



Contemporary Pedagogical “Global Epidemic Maladies” Disrupting and Distorting VET: Survey on the Pedagogical Diseases of the 21st Century

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ABSTRACT: The article explores the contemporary pedagogical maladies affecting vocational education and training (VET) processes in the 21st century. It identifies a range of systemic issues that hinder immensely effective learning and teaching, including a focus on short-term outcomes, administrative constraints, market-driven approaches, cultural irrelevance, outdated curricula, and a lack of evidence-based practices. The author summarizes and categorizes the educational “diseases” with the most intense effects in VET. In addition to the broadly discussed educational issues, such as pedagogical myopia, the overemphasis on credentialism, and the commodification of education (and others)—which treats learning as a product and prioritizes profit over quality—the author provides definitions for several other negative educational phenomena that are increasingly prevalent in contemporary discourse. In operational terms are given proposals and author’ definitions of new maladies, such as “*educational Lisenkovism*,” “*educational Bufosynchronism*,” “*pluralism of educational Ersatz-Models*,” “*pedagogical Pharisaism*,” “*pedagogical solipsism*,” and “*factoid-like Jactitation*”. The core reason for all the identified pedagogical maladies can be attributed to a systemic often deliberate misalignment between educational practices, institutional policies, and the evolving needs of learners and the labour market. The survey is structured based on the origins of the phenomena and their likely future pernicious effects.

KEYWORDS: educational Lisenkovism; educational Bufosynchronism; pedagogical Pharisaism; pedagogical Solipsism; factoid-like jactitation; chremastic medicasters’ educational theories

INTRODUCTION

The landscape of vocational education and training (VET) in the 21st century is increasingly characterized by a series of *pedagogical maladies* that hinder the effectiveness and relevance of educational programs. These maladies manifest in various forms, each contributing to a broader crisis in vocational education that affects students, educators, and the industries they aim to serve. By examining these issues from different perspectives, we can gain a deeper understanding of their implications and explore potential pathways for reform.

The pedagogical *maladies* infesting VET are multifaceted and interconnected with deliberately -driven and prepense origin. In the article “*When Intents to Educate Can Misinform*” Powell et al. (2020) conduct an in-depth examination of educational contexts in which *paltering* manifests as the selective presentation of accurate information to emphasize a particular viewpoint or achieve a specific outcome. This approach potentially shapes perceptions while withholding a more comprehensive and balanced perspective. Termed “**educational paltering**” this phenomenon can mislead learners even in the absence of outright falsehoods, raising significant ethical concerns regarding its application in pedagogy.

Powell et al. (2020) further explore how inadvertent paltering, resulting from violations of communicative norms, may contribute to misinformation within educational settings. Challenges such as *standardization overload*, the erosion of teacher autonomy, cultural irrelevance, and misalignment with industry needs underscore the urgency of addressing these issues. Close affirmations are also made by the research of Al Fath & Putri (2024), Zawadzka-Bartnik (2018) about educational pseudo-innovations; pedagogical perils and promises of critical rationalism Sassower (2022); Matusov&Sullivan (2019) examine pedagogical violence “*infliction of physical, social, emotional, or psychological pains*”; Marsh (2022) make a critical investigation of innovations and regulations based on the “new” neoliberal educational reform in UK as a false mimesis “*shown to offer us a democratic alternative*”; Alfonso et al. (2024) summarized a critique on the modernistic tendencies of imposing the “**model of flagitation**” and importunate need innovative and novel “remedies” as a nostrum for the catastrophic results that PISA (and other indexing system) shows; Kato(2019) argues profoundly of all that modern trends and **homochiral paradigms** that leads to total *depersonalization* and



catastrophic unification of systems in a global aspect killing the diversity; pseudo innovations hidden under “*the guise of their novelty, efficacy, and efficiency*”, Jacko (2023).

The current research aims to organize and categorize the pedagogical errancies, (called by the author with the instrumental defined term: *educational maladies*) with relevance of VET associated with these trends.

Group Systematization of Educational Maladies

The “in-toto” groups are categorized into three, based on the primary factors driving their creation and enforcement. There presented in the **Figure 1.** (author’s classification) as: *politically-driven, institutional-based and scientifically- driven.*

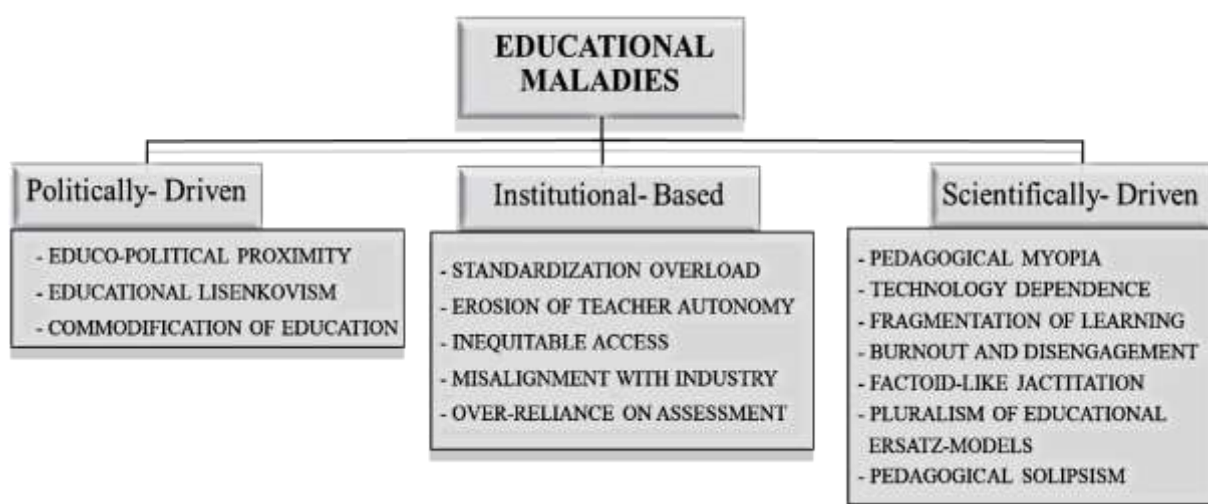


Figure 1. Diagram of the Groups of the Educational Maladies
(author’s source)

Explanatory some of the core errancies and maladies are reviewed in -depth.

Standardization Overload is a persistent “in-progress” issue in contemporary VET. It refers to the over-reliance on uniform curricula and standardized assessments, which often disregard the individual needs of learners and the specific requirements of local industries. Rigidly prescribed tests and *one-size-fits-all learning* modules dominate many VET programs, stifling creativity and adaptability. For instance, a student from a rural background may find that a curriculum designed for urban job markets fails to address their unique challenges and aspirations and chiefly their real application. As a result, they may disengage from the learning process, leading to lower retention rates and poorer educational outcomes. This approach can alienate learners who might thrive with more personalized or contextualized educational methods and often disregards the individual needs of learners and the specific requirements of local industries. Thus, the *pervasive* maladies such as **Standardization Overload**, which refers to the excessive reliance on uniform curricula and standardized assessments, distort the VET intensively, engendering less skilled and less flexible professionals.

Overemphasis on Credentialism highlights the tendency to prioritize certifications and diplomas over the practical skills and competencies that employers value most. In such systems, the focus shifts to accumulating credentials rather than ensuring real-world readiness. For example, industries might demand formal degrees for jobs that primarily require hands-on expertise, or VET programs may prioritize preparing students for exams over providing meaningful workplace training.

Technology Dependence Without Pedagogical Value occurs when digital tools are integrated into teaching without a clear purpose, leading to superficial engagement rather than deeper learning. A common example is the use of virtual reality or interactive boards for tasks that could be taught just as effectively using simpler, traditional methods. This often results in wasted resources and a failure to enhance student outcomes meaningfully.



In the realm of vocational education, the integration of technology often falls short of its potential, leading to a range of misapplications that ultimately undermine the learning experience. One prominent example is the deployment of advanced technologies, such as virtual reality (VR) and interactive boards, for tasks that could be effectively addressed through traditional teaching methods. The use of VR simulations for basic skills training, which does not necessitate such sophisticated tools, can result in a misallocation of resources, leaving students with an experience that lacks depth and fails to enhance their practical skills. Superficially imitate education systems that were successful somewhere leading to pseudo innovations with no guaranteed success Pritchett (2013).

A concrete example of the misuse of technology in VET is the exaggerated use of simulator software in electronics and electrical science programs. In such cases, students spend four years designing and testing circuits in software programs virtually, using only virtual components without engaging in hands-on practical work with real electrical components, wiring, or live systems. Despite this lack of real-world experience, these students are still granted professional qualifications as “Electricians” or “Electrical Technicians” allowing them to work on-site. This practice raises serious concerns about competency, safety, and the credibility of VET certifications, as it creates a significant gap between theoretical proficiency and practical expertise. Moreover, technology is frequently woven into the curriculum without a clear pedagogical purpose, leading to a disconnect between the tools used and the educational outcomes desired. For instance, the incorporation of flashy digital tools for presentations or demonstrations may captivate students' attention but often does little to cultivate a deeper understanding of the subject matter or to cultivate essential skills. This can create an environment where students are more distracted by the technology itself than engaged in meaningful learning.

Another significant concern is the **overreliance on technology** (which significantly differs from the forementioned *technology dependence with no proven pedagogical value*), where educators may lean heavily on digital tools at the expense of essential hands-on training. In vocational programs that prioritize software proficiency for design tasks, for example, students may miss out on critical practical experiences, such as manual drafting or foundational skills that are vital for their future careers. This lack of balance can leave graduates ill-equipped to navigate real-world challenges, as they may struggle to apply theoretical knowledge in practical settings. The use of technology for assessments and training that do not align with the evolving needs of the industry can exacerbate intensively the disconnect between education and the workforce. When programs emphasize online assessments over practical, hands-on evaluations, students may graduate without the competencies that employers seek, rendering them less competitive in the job market. These instances highlight a broader issue within VET: the negative integration of technology as a “innovative remedy”, leading to obvious declination of quality of learning rather than enhance it. It is crucial for educational institutions to critically assess their use of technology, ensuring that it serves a clear educational purpose and genuinely enriches the learning experience for students.

Pedagogical Myopia reflects the short-sighted focus on immediate results, such as passing exams or meeting short-term employment targets, at the expense of cultivating lifelong learning, adaptability, and broader competencies. For instance, training students for narrowly defined job roles without equipping them with transferable skills can leave them unprepared for future career shifts or advancements.

Erosion of Teacher Autonomy describes the increasing constraints placed on educators by administrative requirements and rigid institutional policies. Teachers are often burdened with excessive paperwork and reporting tasks, leaving little room for innovative or adaptive teaching methods. For example, educators might be forced to follow pre-set lesson plans without the flexibility to tailor them to their students' needs or local industry requirements. From the perspective of educators, **Erosion of Teacher Autonomy** is another significant concern. Teachers often find themselves constrained by administrative requirements and rigid institutional policies that limit their ability to innovate and adapt their teaching methods. The burden of excessive paperwork and reporting tasks can detract from the time and energy they have available for meaningful instruction. For example, educators may be forced to adhere to pre-set lesson plans that do not allow for flexibility in addressing the diverse needs of their students. This lack of autonomy can lead to frustration and burnout among teachers, ultimately impacting the quality of education they provide.

Commodification of Education treats education as a product to be bought and sold, prioritizing profit over quality. In other terms: educational theories are promoted by profit-driven individuals or groups, who are more interested in capturing money or influence than genuinely improving education! The multiplication of “*chremastic medicasters' educational theories*” striving for captation where educational theories or approaches promoted by individuals or entities (the “*medicasters*”) that are driven more by financial



motives or profit-seeking (chremastic) than by a true desire to improve education. These theories are marketed as cures or “educational remedies”, but their real goal is to capture financial resources, attention, or influence from educators, institutions, or governments. This phenomenon is especially visible in private VET institutions, where lowering standards to increase enrolments or charging exorbitant fees with minimal student support are commonplace practices. Such approaches undermine the credibility and effectiveness of the education system. The **Commodification of Education** further complicates the landscape of VET. In this context, education is treated as a product to be bought and sold, prioritizing profit over quality. This phenomenon is particularly evident in private VET institutions, where lowering standards to increase enrolment or charging exorbitant fees with minimal student support are commonplace practices. Such approaches undermine the credibility and effectiveness of the education system, as they prioritize financial gain over the genuine development of students’ skills and competencies. The result is a generation of graduates who may possess numerous certifications but lack the practical expertise that employers value most.

Cultural Irrelevance arises when VET programs fail to consider the diverse cultural contexts and regional needs of their learners. This cultural dissonance can lead to disengagement and a lack of motivation among students, who may perceive their education as irrelevant to their future prospects. To address this issue, VET programs must strive to incorporate diverse cultural perspectives and regional needs into their curricula, ensuring that all students feel represented and valued.

Inequitable Access to VET programs remains a significant challenge, particularly for marginalized or underserved groups. High course fees, geographic-distribution limitations, or inadequate support for learners from low-income families often exclude those who could benefit the most from such training. For instance, rural areas frequently lack access to quality training centres, leaving many potential students with no viable options.

Misalignment with Industry Needs refers to the failure of VET curricula to keep pace with the rapid evolution of industry requirements. Numerous researches indicate a tremendous misalignment between VET and industry needs. (*Lopes et al., 2023; Ali et al., 2020; Mahmudah & Santosa, 2021*). Key factors contributing to this mismatch include inadequate dialogue between VET institutions and employers, and a lack of relevance in VET curricula (*Ali et al., 2020*). Outdated training methods or content can leave graduates ill-prepared for modern workplaces. For example, teaching manual drafting techniques in fields that now rely entirely on computer-aided design software exemplifies this misalignment. This implies as result that employers may become increasingly sceptical of VET graduates, perceiving them as underprepared and unqualified for the demands of the job market. This disconnect leads to higher rates of unemployment or underemployment among graduates, further exacerbating the challenges faced by vocational education (*Peter et al, 2024*).

Over-reliance on Assessment Metrics highlights the excessive emphasis on measurable outcomes like test scores while ignoring intangible but critical skills such as creativity, teamwork, and problem-solving. This approach often neglects project-based or experiential learning opportunities, focusing instead on preparing students for standardized evaluations. In addition to these systemic issues, the **Overreliance on Assessment Metrics** poses a significant threat to the holistic development of students. An excessive focus on measurable outcomes often leads to the neglect of essential qualities such as creativity, critical thinking, and problem-solving skills. Evaluating students solely on test scores can create a narrow view of their capabilities, disregarding the importance of project-based assessments or real-world applications. This one-dimensional approach to evaluation can stifle innovation and limit students' ability to adapt to complex job roles that require a diverse skill set.

Fragmentation of Learning occurs when skills and knowledge are taught in isolation, without demonstrating their interconnections or practical applications. For instance, teaching safety procedures separately from machine operations may lead to gaps in understanding their significance in real-world contexts.

Burnout and Disengagement affect both educators and learners due to high stress levels, unrealistic expectations, or lack of support. Teachers might face oversized classrooms or insufficient professional development opportunities, while students may be overwhelmed by excessive assignments and rigid schedules, leading to disengagement and poor performance. The phenomenon of **Burnout and Disengagement** among both students and educators is another critical aspect of the pedagogical maladies affecting VET. High stress levels, coupled with a lack of support, can lead to disengagement among students who feel overwhelmed by excessive assignments and tests. Similarly, educators who are tasked with managing large classes without adequate professional development may experience burnout, resulting in high turnover rates and a loss of institutional knowledge. This cycle of disengagement can have far-reaching consequences, diminishing the overall quality of education and eroding trust in the VET system.



Educational-Political Proximity underscores how some educational policies are prioritized not for their intrinsic value but because of the closeness of their proponents to decision-makers in education ministries. Policies or methods may become mandatory simply because they are championed by influential individuals, even if they lack merit or broad support. The **Educational-political Proximity** phenomenon also plays a role in shaping the challenges faced by VET. Policies may be prioritized not for their intrinsic value but due to the proponents' closeness to education authorities. This favouritism can result in the implementation of models or methods that lack empirical support, undermining the integrity of the educational system. As a consequence, educators may feel compelled to adopt practices that do not align with their professional judgment or the needs of their students.

Pluralism of Educational Ersatz-Models and Pedagogical Pharisaim criticizes the proliferation of eclectic and often incoherent educational models under the guise of pluralism. These models are frequently ideologically driven rather than practically useful. For example, the introduction of countless "blended-neuro-hybrid" approaches often lacks a clear implementation strategy or proven benefits. Finally, the **Pluralism of Educational Ersatz-Models** contributes to the proliferation of eclectic and incoherent methodologies under the guise of pluralism. This often masks ideological or political agendas, leading to confusion among educators and learners. The introduction of countless "new methodologies," such as hybrid-blended-neuro-learning, without clear implementation strategies or demonstrable benefits, can dilute the quality of education and create a fragmented learning experience.

The “Novel and Mint” Rising Pedagogical Innovative Nostrum or the “Educational Paltering of 21st century”

Educational Lisenkovism and Bufosynchronism: A Critical Examination

Educational Lisenkovism refers to the promotion of unscientific and ideologically driven theories or practices in education that collapse under scrutiny. Named after *Trofim Lysenko*, a Soviet biologist whose politically motivated theories on genetics for colossal production of animals in Soviet farms which were widely discredited and unscientifically- based. The concept highlights the dangers of adopting educational practices based on ideology rather than empirical evidence. In contemporary education, *Lisenkovism* manifests in various forms, often leading to detrimental outcomes for students and educators alike. One prominent example of *Educational Lisenkovism* is the push for “omniferous universal teaching methods” that claim to address achievement gaps without empirical support. For instance, some educational authorities advocate for the implementation of specific pedagogical frameworks, such as “whole language” approaches to reading instruction, which emphasize immersion in literature over phonics-based methods. While these approaches may sound appealing, numerous studies have shown that phonics instruction is more effective for developing reading skills, particularly for struggling readers. The insistence on adopting these ideologically favoured methods, despite a lack of supporting evidence, exemplifies Lisenkovism in action.

Another contemporary example can be found in the promotion of “social-emotional learning” (SEL) programs that prioritize emotional intelligence over traditional academic skills. While cultivating emotional well-being is undoubtedly important, some SEL programs have been implemented without rigorous evaluation of their effectiveness but are intensively politically supported under the pretext of neoliberal and gender educational theories. In certain cases, these programs have been adopted based on *anecdotal* evidence or political pressure rather than solid research. This can lead to a situation where educational resources are diverted from evidence-based practices that enhance academic achievement, ultimately leaving students ill-prepared for the demands of the workforce.

The consequences of *Educational Lisenkovism* are disgracefully profound. By prioritizing untested theories and ideologically driven practices, educational institutions risk undermining the very purpose of education: to equip students with the knowledge and skills necessary for success in an increasingly complex world. The promotion of such practices can lead to a generation of students who are not only ill-prepared for future challenges but also disillusioned with the educational system that has failed to provide them with a solid foundation.

Educational Bufosynchronism (an operational term proposed by the author, the prefix could relate to *Bufo* from Latin toad, often symbolizing deception, sluggishness, or stagnation) refers to the phenomenon of adopting pseudo-innovations in education that are presented as groundbreaking but lack evidence of effectiveness. It is a combination of:

- [1] *Deceptive Synchronization* -an illusion of educational progress where elements appear aligned but lack meaningful coordination (e.g., excessive reliance on technology without real-world application also)
- [2] *Stagnant Coordination*: A scenarios where education systems attempt to synchronize outdated and modern methodologies but due to inertia and deliberate political decisions fail to create a coherent, effective framework.



[3] *Clumsy Unnatural Synchronization*: An inefficient, almost absurd integration of educational elements eclectically and mechanically that leads to dysfunctional learning outcomes.

Educational Bufosynchronism could be reviewed as a variation and modern mimesis of *Educational Lisenkovism*. This trend often results in the implementation of trendy educational practices that do not genuinely enhance learning outcomes, leading to a cycle of disillusionment among educators and students. One glaring example of *Educational Bufosynchronism* is the widespread adoption of “21st-century skills” frameworks that emphasize the need for students to develop competencies such as critical thinking, collaboration, and creativity. While these skills are undoubtedly important, many educational institutions have embraced these frameworks without a clear understanding of how to effectively integrate them into the curriculum with a realistic measuring and validation tools in the output of the educational institution. As a result, schools may implement superficial “trendy-like changes”, such as incorporating buzzwords into lesson plans or adopting flashy technology tools, without addressing the underlying pedagogical practices that truly cultivate these skills. This can create an illusion of progress while failing to produce meaningful improvements in student learning.

Another instance of *Bufosynchronism* can be seen in the promotion of “flipped classrooms” where traditional teaching methods are inverted (something that is promoted to be novel and modern but is born during the creation of Russian Polytechnic school in the early 30^{ties} in the last century!), and students are expected to engage with instructional content at home while participating in collaborative activities in class. While this approach has potential benefits, it has often been adopted without adequate training for educators or consideration of the diverse needs of students. In many cases, teachers find themselves overwhelmed by the demands of managing both in-class and out-of-class learning, leading to inconsistent implementation and a lack of genuine engagement from students. The result is a situation where the flipped classroom model becomes a mere trend rather than a transformative educational practice.

The deleterious implications of *Educational Bufosynchronism* are significant. Prioritizing “trendy innovations” over evidence-based practices, educational institutions risk perpetuating a cycle of superficial change that fails to address the root causes of educational challenges. This directly leads to a disconnection between educators and the realities of effective teaching and learning, ultimately undermining the credibility of the educational system as a whole.

Educational Lisenkovism and *Educational Bufosynchronism* represent critical challenges facing contemporary education. To combat these maladies, it is essential for educators, policymakers, and stakeholders to prioritize evidence-based practices and engage in meaningful dialogue about the true purpose of education: to equip students with the skills and knowledge necessary to thrive in an ever-evolving world.

Pedagogical Solipsism: A Critical Analysis

Pedagogical Solipsism refers to the phenomenon where educational programs prioritize the perspectives and theories of educational “gurus” over meaningful engagement with industry stakeholders and real-world needs. This *inward-looking approach* can lead to curricula that are disconnected from the skills and competencies required in the workforce, ultimately undermining the effectiveness of VET and TVET systems.

A contemporary example of *pedagogical solipsism* can be observed in the development of curricula that emphasize theoretical knowledge at the expense of practical skills and the reluctance of educational institutions to consult with industry leaders when designing curricula. For instance, some educational institutions may adopt teaching methods that focus heavily on abstract concepts in fields like business, entrepreneurship or technology, neglecting the hands-on experiences that are crucial for students to thrive in their future careers in a special technical career. This disconnect can result in graduates who possess a wealth of theoretical knowledge but lack the practical skills necessary to succeed in real-world job environments. *Pedagogical solipsism* could be find in its variation as a teaching approach that is overly focused on a solitary, one-sided teaching method that doesn't acknowledge the importance of interaction, dialogue, or student engagement in the learning process. An illustrative example: a vocational program in information technology may be developed without input from local tech companies, leading to a curriculum that does not align with current industry demands. As a result, students may graduate with outdated skills that do not meet the expectations of employers, exacerbating the skills gap and increasing unemployment or underemployment among graduates. The consequences of *pedagogical solipsism* are “cancer-like” and far-reaching. By prioritizing the opinions of educational theorists over the insights of industry practitioners, educational institutions risk producing graduates who are ill-prepared for the realities of the job market. This



not only diminishes the value of vocational education but also contributes to a growing disconnect between education and industry, ultimately undermining the credibility of VET programs.

Factoid-like and Mellifluent Jactitation: A Critical Perspective

Factoid-like and Mellifluent Jactitation describes the tendency to repackage and promote old educational models as revolutionary while selectively presenting weak evidence to support their effectiveness. This phenomenon often leads to the adoption of trendy educational practices that lack a solid empirical foundation, resulting in a cycle of disillusionment and scepticism among educators and students. A contemporary example of this can be seen in the promotion of “innovative” teaching methods that claim to enhance student engagement and learning outcomes but are often little more than rebranded versions of existing practices. For instance, the rise of “gamification” in education has been touted as a groundbreaking approach to learning. While incorporating game elements into education can be beneficial, many implementations lack a clear pedagogical framework and rely on superficial engagement rather than cultivating deep learning. As a result, educators may find themselves implementing gamified elements that do not lead to meaningful educational outcomes, perpetuating the cycle of factoid-like jactitation. The implications of *factoid-like and mellifluent jactitation* are significantly challenging. Dogmatization of trendy educational practices over rigorous evaluation and evidence-based approaches, educational institutions risk undermining the quality of education. This can lead to a loss of trust in educational reforms and a growing scepticism among educators and students regarding the effectiveness of new initiatives.

Table 1. presents the author’s classification and grouping of the most significant and impactful maladies affecting VET.

Table 1. Summary of Pedagogical (educational) Maladies (author’s source)

PEDAGOGICAL MALADY	EXPLANATION	EXAMPLES OF PRACTICE
<i>Standardization Overload</i>	Over-reliance on uniform curricula and assessments, ignoring individual and contextual needs.	Standardized tests determining all progress; rigid curricula that don’t adapt to local industries or learner diversity.
<i>Overemphasis on Credentialism</i>	Prioritizing certifications over practical skills and real-world application.	Employers requiring degrees over demonstrated skills; VET courses prioritizing diplomas over hands-on training.
<i>Technology Dependence Without Pedagogical Value</i>	Adopting technology without clear pedagogical goals, leading to superficial or ineffective learning.	Using flashy tools like VR for simple tasks that could be taught effectively with traditional methods.
<i>Pedagogical Myopia</i>	Focus on immediate results, neglecting long-term learning and adaptability.	Training for specific, short-term roles without teaching transferable skills; focus on test preparation only.
<i>Erosion of Teacher Autonomy</i>	Limiting educators' ability to innovate due to administrative control and rigid policies.	Strict lesson plans that cannot be adapted; excessive reporting requirements reducing teaching time.
<i>Commodification of Education</i>	Treating education as a market product, prioritizing profit over quality.	Private VET institutions lowering standards to enroll more students; excessive course fees with minimal support.
<i>Cultural Irrelevance</i>	Failure to incorporate diverse cultural and regional needs, leading to disengagement.	Ignoring indigenous or local practices in agricultural VET programs; curricula focused only on urban job markets.
<i>Inequitable Access</i>	Limited opportunities for marginalized groups to access quality VET programs.	Lack of rural training centers; high costs of VET courses excluding low-income students.



<i>Misalignment with Industry Needs</i>	with	Curricula failing to match evolving industry demands, leaving students ill-prepared.	Teaching obsolete technical skills; neglecting digital literacy in modern manufacturing courses.
<i>Over-reliance on Assessment Metrics</i>	on	Excessive focus on measurable outcomes, ignoring qualities like creativity and critical thinking.	Evaluating students only on test scores; neglecting project-based assessments or problem-solving tasks.
<i>Fragmentation of Learning</i>	of	Isolated teaching of skills without showing their interconnections or applications.	Teaching safety procedures separately from machine operations, leading to gaps in understanding their importance.
<i>Burnout and Disengagement</i>	and	High stress and lack of support leading to disengagement among students and educators.	Overloading students with assignments and tests; teachers handling large classes with no professional development.
<i>Educational "Bufosynchronism"</i>		Pseudo-innovations, presented as groundbreaking but lacking evidence of effectiveness, often politically imposed.	Mandating trendy "competence-based" approaches without testing results; promoting tools like "interactive walls" with no proven impact.
<i>Educational-Political Proximity</i>		Policies prioritized not for their value but due to their proponents' closeness to education authorities.	A model or method becomes mandatory because it's backed by influential figures, regardless of its merits or results.
<i>Educational "Lisenkovism"</i>		Promoting unscientific and ideologically driven theories or practices in education that collapse under scrutiny.	Forcing untested "universal teaching methods" to solve achievement gaps without empirical support; dismissing critiques as reactionary.
<i>Pluralism of Educational Ersatz-Models and Pedagogical Pharisaism</i>	of	Proliferation of eclectic and incoherent models under the guise of pluralism, often masking ideological or political agendas.	Introducing countless "new methodologies" like hybrid-blended-neuro-learning without clear implementation or benefits.
<i>Pedagogical Solipsism</i>		Ignoring industry analysis and demands, focusing instead on the opinions of educational "gurus" or theoreticians.	Designing curricula without consulting industry leaders; rejecting feedback from practitioners in favor of unproven academic theories.
<i>Factoid-Like and Mellifluous Jactitation</i>	and	Repackaging and promoting "new" models as groundbreaking while selectively presenting weak evidence as proof of effectiveness.	Presenting "21st-century skills" or "future-proofing" models as transformative without peer-reviewed studies or transparent evaluations.

DISCUSSION

To combat these pernicious educational maladies, it is essential first to establish a comprehensive and exhaustive problem-mapping plan with a clear and distinct analysis of their manifestations and outcomes. All these educational phenomena have probable and expected future outcomes and analysing these results, we can operationally define strategies to structure a targeted plan for combating and ultimately eliminating them. **Table 2.** summarizes the sequences of probable results that are logically and unambiguously expected to emerge, as outlined by the author.



Table 2. Linking each identified phenomenon to its probable and expected results in VET and professional schools

EDUCATIONAL PHENOMENON	PROBABLE/EXPECTED RESULT
Standardization overload	Decreased adaptability of graduates; alienation of diverse learners; reduced innovation in teaching methods.
Overemphasis on credentialism	Overproduction of certifications with underdeveloped skills; declining value of formal qualifications.
Technology dependence without pedagogical value	Waste of resources on ineffective tools; superficial engagement and learning outcomes.
Pedagogical myopia	Short-term successes at the expense of long-term skill development; reduced workforce adaptability.
Erosion of teacher autonomy	Demoralized educators; reduced creativity and adaptability in teaching; higher teacher turnover.
Commodification of education	Profit-driven models overshadowing quality; declining public trust in VET institutions.
Cultural irrelevance	Disengaged students; lower participation rates among marginalized groups; perpetuation of inequalities.
Inequitable access	Increased socio-economic gaps; limited opportunities for underserved communities; loss of potential talent.
Misalignment with industry needs	Graduates ill-prepared for real-world jobs; growing skepticism from employers; increased reliance on retraining.
Over-reliance on assessment metrics	Neglect of soft skills and creativity; one-dimensional evaluations; poor preparation for complex job roles.
Fragmentation of learning	Incomplete skill sets; confusion in practical applications; inefficiencies in workplace integration.
Burnout and disengagement	High dropout rates; disillusioned educators and students; lower overall quality of education.
Educational “bufosynchronism”	Adoption of ineffective “innovations”; wasted time and resources; skepticism toward future reforms.
Educo-political proximity	Poorly designed policies; favoritism undermining merit-based decisions; stagnation in meaningful reform.
Educational “lisenkovism”	Collapse of unscientific methods; loss of trust in the system; wasted efforts on ideologically driven projects.
Pluralism of educational ersatz-models	Proliferation of incoherent methods; confusion among educators and learners; dilution of educational quality.
Pedagogical solipsism	Curricula disconnected from labor market needs; reduced employability of graduates; weakened industry-education ties.
Factoid-like and mellifluous jactitation	Distrust in new models; stagnation in innovation; loss of time due to repeated implementation of rebranded ideas.

CONCLUSION

The challenges facing vocational education and training are deeply rooted in systemic misalignments that compromise the quality and relevance of education. The overemphasis on immediate results and the urgent need for *omnifarious “soterial save-us models”* as well as, coupled with rigid institutional policies and a market-driven mindset, has led to a disconnect between educational practices and the actual needs of learners and employers. To address these issues, it is essential to cultivate an educational environment that values long-term skill development, encourages teacher autonomy, and incorporates diverse cultural contexts. By embracing evidence-based practices and prioritizing inclusivity, VET systems can better prepare students for meaningful careers



and contribute positively to the workforce. Ultimately, a holistic approach to reform is necessary to ensure that vocational education remains relevant and effective in an ever-changing world.

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