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The Pedagogy of the Oppressed- Summary

Chapter II of Paulo Freire’s Pedagogy of the Oppressed teaches and explains the teacher-student relation called the banking concept. This concept, in theory, alienates the student from his own capacity of critical and creative though, thus objectifying them as “blank slates” that need to be “filled” by the teacher’s This process creates lifeless and petrified human beings that don’t go beyond the information being set out by the teacher, students then become meeker, unquestioning and submissive towards reality and social problems. Freire believes that “The goal of banking method is to break down the people within the exiting establishment (oppressed) by influencing them to accept he status quo of the dominant society (oppressor).” He also believes that creativity along with dialogue is killed through this method.

This chapter states that to truly educate, society must solve the teacher-student contradiction permitting the teacher and the student to simultaneously become both teacher and student. As previously stated, the author recognizes society as oppressors with the intention to minimize or annul student’s creative power because of the fact that society does not want to have the world neither reveled, nor transformed, “for the more the oppressed can be led to adapt to that situation, the more easily they can be dominated”. But in the quest of being human, the student will eventually start to question the contradictions in which banking education seeks to maintain them, thus engaging themselves in their own struggle for liberation.

Works Cited

PEDAGOGY OF THE OPPRESSED by Paulo Freire. New York: Continuum Books, 1993. http://faculty.webster.edu/corbetre/philosophy/education/freire/freire-2.html