

Taking International Business Education Programs and Pedagogy to New Heights: Fundamental Questions for Educators and Students

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Discussion Questions

- What role does education (formal/informal) play in Espinosa's life? Does she have potential teachers in relation to Freire's text?
- Did any of your students, able to do "banking concept" or the "problem-posing" model?
- What can you implement in your classroom to avoid the "banking concept" model?
- Think of some situations where the "banking concept" needs to be reinforced.

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 a social construct... and while the very nature of society is constantly evolving, society is not a static reality, but as a reality in process, in transformation" (Freire 76)

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 depositaries 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, xi).

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."

Introduction to the Problems

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

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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 "rote learning, drills, memorization, and practice"
- Acceptance of a passive, less dignified, and dehumanized role

Background on Freire

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- 1901: Birth of Paulo Freire, dedicated spent his early education Northwester State of Brazil, Brazil
- 1940: Director of SESU, institution set up to help the working class and their families
- 1960s: Freire's theories on education in Brazil
- 1964: United States Institute of Education, teaching & participation in democratic movement for popular culture
- 1970: Freire's Pedagogy of the Oppressed, published "The Banking Concept" model in Latin America
- 1964-1966: taught in USA and Europe, involvement in UNESCO
- 1966: awarded UNESCO World Peace Prize
- 1987: death of Freire



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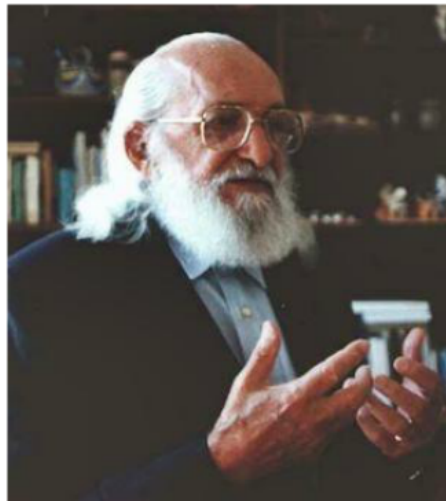
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- 1940: Director of SESU, institution set up to help the working class and their families
- 1960s: taught, worked as professor in Brazil
- 1964: expelled from Brazil due to his theories on social teaching & participation in democratic movement for popular culture
- 1970: published Pedagogy of the Oppressed under "The Banking Concept" model in Latin America
- 1964-1996: taught in USA and Europe, involvement in UNESCO
- 1996: awarded the 1996 Nobel Peace Prize
- 1997: death of Freire



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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Problem-Posing Education

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

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