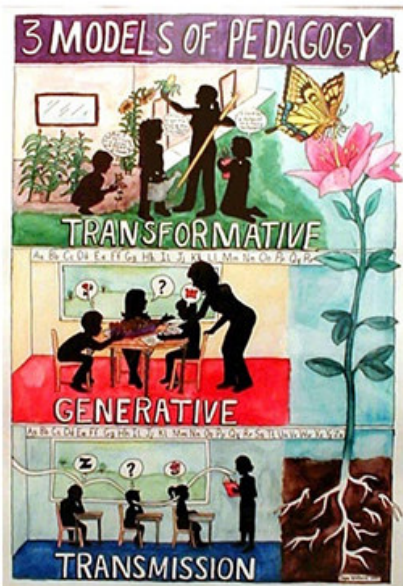


CRITICAL PEDAGOGY SIG NO.3

THE BANKING MODEL OF EDUCATION AND OPPRESSION CONCEPTS AND REFLECTION



Introduction: Critical Pedagogy, as theory and practice, interrogates education and society to addresses questions related to power, social justice, critical thinking, democracy, emancipation, and social change and activism. The Critical Pedagogy SIG endeavors to stimulate cross-disciplinary dialogues on a wide range of equity and social justice issues pertinent to Greater China and beyond.

In our next session, we will examine Paulo Freire's banking concept of education, in which education becomes an act of depositing knowledge into students by teachers. In our work as teachers, researchers, and activists, are we moving beyond the banking concept of education, or are we still limiting the transformative power of education

Additionally, Dr. Carlos Soto will share some of his successes and dilemmas in providing alternatives to banking pedagogies in local secondary schools.

Freire, Paulo. (1970). *Pedagogy of the Oppressed*. Chapter 2.

(Get the copy of the reading by emailing to Hejia SHI u3004286@hku.hk)

ALL ARE WELCOME