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Centro
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Paulo Freire

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InstitutoPauloFreire

11/2.50

The Hanna School of Theology
Springfield, Ohio
Sponsored by the Consortium
for Higher Education Religious
Studies

Outline

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" Adaptation of Freire's Analysis to the Formal Institutional Context " The Library

THE ONTARIO INSTITUTE FOR
STUDIES IN EDUCATION

Toronto, Canada

Discussion Topics: (possible)

- 1) Where is Freire? His concept of Revolution?
- 2) How do other people perceive Freire's theory and practice? United Nations?

I. Formal Institutions:

A. Colleges & Universities

1. The literate Oppressed / Culture of Silence/ Normal Science
2. Why?

B. Content & Methodology

1. Understanding Contradictions / Limit-Situations
2. What/Which Contradictions
3. Transformation/Overcoming/Synthesis/ Dialectical Reasoning
4. Relations of Schooling in Modern Capitalist Society
5. Banking Concept
6. Role of the Educator / Co-investigator
7. Concept of Education / Co-intentional
8. Critical Thinking
9. Dialogue/Communications
10. Themes
11. Myths / De-Mythologizing
12. Conscientizacao
13. Human Liberation
14. Who are the oppressed? the Oppressors? Class Analysis ?
15. Radicals vs. Sectarians " circles of certainty "
16. The NEW MAN?
17. Reformism/Liberalism: Manipulation & Repression
18. Praxis
19. Cultural Revolution

II. Internship: Content & Methodology " The Political Economy of Education "

A. Central State University:

1. Dialogue: word : reflection /action
2. Communication/creation : Faith/Trust/Critical Thinking
3. Program Content of Education - Where to start?
 - a. " Re-presentation "
 1. organized, systematized, developed
 - b. Use of language / Anti-esoteric - demystify
 - c. Generative themes/ Concentric circles (general to particular)
 - d. Thematic Universe/ Thematic Investigation
 - e. Coded
 - f. De-coding / descriptions of the situation
 - g. Cultural Action
 - h. Emergence-Intervention

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B. Stage I

1. Thematic Investigation
2. Investigators: Observation (Direct & Informal)
 - a. Area
 - b. Labor
 - c. Meetings
 - d. Roles
 - e. Leisure
 - f. Games
 - g. Sports
 - h. Conversations

C. Stage II

1. Evaluation Meetings
2. Contradictions
3. Organize Program Content
4. Themes/Tasks
5. Select Contradictions
6. Develop Codifications : Not Propoganda/Slogans
 - a. Cognizable Objects
 - b. Simple: Visual/tactile/Auditive : Pictorial-Graphics
 - c. Compound: Various combinations of channels simultaneously
 - d. Didactic Material: Photographs, Slides, Film Strips, Posters, Readings, Texts, Articles, Newspapers etc.
 - e. Dramatization - Guerilla Theater
7. Essential/Auxiliary = Synthesis

D. Stage III

1. Return to initiate the Decoding Dialogues
2. Thematic Investigation circles
3. Investigators

E. Stage IV

1. Systematic Interdisciplinary Study of Findings
 - a. Listen to Tapes
 - b. Listen to Themes
 - c. Classify themes according to social sciences
 - d. Train others for " cultural circles "

F. Theories of Cultural Action: Transformation
(" " Strategy : Revolution)

G. Theories of Anti-Dialogical:

1. Conquest
2. Divide & Rule
3. Manipulation
4. Cultural Invasion

H. Dialogical Cultural Action

1. Cooperation
2. Unity for Liberation
3. Organization
4. Cultural Synthesis

E.2 Some Organizations and Programs Based on Freire-type Principles ^{Canada}

There are a number of groups working in the fields of education, community development, and the human potential movement, for example, which can be looked at as relating to increasing the capacity for a more humanized society. The work of these groups can provide information regarding options and alternatives available to people who are interested in developing their own praxis. In listing these groups it should be kept in mind that some of the groups may be lacking either the "reflection" or the "action" component inherent in Freire's concept of "praxis". Freire distinguishes between "awareness" and "conscientization" *Conscientization is a process.* ~~process.~~ It contains both reflection and action and implies a commitment toward changing or transforming historical reality in such a way as to achieve a liberating rather than an oppressive society.

As in section E.1, the items listed here are only a selection out of many and are listed mainly because they have recently come to the attention of the compiler of this collection.

- 2.1 "Challenge For Change" program of the National Film Board of Canada. Reports of this program can be found in the Challenge for Change Newsletters and Access. Contact: Dorothy Henaut, c/o N.F.B. of Canada, P.O. Box 6100, Montreal 101, Quebec. (See section on visual resources).
- 2.2 Community Schools. This is a publication of the Community Schools Workshop, 171 College St., Toronto, Ontario, Contact: David Whitson
- 2.3 Brochure of the Centre for Counselling and Human Relations, Y.M.C.A. of Metropolitan Toronto, 130 Eglinton Avenue East, Toronto 12, Ontario.
- 2.4 Cross-Cultural Communication Centre, 1079 Bloor St. W., Toronto. Contact: Ricard Arnold, See newspaper clipping.
- 2.5 The Women's Place, 31 Dupont St., Toronto 5. See Guide to the Women's Movement in Canada, by Bonnie Kreps.
- 2.6 Education and Growth Opportunities Program, The Centre for Continuing Education, York University, 4700 Keele Street, Downsview, Ontario, Contact: Dr. Tom Verny.
- 2.7 Canadian Association for Adult Education, 238 St. George St., Toronto, Ontario. Contact: Mr. Gordon Hodge, See C.A.A.E. Information Kit in this collection.

- 2.8 Frontier College, 31 Jackes Avenue, Toronto 290, Contact: Ian Morrison.
- 2.9 Mobile Learning Program, Seneca College of Applied Arts, Willowdale, Ont., Contact: Ziba Fisher.
- 2.10 Teacher Drop-Out Center, Box 521, Amherst, Mass.
- 2.11 "Common Cause". (See Time Magazine article in this portion of the collection).
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2.12 Canadian International Development Agency. (See catalogue of development education material).
- 2.13 Human Service Community Program YM/YWCA, Guelph, Ontario. Contact: Connie Lumley. (NO SPECURE)
- 2.14 Metro Community Media Group and Trinity Square Media Group, Church of the Holy Trinity, Toronto, Ont.
- 2.15 Ontario Educational Communications Authority, 2180 Yonge Street, Toronto, Description of Simulation Workshops program. Contact Rob. Nelson 487-1034, Toronto.
- 2.16 The New Society Toolbox, (pamphlet material).
- 2.17 Boclair, Ernestine B. "Toward a Theory of Adult Education: An Analysis of the Concept Conscientization as Expressed by Freire with Special Reference to Selected Ideas of Illich, Theobald, Blakey, and Drucker". University of Florida dissertation position paper, pp. 1-18.
- 2.18 De Vries, James. "Developing a Conscientization Approach to Agricultural Extension Staff Education in Africa". Research proposal, May 17, 1973, pp. 1-25.
- 2.19 Ewert, Merrill. "Conscientization and Development: Extension Education in Zaire". First draft of research proposal. May, 1973, pp. 1-33.
- 2.20 Vorapipatana, Kowitt. "Khit - Pen".
- 2.21 Williams, Roger T. "Fostering Dialogue in Teaching/Learning Settings". An Issue paper developed for a workshop sponsored by Continuing Education in Mental Health, November, 1974.
- 2.22 A Primer for Social Literacy Training: Liberating Approaches to the Discipline Problem. Distributed by the Social Literacy Project, Spring, 1977, pp. 1-72.