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A Critical Examination of Digital Pedagogies and Learner-centered Frameworks: a Case Study from Ghana – West Africa

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Abstract

The ongoing transformation of global education systems underscores the need to reimagine secondary education in response to technological advancements, shifting labor market demands, and evolving learner profiles. While digital pedagogies and learner-centered models have gained prominence, there remains limited consensus on their effectiveness, scalability, and long-term implications for equitable access and student achievement. This research addresses this gap by critically examining new trends and modern approaches shaping secondary education in Ghana – West Africa, with particular focus on digital integration, competency-based frameworks, and personalized learning pathways. Adopting a mixed-methods approach, the study combines a systematic review of recent scholarly literature with qualitative case analyses from diverse secondary school contexts. The findings reveal that emerging practices such as blended learning, artificial intelligence supported feedback systems, and project-based learning significantly enhance student engagement, critical thinking, and collaborative problem-solving. However, the study also identifies persistent challenges, including disparities in digital access, uneven teacher preparedness, and difficulties in aligning innovative practices with standardized curricula and assessment systems. The research contributes to the academic discourse by providing an evidence-based synthesis of both the potentials and limitations of current innovations. The implications highlight the need for policy frameworks that support sustainable integration of technology, robust teacher professional development, and the cultivation of adaptive curricula that balance innovation with equity. Ultimately, the study argues that new trends and modern approaches, when critically applied, can reposition secondary education as a catalyst for preparing future-ready learners in an increasingly complex world.

Keywords: Digital Pedagogies; Learner-Centered Frameworks; Ghana.