

Toward an Ontoepistemic Understanding of Learning Styles In Basic Education

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ABSTRACT

The current understanding of learning styles in basic education is limited by a lack of integration between students' experiential knowledge and formal curricular knowledge. This disconnect creates an epistemic gap that hinders meaningful and coherent learning. This doctoral study aimed to uncover the onto-epistemic perspective of teachers' learning styles in the context of basic education, specifically at the "Algozo Casseres Intrigo" School. Methodologically, it was framed within a post-positivist paradigm, with a qualitative approach and Van Manen's hermeneutic phenomenological method, based on the correlation of versions for knowledge construction. The research reveals that the fragmentation between the experiential, social, and emotional knowledge that students bring from their environment and the formal knowledge proposed by the curriculum prevents genuine learning integration, where teachers fail to connect students' experiences with disciplinary knowledge. The onto-epistemic perspective and the corresponding versioning frameworks offer a path to address this disconnect, highlighting the need to recognize and articulate the student's ontology with the epistemology of knowledge. As a central contribution, the Theory of Hermeneutic Pedagogical Praxis for the Comprehensive Empowerment of Students' Knowledge (TPHEICE) is proposed. Its main contribution lies in offering a deeper understanding and a transformative perspective for pedagogical practice in basic education, by emphasizing the teacher's critical role as an integrator of knowledge and guiding students toward an education that validates their experience.

Keywords: Learning Styles, Basic Education, Ontoepistemology, TPHEICE, Epistemic Gap, Hermeneutic Phenomenology, Pedagogical Responsibility.

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