Paulo
Freire
Biography

• Born on September 19, 1921
• Grew up in Recife, Brazil
• Died on May 2, 1997

Family Life

• First wife: Elza Maia Costa de Oliveira who was an elementary teacher. Together they had five children.
• Second wife: Ana Maria Araújo Freire who was a radical in education.

Education

• Studied Law at the University of Recife.
Events

- 1960 – Came up with a program to teach literacy to adults.
- 1960s – Spent five years in Chile to help adults with literacy.
- 1964 – Imprisoned in Brazil.
- 1970 – Went to Geneva as an educational advisor to the World Congress of Churches.
- 1980-1986 – Worked with adults on literacy in Brazil.

Books

- *Pedagogy of the Oppressed* (1972)
- *Cultural Action for Freedom* (1972)
- *Education for Critical Consciousness* (1973)
- *Pedagogy in Process* (1978)
- *Pedagogy of Hope* (1992)

Awards

- King Balduin Prize for International Development.
- Prize for Outstanding Christian Educators in 1985.
- UNESCO 1986 Prize for Education for Peace.
Learning Theory and Major Components

- Problem Posing Education
  - This theory emphasizes higher critical thinking to achieve educational freedom.
  - This theory directly opposes the Banking Education Theory which emphasizes “seeing the public as a passive receptacle of [the teacher's] information (Friere 1968);” the student is a bank where teachers can deposit and withdraw information at will.
- The Problem Posing Theory insists that the teacher and student work together, teaching and learning from each other.
- “The role of the problem posing educator is to create, together with the students” their education (Friere 1968).
- Teachers are not only “the-one-who-teaches,” but instead are “teacher-students,” likewise, students are not only “students-of-the-teacher,” but “students-teachers” (Friere 1968).
Application of Learning Theory

Value

- “The teachers thinking is authenticated only by the authenticity of the students thinking” (Friere 1968).
- A teacher cannot think for their students, and their teaching only goes so far as the students thinking.
- Teaching works as a collaboration between the teacher and the student, where everyone's opinion holds equal value.
  1. What this looks like in today's classroom, is teachers posing questions to students and exploring every response.
- The education is not only built by the teacher, but built by the students also.
- Things that teachers can do to encourage this are having student blogs, open student-led discussions, and posing higher thinking questions.
Relationships

- The teacher and student “become jointly responsible for a process in which all grow” (Friere 1968).
- A teacher must collaborate with students to create a positive learning environment.
- The students and teacher must work together to form an education plan that allows the students to learn, not from a teacher who talks at them, but from conversation with the teacher that speaks with them.
- Things that teachers can do to encourage this in the classroom are exploring every answer, promoting student discussions and conversations, and having teacher-student conferences daily.
Cognition

- “...a concept of [people] as conscious beings … intent upon the world” (Friere 1968).
- Teachers must guide their students towards cognizant thinking.
- Students must be able to recognize real world problems and find real world solutions.
- Teachers can accomplish this by posing questions to the students that include real world problems or situations that the students must then discuss and find their own solutions.
- Students must not only be able to do this in the classroom, but be prepared for any situation in life.
- Teachers can create role play activities for students to complete, have students create a daily journal featuring questions taken from real world events, and allowing students to discuss current events.
Bibliography


[Untitled image of South America], Retrieved November 8, 2014, from: http://www.southamericavoyagers.com/uploads/05/c5/05c5e8d7d3a4b05b3e5cbedc3c0f0fad/south_america_package_map.jpg

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