

Freire Graphic Organizer

The Banking Method of Education	Problem-Posing, Liberatory Education
<ul style="list-style-type: none"> - <u>Group 2</u> - View of reality - Role of a teacher - Role of a student - Teachers teach and students learn - Teachers know everything and students know nothing - Students are banks or containers that teachers deposit information into - “Teacher talks about reality as if it were motionless, static, compartmentalized, and predictable” - Narration (with the teacher as the narrator) to memorize mechanically the narrated content. • The teacher talks and the students listen • The teacher justifies his existence by considering the students ignorance. <p>Group 3:</p> <ul style="list-style-type: none"> - Teacher vs Student - Knowledgeable vs the ones that know nothing - Teacher is seen as “[the students] necessary opposite” (Freire 2) - Fulfills the goals of the oppressors 	<ul style="list-style-type: none"> - <u>GROUP 2</u> - Students learn better when they are actively engaged with the learning - Teachers present materials and students discuss their observations with the teacher - Teachers can learn things based on the students’ observations - Students should learn by having a student teacher relationship where they learn collaboratively - Liberating education consists in acts of cognition - The teacher is no longer merely the one who teaches but one who is himself taught by dialogue with the students <p>Group 3:</p> <ul style="list-style-type: none"> - Thrives on friendly relationships between student and teacher - Fulfills the goals of both teacher and student]. - Shared idea climate - Those committed to liberation must reject the banking concept in its entirety - ‘No bad questions’ - “Acts of cognition, not transferrals

<ul style="list-style-type: none"> - Stops students from reaching conscientização - Reaction vs Reality - Pain vs Acting right or wrong - Statistics and hard facts (LOGOS) - Lifelessly depositing information into students - Little interaction between students and teachers <ul style="list-style-type: none"> ● <u>GROUP AWESOME</u> ● The role of the teacher is to be the one to fill students with answers. ● The teacher makes “deposits” of knowledge. ● The teacher is a good teacher by completely filling the “container” students ● The role of the student is “the vessel” to be filled. ● The student is the depository of knowledge from the teacher. ● The student becomes a “good” student by being allowed to be filled with knowledge. ● Teachers affect students “view of reality” by warping them to believe what is coming from their mouths and not asking why something is what it is. ● Students enter into the world 	<p>of information” (Freire 7)</p> <ul style="list-style-type: none"> - The ethical and moral reasoning behind a person’s actions (PATHOS/ETHOS) - Overcoming <i>authoritarianism</i> - Knowledge as a process of inquiry - Interaction between student and teacher as a means of getting a better understanding <ul style="list-style-type: none"> ● <u>GROUP AWESOME</u> ● Connecting what we learn in class to our everyday life. ● Teachers using real life instances and connecting it with the knowledge taught in school connecting the two together ● Both are simultaneously students and teachers ● The oppressed can be taught how to adapt instead of being dominated ● There is true meaning through communication and understanding ● Students experience transformation from being for others to being for themselves
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- They are programmed to memorize instead of connecting knowledge to real life instances
- Students become mindless (machine like)
- Only relating to living things as long as they possess it.
- The individual is a spectator
- More Elementary education

GROUP Mike

- Repetition and regurgitation of what is spoken, but not further analyzed.
- Student teacher relationships are limited to receiving and storing information.
- Students are viewed as objects by the teachers as deposits which leads them to lack critical thinking
- Teaching is detached from reality and students do not relate to the content.
- Students are the oppressed and the Teachers are the oppressors
- No questioning of authority, does what is asked be done and no further.
- Teachers know everything and students know nothing.

“Those who use the banking approach, knowingly or unknowingly (for there are innumerable well-intentioned bank-clerk teachers who do not realize that they are serving only to dehumanize)”

- students discover that reality is a process, constantly transforming
- Sees education as a partnership
- The individual is a re-creator
- Students become independent thinkers and problem solvers.
- More college education

GROUP Mike

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“Liberating education consists in acts of cognition not transferable information”.

“The role of the problem-posing educator is to create, together with the students, the conditions under which knowledge at the level of the *doxa* is superseded by true knowledge, at the level of the *logos*.”

Why does this matter in the real world? What does Freire say is the connection between schooling and reality? What is the connection between your education and your reality? Why does it matter in your life now as a student here at Mira Costa?

GROUP AWESOME

Freire is trying to express that students should be discovering that reality is a process, constantly transforming. The better you are able to question your reality, the more you can adapt and be successful. Ideally, we learn as students how to approach situations and assignments with critical thinking and develop solutions and then we can take those methods of questioning to tackle issues in our lives and in employment.

GROUP Mike

The Banking Concept matters in the real world as it can be utilized by the powerful minority to manipulate and control the majority. Freire says that schooling is a construct that only happens in humans and nowhere else in reality, but reality can teach us that we are not solely restricted by our own mental capacity. Our education is bound to reality, but reality is not bound to our education. If we were to disappear reality would continue without us.

GROUP 2

This matters because the way we learn is important to how we grow as intellectuals and can affect how we function in society. Freire says the connection between school and reality is the student teacher relationship. It matters in our life as students because it is important that we are able to think more critically and it provides us with the option to learn with actively engaging rather than just listening to everything our teacher tells us. In society it allows us to think more freely instead of being robots who do what we're told.