



The Academic Paradigm of Zambian Universities in Knowledge Production and Dissemination: A Theoretical Framework

Tshepo Chikwinya¹, Chifundo Mulenga²

¹ Mulungushi University

² Department of Interdisciplinary Studies, University of Zambia, Lusaka

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Correspondence: tchikwinya@yahoo.com

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Author notes

*Tshepo Chikwinya is affiliated with Mulungushi University and focuses on African Studies research in Africa.
Chifundo Mulenga is affiliated with Department of Interdisciplinary Studies, University of Zambia, Lusaka and focuses on African Studies research in Africa.*

Abstract

Zambian universities play a pivotal role in the production and dissemination of knowledge within African Studies. The study employs a critical analysis of existing literature and conceptual frameworks from sociology, education, and African Studies to construct its theoretical model. The theoretical framework provides a comprehensive overview of how Zambian universities can enhance their contribution to African Studies through more inclusive and locally relevant academic practices. Universities are encouraged to integrate indigenous knowledge into teaching materials and research agendas, fostering a more balanced approach to scholarly production.

Keywords: *Africanization, Critical Theory, Decolonial Studies, Epistemology, Higher Education Reform, Knowledge Transfer, Postcolonial Studies*

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