Decolonization of Pedagogy**



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**Abstract:**

This study examines the dynamics of knowledge creation and sharing within educational institutions, emphasizing consciousness and power dynamics. It introduces three conceptual metaphors: the Knowledge Banking Method (KBM), Panoptical Leadership (PL), and Dialogical Droste Knowledge (DDK). These metaphors highlight issues related to knowledge monopolization, leadership control, and the importance of transformative dialogue in education.

The research proposes the Photoelectric Knowledge Synthesis, a framework that integrates the principles of KBM, PL, and DDK to foster a more progressive and inclusive educational paradigm. Additionally, the study presents the Decolonization of Conscious Knowledge Accounts (DCKA) model and the Naming the Knowledge (NK) framework. These models advocate for a shift from traditional knowledge banking towards a skill-based and dialogue-centered approach, utilizing technology to enhance knowledge management. By advancing these frameworks, the study aims to transform educational practices, promoting a focus on skills development and collaborative dialogue, and ultimately contributing to a more equitable and innovative learning environment.

**Keywords:** Knowledge Creation, Knowledge Sharing, Educational Dynamics, Knowledge Banking Method, Skill-Based Education, Dialogue-Centric Learning, Technology in Education