

New York City's Teen ACTION Program: an Evaluation Gone Awry

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An Incredible Conversation with Paulo Freire (8:10)



Discussion Questions

- What role does education (described/defined) play in Esperanza's life? Does she have specialized teachers in relation to Freire's work?
- Did any of your teachers utilize the "banking concept" or the "problem-posing" model?
- What can you implement in your classrooms to avoid the "banking concept" model?
- Think of some situations where the "banking concept" needs to be endorsed.

Application to House on Mango Street

"...men develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation" (Freire 76)

Gene's "Language as Social Construct"

Freire's "Language as Social Construct" (Freire 76) is a concept that is used to describe the way in which language is used to create and maintain social structures and power relations.

Relations to Other Theorists

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- Paul Freire's Banking Concept, mirrors Robert Smagorinsky's Constructivist theory.
- Smagorinsky is another educator and theorist, writer of Teaching English by Design.
- Gene talks about "Language as Social Construct," in Language and Reflection, this concept parallels with both Freire's and Smagorinsky's theories.

Freire's Problem-Posing Concept

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"The teacher is no longer merely the one-who-teaches, but one who is himself being taught in dialogue with the students, who in turn while being taught also teach.

Smagorinsky's Constructivism Concept

"You also need to be prepared to do work alongside your students...learning in parallel with their learning" (Smagorinsky, xiv).

Freire's Banking Concept

"Education thus becomes an act of depositing, in which the students are the depositors and the teacher is the depositor" (Freire 69).

Thecasesolutions.com Smagorinsky's Transmission Concept

"In this approach, the teacher is presumed to be an expert who fills students with knowledge" (Smagorinsky, xii).

Solutions to the Issues Presented

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"...authority must be on the side of freedom, not against it." pg. 74

- Dialogue creates "teacher-students with students-teacher."

"Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obligated to respond." pg. 75

- Critical thinking challenges "men in their relation with the world."

Background on Freire Thecasesolutions.com

- 1902: birth of Paulo Freire, childhood spent in poverty-stricken neighborhoods near Recife, Brazil.
- 1944: Director of SEDU, institution set up to help the working class and their families.
- 1954: taught teachers to generate in Brazil.
- 1964: military took over Freire's work and he was arrested and imprisoned in Brazil.
- 1970: Democratic Movement for People's Culture.
- 1978: published Pedagogy of the Oppressed, where "The Banking Concept" was introduced.
- 1980-1985: in Spain, USA, and Europe, involvement in UNICEF.
- 1986: awarded UNESCO Prize for Peace.
- 1997: death of Freire.



Introduction to the Problems

"Education is suffering from narrative sickness" (68).

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Why?

- For teacher acts as a depositor of information, not a negotiator.
- There is not equal power and dignity amongst teachers and students.

What is it causing?

- students become bored in devalued information and memorization & feel not make its significance.
- learning becomes "rotebookish, static, compartmentalized, and predictable"
- acceptance of a passive, less dignified, and dehumanized role.

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"An Inequality Connection with Paulo Freire" (9:34)



"Start at 4:28"

Discussion Questions

- What role does education (vermittlung) play in Espinosa's life? Does she have potential teachers in relation to Freire's text?
- Did any of your members abide by the "banking concept" or the "problem-posing" model?
- What can you implement in your classroom to avoid the "banking concept" model?
- Think of a same situation where the "banking concept" needs to be enforced.

Application to House on Mango Street

"...men develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation" (Freire 76)

Gene's "Language as Social Construct"

"Language is not to be seen as simply an object subjected to a scientific method of the social sciences, but as a social activity, a practice, a way of life, a way of thinking, a way of being in the world." (Freire 76)

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Introduction to the Problems

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Why?

- The teacher acts as a depositor of information, as an "oppressor"
- There is not equal power and deeply unequal teacher and learner.

What is it causing?

- Students become banks to deposit information and knowledge, but not able to dignify their teaching practices, traditions, goals, or circumstances, and practice of
- acceptance of a passive, less dignified, and demoralized role

Background on Freire

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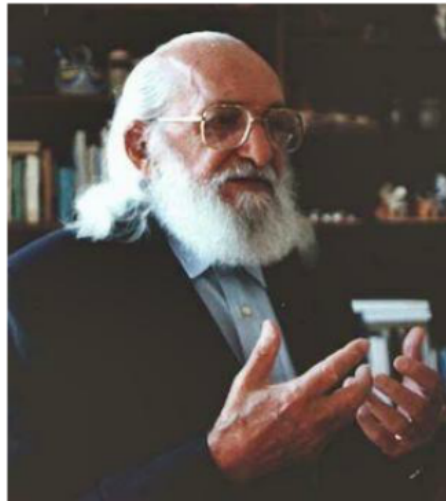
- 1921: Birth of Paulo Freire, (liberal) spent 6 years studying mathematics from Freire (1941)
- 1946: Director of SESU, a education set up to help the working class and their families
- 1964: Freire's thought to be passed in Brazil
- 1964: Critical from 2000-2001 on his theories, removal, teaching & participation in the democratic movement for Republic of Brazil
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Background on Freire

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- **1921:** birth of Paulo Freire, childhood spent in poverty-stricken Northeastern town of Recife, Brazil
- **1940:** director at SESI, institution set up to help the working class and their families
- **1950s:** taught literature to peasants in Brazil
- **1964:** exiled from Brazil due to his theories on equal teaching & participation in the democratic Movement for Popular Culture
- **1970:** published *Pedagogy of the Oppressed*, where 'The Banking Concept' essay is taken from
- **1964-1980:** taught in USA and Europe, involvement in UNESCO
- **1986:** awarded UNESCO Prize for Peace
- **1997:** death of Freire



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Why?

- the teacher acts as a depositor of information, as an 'oppressor'
- there is not equal power and dignity amongst teachers and students

What is it causing?

- students become banks to deposit information and memorize it, but not value its significance
- teaching becomes 'motionless, static, compartmentalized, and predictable'
- acceptance of a passive, less dignified, and dehumanized role

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Problem-Posing Education

- *existence*
- *relation with and in the world*
- *world's future*

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