WRT 104; Spring 2014

For discussion

Fri., Feb 14, 2014

**I.** In your notes**,** brainstorm a few of your best and your worst classroom/school learning experiences.

**II.** As we start to decipher “The Banking Method of Education,” we’re doing to start to define Freire’s terms: “banking method of education” and “problem-posing method of education.” He discusses them throughout the chapter. In the next 7-10 minutes, I’d like you to go through your notes and the chapter and find places where he discusses each of them…they are blatantly and directly mentioned through the entire chapter…

**---** Everyone mark 5-6 places in the text were Freire discusses either “Banking” or “Problem-Posing.” Everyone will either bring us to one place in the text, or point out another passage you want to address.

**III.** Close reading the first paragraph – Freire’s “opportunity”:

“A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrating Subject (the teacher) and patient, listening objects (the students). The contents, whether values or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness.”

**WRT 104 – 0003**

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| Banking method of education | Problem-posing method of education |
| - Student records, memorizes, repeats  - teachers are knowledgable, students know nothing  - necrophilic  - students are expected to just adjust and be automatic, robotic,  - alienating, words are empty w/o meaning  - students learn without necessarily understanding  - resists dialogue, one way conversation-  - students are second to the learning situation, status is below the teacher  - | - dialogue is crucial to real-life understanding and realizations  - communication is important so there is an exchange of meaning between teacher and student  - gets more involved with real world, promotes critical thinking re: current problems related to real lived experience  - the learning goes both ways: teachers learn from students, students learn from teachers  - |

**WRT 104-0006**

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| Banking method of education | Problem-posing method of education |
| - alienating verbosity: hollow, loses meaning, cannot relate to contents  - not with the world, individual (student) is a spectator, structured, creativity vs. cliché, informing, conforming,  - students are “containers” to be “filled” – students are receptacles  - students have ability to memorize, but gets lost because lack of creative opportunities to use the information  - teachers knows all, students don’t  - students don’t have value in classroom  - teacher chooses content, students “go along” and try to keep up  - teacher does all the creative work, all the thinking, then he just repeats/gives analysis to students  - no space to challenge learning | - learning is much less theoretical, more so everyday life  - evoking new challenges with the world and in the world, students are more apt to accept challenges, more apt to rise to challenge, gain new understandings  - critically think about your own learning  - students are forever growing, learning, you can always learn more, teachers try to connect learning to real lives, encourage out-of-classroom learning |