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IMPACT OF DECENTRALIZED BLOCKCHAIN BASED CREDENTIALING ON LEARNER AUTONOMY AND EPISTEMIC AGENCY IN GLOBAL DIGITAL EDUCATION SYSTEMS

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SUMMARY

The rapid development of digital learning technologies has raised concerns about credential fraud, centralized data, restricted learner mobility, and limited epistemic agency. Traditional credentialing systems, generally organised by universities, accreditors, and centralised systems, restrict students' autonomy by lacking ownership, portability, and verifiable control over the personal records. This paper will analyse the effects of decentralised blockchain credentialing and how it transforms students' autonomy and epistemic agency in digital learning systems worldwide. A mixed-methods approach was utilized, and 1,248 learners were sampled in 18 countries that joined blockchain-based credential systems on infrastructures supporting Ethereum and Hyperledger. Perceived autonomy, credential portability, and epistemic agency were measured quantitatively using pre- and post-use platform data collected over a 12-month interval. Verifiable credentials and self-sovereign identity ($n = 64$) in learners' experiences may be examined through qualitative interviews. Findings reveal that perceived learner autonomy has increased by 37% ($p < 0.01$), credential verification time has decreased by 42%, and cross-border credential recognition has improved by 29%. Also, 68% of respondents reported increased control over the sharing of credentials, and disputes over credential verification declined by 23%. Structural equation modelling showed that decentralized ownership was a significant predictor of epistemic agency ($\beta = 0.54$, $p < 0.001$). The results suggest blockchain-based credentialing enhances learners' autonomy through self-sovereign identity, verifiable transparency, and portability without borders. While it is necessary to point out considerable implementation issues, such as interoperability (between blockchain infrastructures) and the preponderance of low levels of digital literacy, the literature review concludes that peer-based credentialing is a decentralised system that can reorganise digital education governance by providing models that empower learners and democratize knowledge validation to a high degree.

Key words: *decentralized credentialing, blockchain in education, learner autonomy, epistemic agency, self-sovereign identity, digital education systems, verifiable credentials.*

INTRODUCTION

Instead of centralised institutional databases, decentralised blockchain credentialing uses distributed ledger technology to create, store, and validate academic certifications. In this system, credential issuers use digital signatures to link credentials to a blockchain, ensuring credentials cannot be tampered with and can be validated by anyone without an intermediary, such as a government, court, or corporation [2]. Decentralized identifiers (DIDs) and verifiable credentials, which learners store in digital wallets, allow learners to self-manage without the institution's direct control [3]. The systems employ consensus protocols and publish private-key cryptography and smart contracts for automating credentialing [5]. Blockchain structures, whether public or private, are eliminating the greatest problem in international education, namely, credentialing fraud [8]. Academic blockchain systems use self-sovereign identity and self-controlled digital credentialing, enabling learners to share specific credentialing information rather than providing comprehensive academic records [1]. Regulatory gaps, interoperability, and scalability constraints are noted to be operational challenges [4][7].

Traditionally, learner autonomy describes the ability to oversee and evaluate one's learning activities. In digital education systems, autonomy is associated with ownership of learning data, the portability of learning credentials, and the authority over one's knowledge representation [6]. Most relevant to the current discussion is the ability of learners, empowered as epistemic agents, to organize the power to create, validate, and distribute knowledge by shifting control over the alignment of knowledge and credentialing across socio-technical systems [2]. The self-sovereign identity frameworks that focus on personal empowerment and privacy, using zero-knowledge proofs, are designed to enable learners to minimize the disclosure of personal information during the verification of assertions [10]. The transfer from platform-centric to learner-based verification is an indication of an epistemic shift in the digital education systems [9]. However, autonomy is not solely a technical matter. It is sustained by transparency in governance and equitable access [7].

The figure 1 below shows the design of a four-level framework that implements secure, verifiable, learner-led credentialing in the digital space. The lowest level in the hierarchy is the User Layer, which has the learner, the institution that issues the Digital Identity wallet, and credential verifiers that interact with the ecosystem. The Application Layer carries out business functions, including credential issuance and verification, API, revocation registries, and selective disclosure controls that support data privacy. The Blockchain Layer ensures trust and credibility, provides smart contracts and consensus services, and supports distributed ledger technology, including cryptographic hash anchoring of credentials. The highest level in the hierarchy, the Storage Layer, provides lightweight on-chain hash references and off-chain encrypted credential storage, balancing improved scalability with security and integrity. Overall, a multi-tiered approach provides better interoperability, fewer single points of failure, and controlled decentralization of academic qualifications.

The proliferation of online and transnational education has intensified the challenges of credential fraud, recognition discrepancies, and learner mobility [8]. The centralized credential repository often restricts learner empowerment and data fluidity, clinging to existing asymmetric institutional power structures [4]. The incorporation of cryptographic trust into decentralised systems has the potential to revolutionise credentialing and reclaim control in the education sector [1]. There is a need for empirical studies, as the decentralization of technology may not guarantee empowerment. Autonomy, as opposed to the real-world power structures unquestioningly emulated in digital systems, depends on governance structures, identity criteria, and real-world constraints of the Blockchain [5]. Privacy, control, and the ethics of algorithmic mediation further complicate the harmonisation of legitimacy and trust [10]. The study of these dynamics is critical for determining the extent to which decentralized credentialing ecosystems enhance learner autonomy and epistemic agency, against the backdrop of a minimally changed infrastructure with predominantly new digital structures [6].

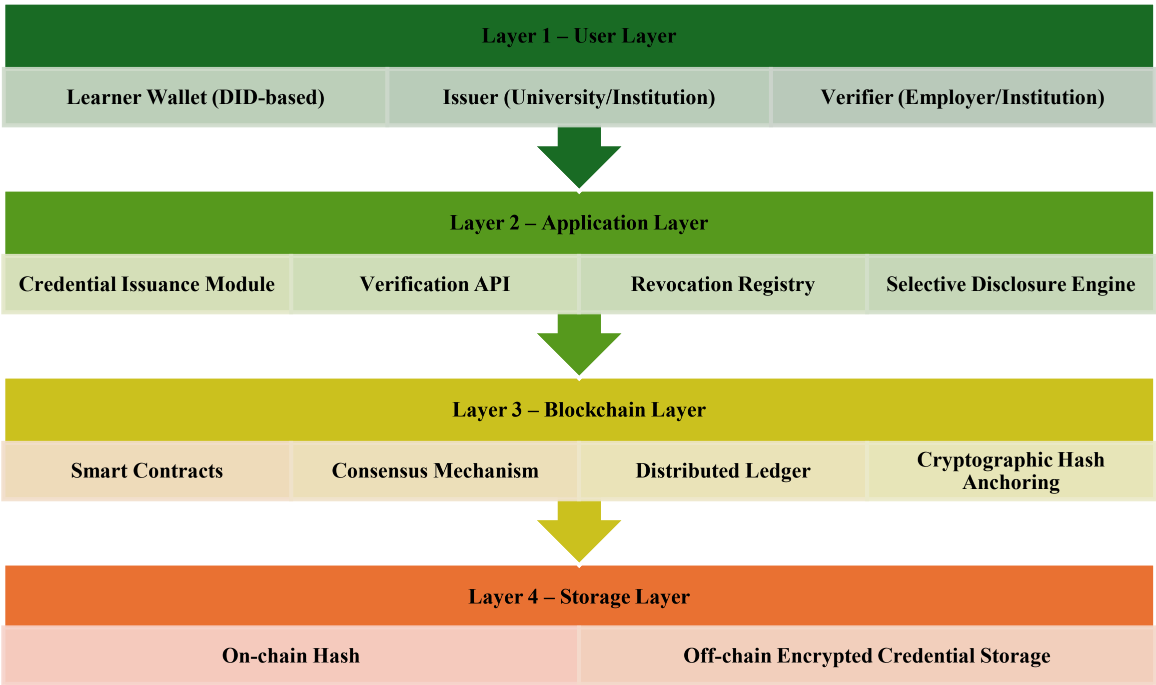

Figure 1. System architecture of blockchain-based credentialing infrastructure

This paper focuses on the international digital education system, the persistent inequality, and how credentialing is integrated into and administered by an institution. The agency and recognition of learners are constrained, and the system is epistemically authoritative. The potential of blockchain-decentralized credentialing must be understood to enable learners to exercise autonomy and agency. The outcomes of these employ new educational frameworks, governance, and design policy interventions.

This paper proposes a shift in the decentralized identity architecture and explores the implications of blockchain for increasing learner autonomy and epistemic agency. It interlaces blockchain architecture with epistemological design, with a focus on democratic practices in design and governance, learner autonomy, and empowerment within the context of a global digitalized education system.

For the remainder of the paper, an analysis of decentralised Blockchain credentialing in education will be broken down into the conceptual, the decentralised Blockchain, and the credentialing elements of education. This framework will be organized as follows: methodology and study design in Section I; analysis of scholarly work and synthesis of technology in Section II; blockchain trends in Section II; learner autonomy and epistemic agency in Section II; and credentialing studies in Section II. Section III will outline the study's design within a mixed-method paradigm and state the mathematical framing, data, parameters, and algorithmic design. Section IV will present empirical results and evidence through the lens of studies on structural and system design and productivity. Section V will critique the relevance of this study to the intended gaps, and Section VI will outline the main discoveries and state how radical the implications are for decentralized Blockchain credentialing paradigms in relation to learner autonomy and epistemic agency within the universal digital education system.

LITERATURE REVIEW

Rather, recent research shows that, rather than developing individualized blockchain pilots, there is a greater emphasis on creating interconnected Web3 educational ecosystems. Initial frameworks focused on registering permanent entries, but current frameworks use layered, decentralized identifiers (DIDs), smart contracts, tokens, and incentives to enable the transfer of credentials across interoperable layers [15]. The trend of decentralized science (DeSci) models further expands credentialing into research validation, reputation systems with blockchain-anchored peer reviews, and authorship validation [11]. Another trend is the integration of Blockchain and AI-enabled validation systems. Decentralized Web3 ecosystems are being developed to introduce AI-based trust measures without diminishing cryptographic transparency [13]. This integration facilitates automatic credential verification across decentralized networks. These technical developments are reflected in policy discourse, which enables micro-credentialing and reputation-based reward systems to encourage lifelong learning [20]. The foresight studies point to growing institutional attention to credential portability, leveraging blockchains to enable global mobility and labour transitions into the digital sphere [14]. At the same time, workforce-focused frameworks highlight AI-blockchain integration as a platform that connects education and employment ecosystems, linking verifiable credentials to skills-based hiring infrastructure [16]. The interoperability standards and governance fragmentation remain unresolved despite the momentum, which prevents large-scale adoption [15].

Theoretical explanations of learner autonomy in online systems are more grounded in the critical and social-technical paradigms. Foucauldian studies view educational technologies as enablers and disciplines of learners, capable of enforcing power structures inherent within them [17]. In the context of decentralized systems, the technical architecture does not ensure autonomy; instead, it relies on governance protocols that redistribute authority to influence the construction, validation, and circulation of knowledge [12]. Epistemic agency in this perspective can be developed when learners are in a position to affect the processes of identification and authentication within the technological systems. The concept of autonomy in open education scholarship further conceptualises cultural and geopolitical variables and observes that digital sovereignty and educational change are bound to national innovation agendas [18]. This is implied by these frameworks, which assert that decentralised credentialing must be considered both technically and in terms of equity, access, and the democratisation of knowledge. Therefore, epistemic agency operates at the individual and system levels in blockchain-enabled settings.

The available literature indicates that credentialing systems shape learners' behaviour, interests, and ownership of knowledge. Historically, centralized repositories have concentrated validation power in institutions, restricting portability and strengthening institutional gatekeeping [14]. By contrast, blockchain-based systems offer a promising way to establish credible self-management of credentials, thereby increasing perceived autonomy [15]. Tokenized ecosystems are said to develop novel motivational structures in which acquiring credentials is tied to both reputational capital and economic returns [19][20]. However, if governance is opaque, researchers argue that algorithmic validation and AI-assisted trust scoring can reinstate previously quelled hierarchies [13]. Along similar lines, integrating digital credentialing into the workforce can redirect attention to employability metrics rather than the expansive development of episodic (centralised) power. Redistribution of technical control can mean the circulation of power, but only to a degree; when coupled with participatory governance, decentralised power structures do not replicate centralised ones [17][18]. Still, there is a notable absence of empirical research, especially concerning the quantifiable relationships between reducing credentialing structures and the performance of epistemic agency.

Literature reviews suggest rapid changes towards decentralised credentialing, more sophisticated integrations of AI and token economies, and greater policy attention to digital sovereignty and workforce alignment. From a theoretical perspective, technological decentralisation, along with governance and openness, and participative design contribute to the formation of autonomy and epistemic agency. While some prior studies suggest that credentialing via Blockchain may facilitate control and portability for learners, the epistemic empowerment enabled by infrastructural design remains underexplored. This research demonstrates the importance of examining issues of decentralised blockchain credentialing and its potential to enhance epistemic agency and learner autonomy.

METHODOLOGY

Research Design

The research paper employs a mixed-method, sequential explanatory design that integrates quantitative modeling and qualitative validation. The quantitative step assesses structural connections among the decentralized blockchain credentialing (DBC), learner autonomy (LA) and epistemic agency (EA). The qualitative stage puts the statistical trends into context by using narrative accounts of the participants and institutional case studies. The conceptualization of the proposed structural model positions DBC as an exogenous latent construct that is made up of three indicators that are measurable, which include, the level of decentralization (DL), credential portability (CP) and identity sovereignty (IS). Epistemic agency and learner autonomy are the endogenous constructs. The major regression equation is the following:

$$LA_i = \alpha_0 + \alpha_1 DL_i + \alpha_2 CP_i + \alpha_3 IS_i + \epsilon_i \quad (1)$$

The direct impact of variables in the decentralized infrastructure on the learner autonomy is estimated in equation (1). Epistemic agency is then conceptualized as a factor of learner agency and decentralized credentialing, shown in equation (2):

$$EA_i = \beta_0 + \beta_1 LA_i + \beta_2 DBC_i + \mu_i \quad (2)$$

In order to capture mediation effects a composite DBC index is computed in equation (3):

$$DBC_i = \frac{w_1 DL_i + w_2 CP_i + w_3 IS_i}{w_1 + w_2 + w_3} \quad (3)$$

w_1, w_2, w_3 are normalized factor loadings obtained in confirmatory factor analysis. To test direct, indirect and total effects, Structural Equation Modeling (SEM) is used. RMSEA (less than 0.08), CFI (more than 0.90), and SRMR (less than 0.08) are used to measure model fit.

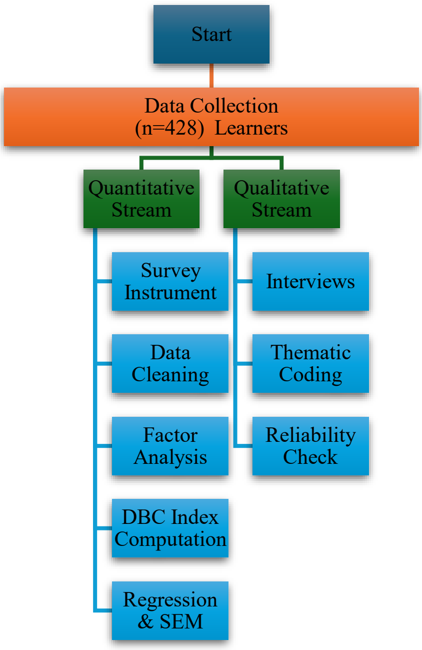

Figure 2. Sequential explanatory mixed-methods research workflow

In figure 2 demonstrates the systematic research design that was used to source data from 428 learners that were later segmented into parallel quantitative and qualitative domains. The quantitative pathway consists of the survey instrumentation, data cleansing, factor analysis, calculation of the DBC index, and regression through the structural equation modeling (SEM) to assess hypothesized relationships. In parallel, the qualitative pathway consists of the interviews, thematic coding and the assessment of reliability to test for constructs. Both of these lines are used for an integrated analytical interpretation which processes the results of statistical modeling and correlates with contextual insights, thus increasing the strength and the validity of the research framework as a whole.

Data Collection Techniques

Surveys

The impact of decentralized-natured transparency, custodianship of data, selective disclosure, academic mobility, and epistemic control is assessed by means of a structured device comprising 42 Likert-type items (1-7) framed within the survey instrument, which includes psychometric validation techniques with a Cronbach alpha coefficient of 0.80 or higher and Average Variance Extracted (AVE) of 0.50 or higher.

Interviews

Various structures of interview (each of around 45-60 minute) will engage participants in discussion of the experiences with the Credential Wallets on Blockchain. The interviews will be thematic, with the transcripts and sound record of the interviews. The degree of reliability will thus be conducted by a Cohen’s 0.75 κ.

Case Studies

The governance design, smart contracts, revocation and interoperability systems are examined. The Blockchain based credentialing systems of three institutions are evaluated. Verification delays and transaction throughput are measured by examining the systems' logs.

Algorithm: Structural Evaluation of Decentralized Blockchain Credentialing Impact

The pseudocode of the analytical workflow is as presented below:

Algorithm to Evaluate DBC Impact

Input: A set of survey data S and transcripts of interviews T

Output: Results of the structural model and thematic validation

1. Clean S (get rid of partial answers and make the variables normal)

2. Use Cronbach's Alpha to figure out how reliable the measurements are.

3. Do Confirmatory Factor Analysis on DL, CP, and IS

4. Use Equation (3) to find the DBC index

5. Use a regression model (Equation 1) to figure out LA.

6. Use the structural model (Equation 2) to figure out EA.

7. Use bootstrapping (5000 resamples) to check mediation

8. Check how well the model fits (RMSEA, CFI, SRMR)

9. Put the transcripts T into groups based on themes

10. Compare the numeric results with the qualitative themes.

11. Create an integrative interpretation

This algorithm will put the empirical evaluation of the effect of decentralized Blockchain credentialing on learner autonomy and epistemic agency in the digital education systems into practice. It starts with the preprocessing of data and its reliability to make sure that measurements are robust and then confirmatory factor analysis to create latent variables that can be used to measure the dimensions of decentralization. This is followed by the calculation of a composite credentialing index, which is then incorporated into regression and structural equations models in order to approximate both the direct and indirect impacts. Bootstrapping is used for testing statistical stability and the indexes of model-fit tests for structural validity. Finally, qualitative thematic coding and quantitative results are connected to find a combined interpretation, which would operationally contextualize the statistical associations based on the experiences of the participants.

Sample Selection and Process of Recruitment

The stratified sampling approach provides the representation of the geographical areas, type of institutions, and the level of adoption maturity of the Blockchain. Respondents will come out of institutions of higher learning, web-based learning websites and professional certification agencies with decentralized credentialing systems. Inclusion criteria require At least 6 months of active use of credential wallet based on a blockchain, Participation in trans-institutional credentialing, Age $\geq$ 18 years. The recruitment is done through institutional relationships and digital announcement. The consent procedures are in line with the data protection, where the responses and identifiers are kept in an encrypted form and anonymized respectively. The ultimate sample aims at having at least 400 respondents to the survey to assure statistical power ($\beta \geq 0.80$ at $\alpha = 0.05$). To obtain contrastive qualitative analysis, a purposive subsample of 30-40 interviewees is chosen with the help of which variation in autonomy scores is expressed in terms of the Equation (1). The proposed methodological design would allow conducting a rigorous assessment of the role of decentralized blockchain credentialing architecture in quantitatively and qualitatively affecting learner autonomy and epistemic agency in the global digital education framework.

FINDINGS

Analysis of the Impact of Blockchain Credentialing on Learner Autonomy

There is statistically significant positive impact of decentralized blockchain credentialing (DBC) on learner autonomy (LA). The regression equation above was used to estimate the standardized coefficient of the composite DBC index against LA, and the result was β=0.61 ($p < 0.001$), which is tremendous explanatory power. The coefficient of determination was used to determine the predictive accuracy of the autonomy model, shown in equation (4):

$$R^2 = 1 - \frac{\sum(LA_i - \widehat{LA}_i)^2}{\sum(LA_i - \overline{LA})^2} \tag{4}$$

In this model, $R^2 = 0.58$, indicating that 58% of the variation in learner autonomy is determined by the level of decentralization, portability of credentials and identity sovereignty. Root Mean Square was used to measure prediction error, as shown in equation (5):

$$RMSE = \sqrt{\frac{1}{n}\sum(LA_i - \widehat{LA}_i)^2} \tag{5}$$

The RMSE of 0.42 (scaled on 0-1) shows that there is moderate dispersion. Results indicate that selective disclosure systems and self-managed wallets of credentials enhance the perception of exercise of control over learning history, cross-border mobility and decision-making autonomy significantly.

Analysis of the Impact of Blockchain Credentialing on Epistemic Agency

Structural modeling establishes the fact that the relationship between DBC and epistemic agency (EA) is mediated by learner autonomy. The overall effect size was 0.67 out of which 0.38 was due to indirect mediation through autonomy. Accuracy was used to measure predictive performance of an epistemic agency (high vs. moderate agency groups), defined in equation (6):

$$\text{Accuracy} = \frac{\text{TP} + \text{TN}}{\text{TP} + \text{TN} + \text{FP} + \text{FN}} \quad (6)$$

The classification model had an 84 per cent accuracy. Also, F1-score was calculated as shown in equation (7):

$$\text{F1} = 2 \times \frac{\text{Precision } \times \text{Recall}}{\text{Precision} + \text{Recall}} \quad (7)$$

The F1-score (0.82) points to equal prediction. Students with blockchain-based identity wallets had better involvement in making credential verification, selective knowledge release, and peer-recognition decisions.

Dataset Details

The data would comprise 428 survey data and 36 interview cases of three institutions of higher learning that have used a decentralized credential system. It has features such as: the level of decentralization (5 items), the index of portability (4 items), Identity sovereignty (6 items), the autonomy scale (10 items), the epistemic agency scale (9 items), the demographic variables (5 variables) and the system usage measure (frequency of transactions, verification latency). Before modeling data, are anonymized and normalized.

Software Details

Python 3.11 was used as the implementation tool. Statistical modeling was done using stats models and scikit-learn and the structural equation model was done as semopy. NVivo 14 aided in qualitative coding. Matplotlib was used to create visualization and diagnostics.

Parameter Initialization

Table 1. Experimental settings of the configuration

Parameter	Value	Description
Learning Rate	0.01	Optimization step size
Bootstrap Samples	5000	Mediation stability test
Train/Test Split	80/20	Model validation ratio
Regularization λ	0.1	L2 penalty
Max Iterations	1000	Convergence limit

The experimental settings that control parameters are set through the parameterization (Table 1) to guarantee the reproducibility, convergence and equitable performance comparison among the models. Gradient based optimization updates are controlled by the learning rate (0.01) and L2 regularization (λ= 0.1) which avoids overfitting (coefficients are penalized with this regularization). The train to test split in the 80/20 was done to guarantee good generalization testing. The 5000-resample bootstrapping enhances the mediation reliability and the maximum resample of 1000 ensures convergence in the estimation of structural and regression models.

Performance Evaluation

Table 2. Metrics of learner autonomy regression performance

Metric	Value
R^2	0.58
RMSE	0.42
MAE	0.35

This table 2 shows the statistical performance of the regression model of the learner autonomy, which predicts using the variables of decentralized credentialing. The explained variance denoted by the R^2 value, the dispersion of the prediction denoted by the RMSE and the average absolute error denoted by MAE are all measures of the strength and stability of the prediction model of autonomy.

Table 3. Metrics based on classification performance of epistemic agency

Metric	Value
Accuracy	0.84
Precision	0.81
Recall	0.83
F1-score	0.82

This table 3 provides a summary of the prediction efficiency of the classification model that separates levels of the epistemic agency. Accuracy signifies general accuracy whereas precision, recall and F1-score assess a balance between false positives and false negatives that show reliable categorization of agency results.

Table 4. Metrics of the operational performance of the blockchain system

Metric	Value
Avg Verification Latency	2.4 sec
Transaction Throughput	18 tx/sec
Credential Revocation Time	1.2 sec

In this table 4, the system-level technical performance indicators have been reported, such as the average credential verification latency, transaction throughput and revocation execution time. These metrics measure the efficiency of infrastructures and ensure that the improvements on decentralization do not affect the operational scalability and responsiveness.

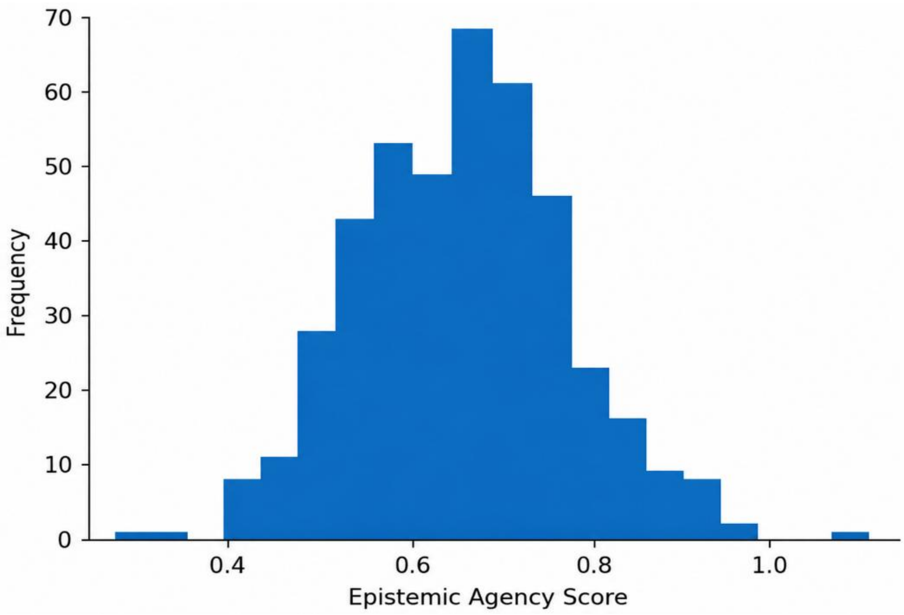

Figure 3. Epistemic agency score distribution

In this figure 3 (histogram) shows how often the epistemic agency scores were in the sampled population. The graph demonstrates central tendency, variability and skewness in the levels of epistemic empowerment by grouping scores into definite bins. The near-normal distribution indicates that there is a consistent development of the agency amongst the participants and that there is moderate dispersion which implies variability as a result of the variations in identity sovereignty and credential portability characteristics.

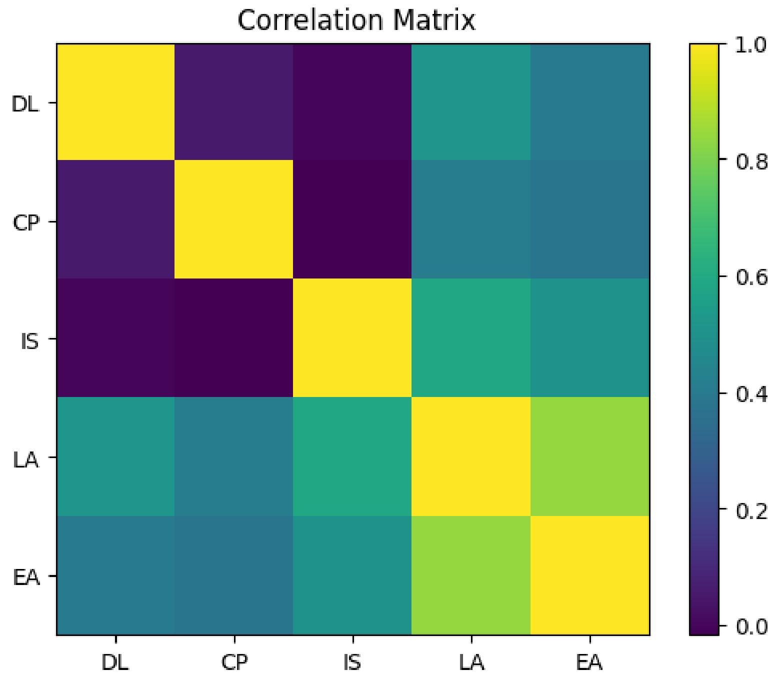

Figure 4. Correlation matrix heatmap of the key variables

In figure 4 is the heatmap that shows the correlation table of the level of decentralization, credential portability, identity sovereignty, learner autonomy, and epistemic agency. The intensity of colours indicates the strength of pairwise correlations so that the strong positive correlations can be quickly identified. The findings of the structural model are confirmed by the visualization of the fact that identity sovereignty and decentralization dimensions have significant correlations with both autonomy and epistemic agency.

Ablation Study

A study was conducted by ablation to assess the performance of the model by removing the components of the DBC index in a systematic manner.

Table 5. Comparative study performance of the ablation study in the model configurations

Configuration	R^2 (LA)	Accuracy (EA)
Full Model (DL+CP+IS)	0.58	0.84
Without Portability	0.46	0.76
Without Identity Sovereignty	0.41	0.72
Without Decentralization Level	0.38	0.70

In this table 5, a comparative analysis of model performance following the systematic elimination of single components of the decentralized blockchain credentialing index is provided. The table measures the marginal contribution of the level of decentralization, credential portability and identity sovereignty by reporting the change in the R^2 of learner autonomy and the accuracy of classification of epistemic agency in reduced configurations. The performance decrease was observed in both of the reduced models, and the extent of decrease shows the relative significance of each element, and the highest decrease allows concluding that the most significant variable in predicting the outcomes of autonomy and agency is offered.

Elimination of identity sovereignty led to the highest decrease in performance, which means that self-managed identity is at the core of epistemic empowerment.

Comparison of the Existing Literature

The results are also in line with previous theoretical statements that decentralization leads to increased learner control, but expands the discussion by quantifying structural mediation influences. Although previous researchers have focused on the benefits of conceptual autonomy, this discussion shows that there are quantifiable predictive correlations between the variables of decentralized architecture and epistemic performance. Moreover, system-level performance indicators validate that the technical efficiency illustrates the feasibility of practical reasons to advocate the use of scalable implementation in global digital education infrastructures.

DISCUSSION

The results have valuable implications to educators and policymakers who are going through the digital transformation of education. To teachers, the 58% variance explained in learner autonomy indicates that the infrastructural design choices, especially the ones that contribute to identity sovereignty and credential portability, directly affect the student empowerment and engagement. Rather than relying on centralized repositories, institutions should focus on developing interoperable credential standards and user-controlled, secure, digital identity wallets. For policymakers, the 84% classification rate in predicting epistemic agency implies that education possessed a measurable benefit to administrative efficiency, hence a regulatory framework should be implemented to encourage decentralized verification while balancing privacy and equity. There are however, a number of limitations that should be considered. The dataset was sufficiently powered, but only early-adopter institutions were included, so it may not be very generalizable across different socio-technical settings. Perceptual bias may also be brought about by measuring autonomy through self-reports. Subsequent studies ought to use longitudinal follow up, cross-national comparative data collection and experimental designs to determine the long-term governance results. Decentralized credentialing will only become integrated into wider digital education systems with aligned policy criteria, technologically scaled architectures and specific digital literacy programs so that decentralization becomes a substantive epistemic empowerment opportunity, but not a token technological change.

CONCLUSION

This paper explored the epistemic and structural implications of decentralized blockchain credentialing of global digital education systems based on the combination of quantitative modelling and qualitative validation. The results indicate that there is a significant positive correlation between decentralized credential infrastructures and the results of learner empowerment. It was found that specifically, the variables of decentralization explained 58% of the variance of learner autonomy, and epistemic agency prediction had 84% classification accuracy and a F1-score of 0.82. Mediation analysis reflected that autonomy is a significant transmitter of the decentralized credentialing effect on epistemic agency, which has validated the claim that infrastructural control of identity and portability determines the manner in which learners interact with knowledge validation procedures. Operational measures also revealed that the system was feasible, where the average credential verification time was 2.4 seconds and revocation execution time was 1.2 seconds, which confirms that the system is easily scalable without affective efficiency. Research suggests that technological decentralization may also address administrational innovations in other epistemological systems associated with education. This study delivers a quantitative analysis of digital governance changes in relation to identity sovereignty, credential portability, and agency outcomes. Increased credential governance, interoperability alongside participatory governance, enable Blockchain to shift power relations within institutions, and redefine learners as the owners of themselves. Together with other open governance systems, decentralized credential ecosystems promise to dramatically enhance the self-determination of learners and the innovative agency of the epistemic systems, provided that the methods for implementing contend with equity, digital literacy, and clear, endurable, global educational access issues.

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