

KA VEČNIM CILJEVIMA SAVREMENIM SREDSTVIMA

KRITIČKA PEDAGOGIJA U OBRAZOVNOJ PRAKSI 21. VEKA

DR DEJAN LJUBOJEVIC

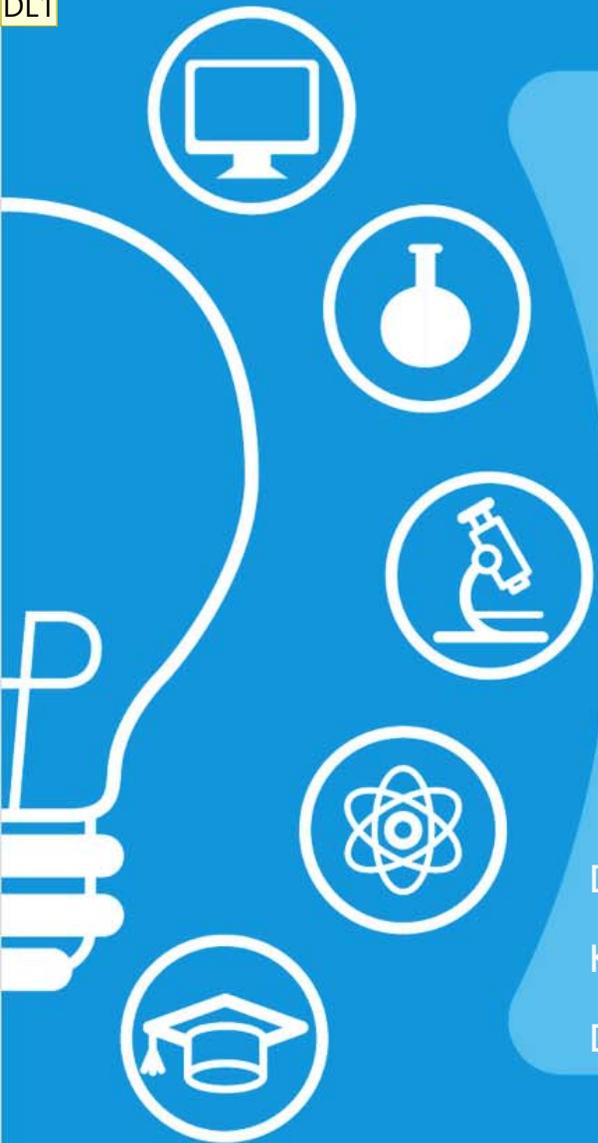
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Slide 1

DL1

Deky Lj, 15/05/2018



TIMELESS GOALS AND TIMELY MEANS

CRITICAL PEDAGOGY IN THE 21ST CENTURY TEACHING AND LEARNING PRAXIS

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Slide 2

DL1

Deky Lj, 15/05/2018

Sadržaj:

- ❖ Kritička Pedagogija?
- ❖ Ciljevi Kritičke Pedagogije
 - ❖ Oportunizam (pravo je vreme ... ugrabi priliku)
 - ❖ Istorijski (krajnje je vreme ... reakcija na krizu)
 - ❖ Univerzalni (bilo bi dobro ... humanizacija obrazovanja)
- ❖ Primeri iz prakse

Contents:

- ❖ What is Critical Pedagogy?
- ❖ Goals of Critical Pedagogy
 - ❖ Opportunistic (time is right to ... seize the opportunity)
 - ❖ Historical (time is high to ... respond to the crisis)
 - ❖ Universal (it is about time to ... humanise education)
- ❖ Examples in practice

KRITIČKA PEDAGOGIJA

CRITICAL PEDAGOGY

ŠTA JE TO KRITIČKA PEDAGOGIJA?

“Opismenjavanje (funkcionalno i obično), Radikalna Demokracija, Krićka Svest, i, razvoj kroz tehnološku modernizaciju ...

... **Krićka pedagogija** je pristup inspirisan **krićkom** teorijom i ostalim radikalnim filozofijama, koje nastoje da pomognu studentima da **preispituju i challenge predpostavljenu "dominaciju,"** I da **podrivaju dominantnu svest i praksu.**" (Wikiveristy)

“**Pedagogija privrženosti socijalnoj pravdi, filozofski pristup svakodnevnoj praksi, predpostavka svakoј teoriji, etika pre epistemologije**” , “**Usprotiviti se stavovima studenata bez oduzimanja njihovih glasova**” – Peter McLaren – 2016 (<https://www.youtube.com/watch?v=WEYCKtPHYHg>)

Seminalni tekst: **Pedagogija Potlaćenih/Obespravljenih**
Paulo Freire



Bruno della Chiesa, Harvard professor: ‘**Nakon jednog mog predavanja u Meksiku rećeno mi je da previse ćitam Freira, tad sam prvi put ćuo za Freira.**’ –

Pedagogy of the Oppressed: Noam Chomsky, Howard Gardner, and Bruno della Chiesa Askwith Forum – 2013
<https://www.youtube.com/watch?v=2LI6M0cXV54>



WHAT IS CRITICAL PEDAGOGY?

“Literacy, Radical Democracy, Critical Consciousness, and, development through technological modernisation ...

... **Critical pedagogy** is a teaching approach inspired by **critical** theory and other radical philosophies, which **attempts to help students question and challenge posited "domination," and to undermine the beliefs and practices that are alleged to dominate.**” (Wikiveristy)

“**Pedagogy of commitment** to social justice, philosophical approach to every day praxis, it is prior to any theory, **ethics is prior to epistemology**” , “**Challenge the views of the students without taking away their voice**”

– Peter McLaren – 2016 (<https://www.youtube.com/watch?v=WEYCKtPHYHg>)

Seminal text: **Pedagogy of the Oppressed** by **Paulo Freire**



Bruno della Chiesa, Harvard professor: ‘**After one of my lectures in Mexico I was told I’ve read too much of Freire, that was the first time I heard of Freire.**’ –

Pedagogy of the Oppressed: Noam Chomsky, Howard Gardner, and Bruno della Chiesa Askwith Forum – 2013

<https://www.youtube.com/watch?v=2LI6M0cXV54>



KRITIČKA PEDAGOGIJA, JEDNOM REČJU, JE U VEZI 'OPISMENJAVANJA' ... 'OPISMENJAVANJE' UPRKOS SVEMU...

famous in Latin America for being a radical educator whose innovative adult literacy programs made him first a Brazilian hero in 1962 and, soon thereafter, an enemy of the state who was jailed for a period and then exiled by military leaders after they took power via a coup d'état in 1964. His infamy resulted from his coordination of 'cultural circles' – two-month-long literacy programs that were pronouncedly successful by combining training in reading and writing with lessons in self-reflection, cultural identity and political agency. As director of the National Literacy Program, Freire sought to deliver rapid literacy to millions of indigent people as part of a populist turn in Brazil's governing structure, which in turn threatened elite classes (and helped cement the coup) because Brazil's constitution then barred illiterate people from participating in the political process as voters. Freire's campaign, then, was an educational venture designed to transform peasants into citizens, significantly broadening the electoral base of the jobless, landless and working poor, while empowering them to begin to speak and demand attention for their issues.

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Importantly, the Freirean cultural circle made use of slide projectors – imported from Poland at the time. Freire sought to deliver rapid literacy to millions of indigent people as part of a populist turn in Brazil's governing structure, which in turn threatened elite classes (and helped cement the coup) because Brazil's constitution then barred illiterate people from participating in the political process as voters. Freire's campaign, then, was an educational venture designed to transform peasants into citizens, significantly broadening the electoral base of the jobless, landless and working poor, while empowering them to begin to speak and demand attention for their issues.

CRITICAL PEDAGOGY, IN A WORD, IS ABOUT 'LITERACY' ... 'LITERACY' AGAINST ALL ODDS ...

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PITANJE:

A U KAKVOJ SU SVEZI *FUNKCIONALNA PISMENOST* I SAVREMENE 'DEMOKRATIJE'?

Da li je naša savremena borba išta drugačija od Freirove sredinom 20. veka?

QUESTION:

WHAT ABOUT *FUNCTIONAL LITERACY* AND THE 'DEMOCRACIES' OF TODAY?

Is our contemporary struggle any different from Freire's in the middle of 20th century ?

NEPRILIKE I PRILIKE

PROBLEMS AND OPPORTUNITIES

Oportunizam

Platonov Fadreuš – kritika 'tehnologije' pisanja

... But when they came to letters, This, said Theuth, will make the Egyptians wiser and give them better memories; it is a specific both for the memory and for the wit. Thamus replied: O most ingenious Theuth, the parent or inventor of an art is not always the best judge of the utility or inutility of his own inventions to the users of them. And in this instance, you who are the father of letters, from a paternal love of your own

children have been led to attribute to them a quality which they cannot have; **for this discovery of yours will create forgetfulness in the learners' souls, because they will not use their memories; they will trust to the external written characters and not remember of themselves.**

The specific which you have discovered is an aid **not to memory, but to reminiscence**, and you give your disciples not truth, but only the semblance of truth; they will be hearers of many things and will have learned nothing; they will appear to be omniscient and will generally know nothing; they will be tiresome company, **having the show of wisdom without the reality.**

Phaedr. Yes, Socrates, you can easily invent tales of Egypt, or of any other country.

...

Soc. I cannot help feeling, Phaedrus, **that writing is unfortunately like painting; for the creations of the painter have the attitude of life, and yet if you ask them a question they preserve a solemn**

silence. And the same may be said of speeches. You would imagine that they had intelligence, but if you want to know anything and put a question to one of them, **the speaker always gives one unvarying answer.**

And when they have been once written down they are tumbled about anywhere among those who may or may not understand them, and know not to whom they should reply, to whom they should speak, and if they are rebuffed, abused, they have to present their plea there; a they cannot protect or defend themselves. Plato in The Republic, Vol. 9; translated by Harold N. Fowler. Cambridge, MA, Harvard University Press; London, William Heinemann Ltd. 1925.

<https://www.units.miamioh.edu/technologyandhumanities/plato.htm>

- Web 2.0 paradigma je potpuno sazrela poslednjih 10-ak godina (Socialne Mreže), prilika da se prevazidjemo Sokratovu kritiku.

Oportunistic

Plato's Phaedrus – critique of the technology of writing

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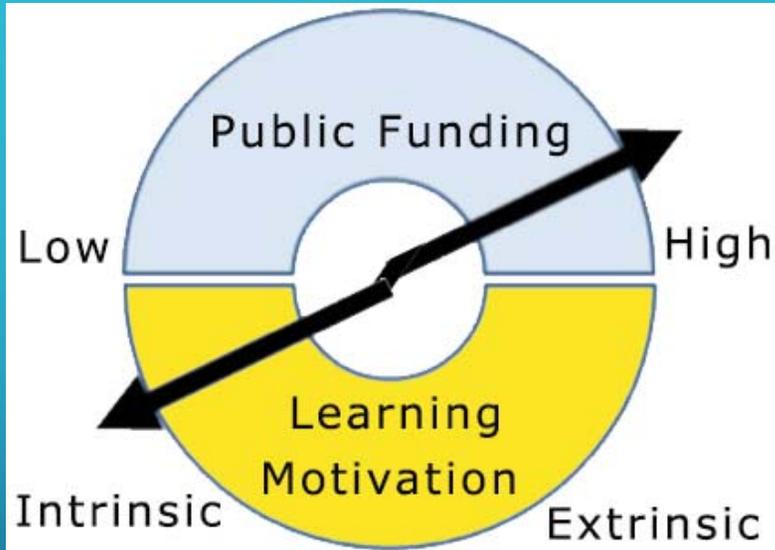
always gives one unvarying answer. And when they have been once written down they are tumbled about anywhere among those who may or may not understand them, and know not to whom they should reply, to whom not: and, if they are maltreated or abused, they have no parent to protect them; and they cannot protect or defend themselves.

Plato in Twelve Volumes, Vol. 9, translated by Harold N. Fowler. Cambridge, MA, Harvard University Press; London, William Heinemann Ltd. 1925.

<https://www.units.miamioh.edu/technologyandhumanities/plato.htm>

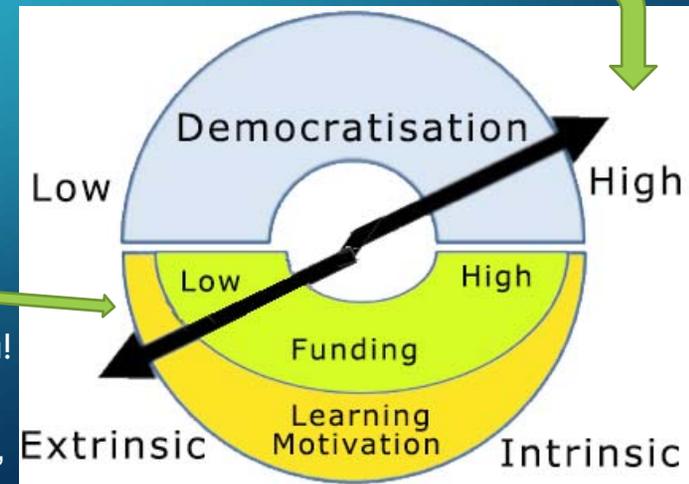
- Web 2.0 full maturation over the past few years (as manifested in Social Media Systems) presents opportunity to fully address Socrates' critique.

Istorijske (ne)prilike



- Unutarnja vs Spoljna motivacija
- Spoljna motivacija je blisko povezana sa Behaviourizmom, to ide u prilog Animalizaciji (a ne Humanizaciji – sveukupni cilj Kričičke Pedagogije)

Kad se ovo desilo s'kraja 1960-tih



Ovo je bio odgovor elita!

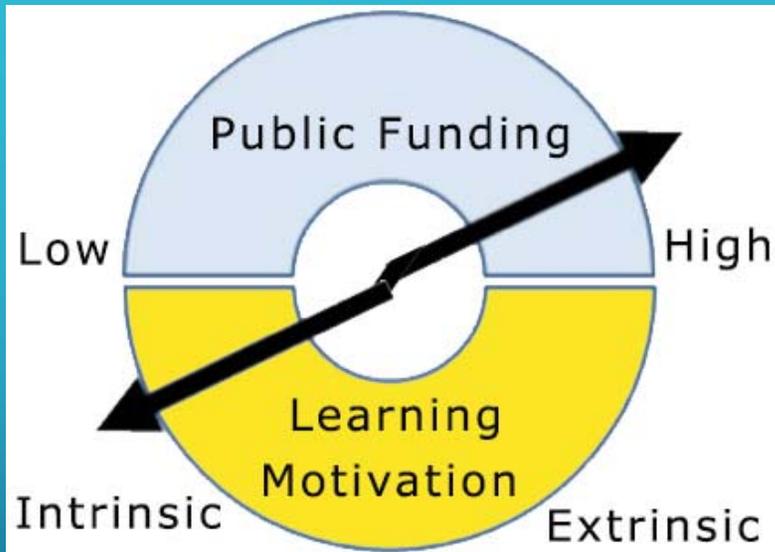
1971 - Powell Memorandum: Attack on American Free Enterprise System

1973 - Trilateral commission report – The Crisis of Democracy - 'Failure to indoctrinate the young'

'College debt as tool for indoctrination'

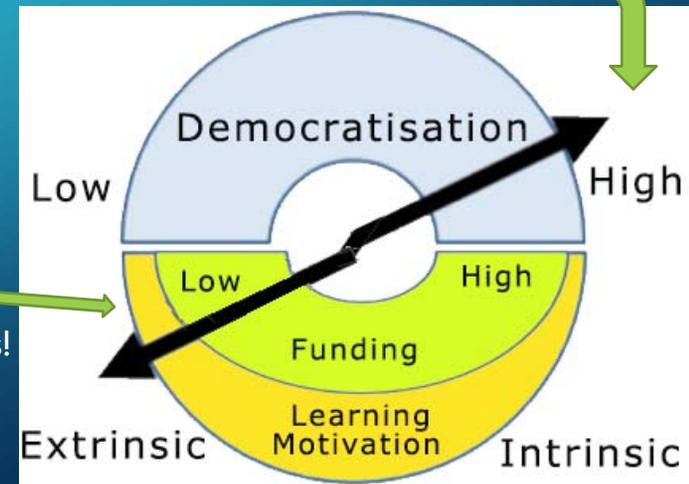
Noam Chomsky – Education for Whom and for What? – Lecture - University of Arizona on Feb. 8, 2012 - https://www.youtube.com/watch?v=e_EgdShO1K8

Historical



- Intrinsic vs Extrinsic
- Extrinsic is closely linked with Behaviourist perspective, this is advancement towards Animalisation (as opposed to Humanisation – one of the declared goals of Critical Pedagogy)

1 When this occurred in the late 1960s



2 This was the response of the elites!

1971 - Powell Memorandum: Attack on American Free Enterprise System

1973 - Trilateral commission report – The Crisis of Democracy - 'Failure to indoctrinate the young'

'College debt as tool for indoctrination'

Noam Chomsky – Education for Whom and for What? – Lecture - University of Arizona on Feb. 8, 2012 - https://www.youtube.com/watch?v=e_EgdShO1K8

Univerzalne e prilike

- Predavanje i Učenje (Saznavanje) osmišljeno kao **razgovor između dva 'eksperta'***, predavač kao 'ekspert' za konstrukciju koja se izučava, i učenik kao 'ekspert' za uslove ('teren') u kojima i pod kojima se ta konstrukcija podiže
 - Dok god 'demokratija' nije 'kod kuće' u svakom uglu socio-ekonomskog prostora, demokratija nemože biti realizovana, princip – sve ili ništa.
- Shirky ('Here Comes Everybody'), Ehler etc. pozivaju i ukazuju na priliku za razvoj de facto '**Prozumerizma**' koje je u stvari glavna karakteristika obrazovanja.

* Freire – ako nije recipročna svaka razmena je čin tlačenja

Kritička Pedagogija kao ideja je u centru paradigme Socialnog Konstruktivizma

“Human existence is based upon two pillars: Compassion and knowledge. Compassion without knowledge is ineffective; knowledge without compassion is inhuman.” ... “It is not important what we cover, but what you discover” - Victor Weisskopf - MIT Professor, Director-General CERN 1961-66

Obrazovanje Kritičke Svesti
Paulo Freire

Karakteristika uspešnog edukatora **nije veština unbedjivanja** — koja je samo puka opaka forma propagande — **nego sposobnost da razgovara sa studentima na recipročan način.**

Universal

- Teaching and Learning formatted as **a dialogue between 'experts'***, teacher as an expert in what construction to pursue, and the learner as an 'expert' of the prerequisite context ('terrain') for the construction to be placed
 - Until 'democracy' is at home in all corners of the socio-economic space, democracy cannot fully be realised, it is all or nothing.
- Shirky ('Here Comes Everybody'), Ehler etc. have alluded to the opportunity to develop de facto '**prosumerism**' that is teaching and learning

* Freire – if not reciprocal any exchange is an instance of oppression

Critical Pedagogy thought is at the core of the Social Constructivist paradigm

Before discovering Critical Pedagogy my endeavours in the field were largely focused on modelling for cognition and mechanisms of 'cognitive absorption' of various kinds of learning by the learner. By and large quite a patronising approach to 'learning'. 'Theirs **not** to make reply, Theirs **not** to **reason** why, Theirs but to do and die.' (The Charge of the Light Brigade A. Tennyson)

"Human existence is based upon two pillars: Compassion and knowledge. Compassion without knowledge is ineffective; knowledge without compassion is inhuman." ... "It is not important what we cover, but what you discover" - Victor Weisskopf - MIT Professor, Director-General CERN 1961-66

Education for Critical Consciousness
By Paulo Freire

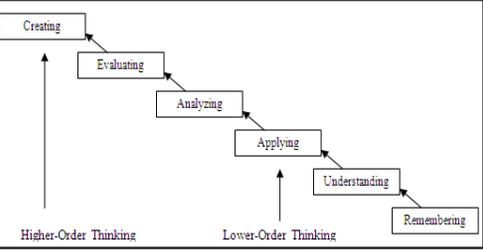
The mark of a successful educator is **not skill in persuasion**— which is but an insidious form of propaganda—**but the ability to dialogue with educatees in a mode of reciprocity**. And rural extension fails as communication because it violates the dialectic of reciprocity;

ŠTA NAM JE ČINITI?

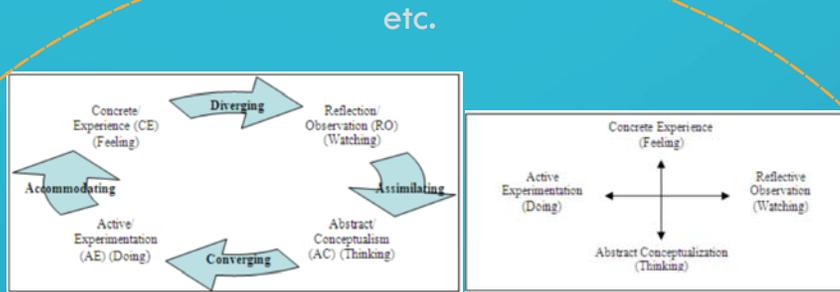
WHAT THEN MUST WE DO?

Modeliranje osnaživanja / Modelling empowerment

Tehnike Izgradnje
Building Techniques

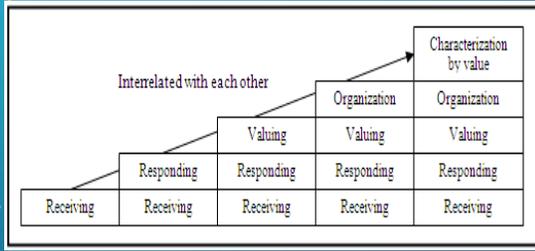


Cognitive Domain

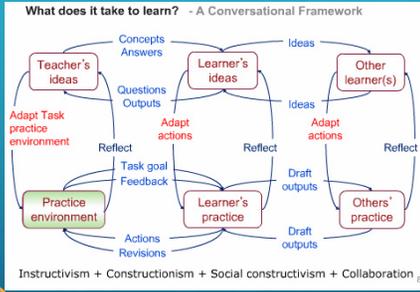


Kolb – Learning Cycle / Modes of Learning

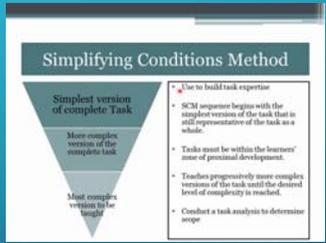
Uslovi Izgradnje / Gradiliste
Building Conditions / Building Site



Affective Domain



Laurillard - Conversational Framework



Reigeluth - Elaboration Theory

Freire: "Moramo se usuditi da ne razdvajamo kognitivno i emotivno"
"We must dare so as never to dichotomize cognitive and emotion"

Nacrt Modela Osnaživanja / Drafting the Empowerment Framework

Učiti kritici / Učiti da kritikuju

Teach/Learn a critique and teach/learn to critique

Kurikulum:

Demistifikacija - npr. mapiranjem epistemološke evolucije (grešaka, prekretnica itd.) trenutne saglasnosti u vezi teme koja se izučava; naglašavanjem koncepta privremenosti saglasnosti – Ontologija Postajanja, Heraklit

Pedagogija:

Progresivno Overavanje – npr. otvoriti što pre i što više process saznavanja što širem preispitivanju, počevši od lokalnog (grupe, razreda, klase) do globalnog (stručni forumi, tematski forumi itd.)

Curriculum:

Demystification - e.g. mapping the epistemic evolution, blunders, pitfalls, milestones etc. of the current consensus on topic(s) in focus; emphasis on the concept of consensus-temporariness – the Becoming Ontology, Heraclitus.

Pedagogy:

Progressive Authentication – e.g. open up as soon and as much of their learning (coming to know) to as wide as possible scrutiny, starting from local (tutorial group, class group) to global (disciplinary specialist forums, topic discussion forums etc.)

PRIMERI KRITIČKE PEDAGOGIJE U PRAKSI EXAMPLES OF CRITICAL PEDAGOGY IN PRACTICE

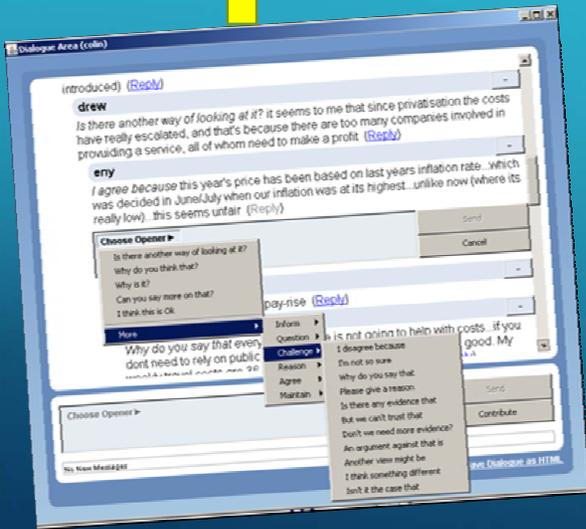
“dijalog je jedini način obrazovanja, nema komunikacije bez dijaloga, a bez komunikacije nemože biti istinskog obrazovanja” (Freire)

“dialogue as the only means for education, there’s no communication without dialogue, and without communication there can be no true education” (Freire)

1. Zatvoreno i Lokalno / Protected and Local

2. Otvoreno i prepušteno slučaju / Open and Serendipitous

3. Specialist



Interloc ... (S. Mcalister)
Dialectic and Dialogic approach

Cloudworks – Open University

PRIMERI / EXAMPLES

Open, authentic, dialogue conducive ...

Ne nagadjaj, Twitter anketiraj! Why guess, Twitter Poll!

Demistifikuj / Demystify

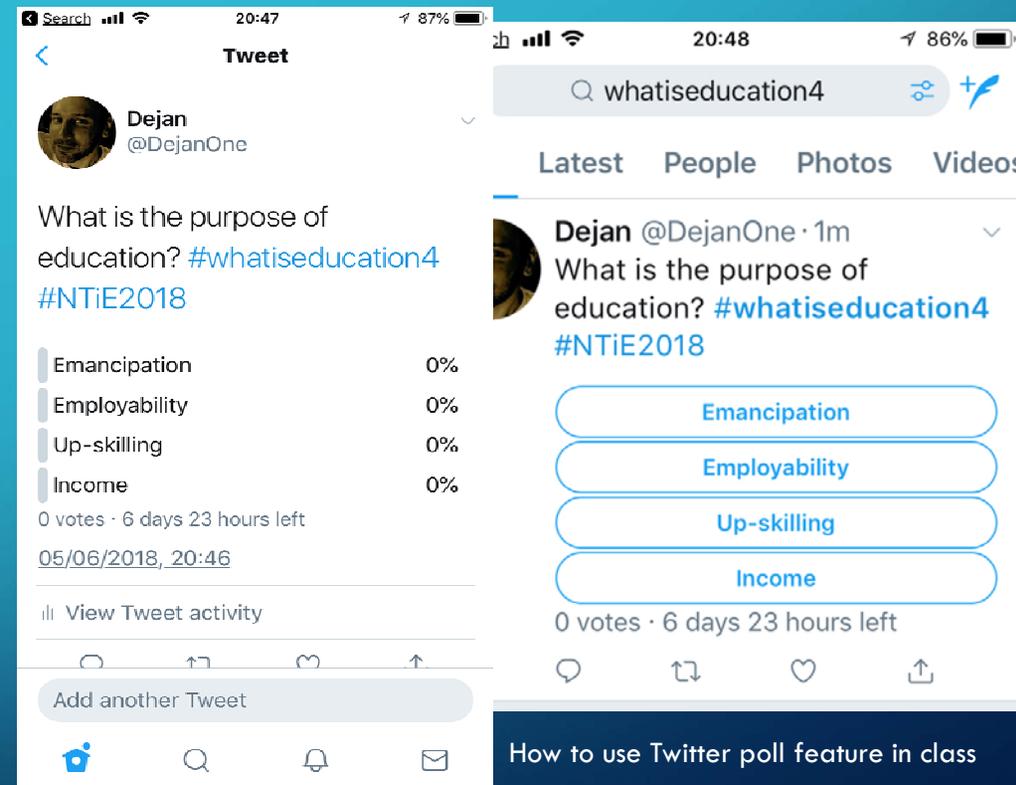
Einstein 'inspired' by cinema?

Simon Schaffer (BBC - Light Fantastic, part 4- 48:40-50:00)



The printing press is a classic **combinatorial innovation**. Each of its key elements--the movable type, the ink, the paper and the press itself--had been developed separately well before Johannes Gutenberg printed his first Bible in the 15th century. Movable type, for instance, had been independently conceived by a Chinese blacksmith named Pi Sheng four centuries earlier. The press itself was adapted from a screw press that was being used in Germany for the mass production of wine.

Steven Johnson, *The business of innovation*



“dijalog je jedini način obrazovanja, nema komunikacije bez dijaloga, a bez komunikacije nemože biti istinskog obrazovanja” (Freire)

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(Freire)

Mon Mar 12 - Wed Mar 14

Estimated completion time for this activities-set is **250 minutes**

The activities-set addresses the following Learning Outcomes:

- **Set the intended Learning outcomes for a program and justify the choices made**
- **Design a learning activity according to the principles of active learning and constructive alignment**

In this activity you will examine your understanding of Constructive Alignment. Specifically you will explore the relationship between Intended Learning Outcomes, assessment and activities This will involve reading Biggs & Tang (2011), Teaching for Quality Learning at University, who discuss various aspects of constructive alignment including what they term its values; after which you will discuss your findings from the reading with your tutor group. Finally, you will reflect on how your understanding of constructive alignment has developed after investigating and discussing the topic.

1 Postavi 'zamku' / Set the 'trap'

2 Osluškuj / Listen

3 Razgovaraj / Discuss

PRODUCE

- Using your experience reflect on what Constructive Alignment means to you and your understanding of the principles associated with this concept.
- You can use the Internet (e.g. [Google Scholar](#)) to search for more information to help you frame your thoughts. You only need to make a few notes at this time as this task will be used to set the scene for following tasks.

(work on your own for approximately 60 minutes)

READ WATCH LISTEN

- Read Biggs & Tang sections where they discuss the principles and values of Constructive Alignment and how they propose that it enhances the quality of students learning.
- During the reading you may want to filter your search to references about Constructive Alignment.
- Watch the video about Constructive alignment and learning outcomes from Phillip Dawson. This can be used for recapping this learning unit as it discusses the design of learning outcomes and the relevance of constructive alignment.

(work on your own for approximately 160 minutes)

DISCUSS

Resources:

- [\(Portfolio\) ePortfolio](#)

Resources:

- [\(Book\) Biggs & Tang \(2011\) Quality Learning at University Press.](#)



Published Edit

Questions and Issues to be explored in Tutorial Session 1 15 Jan at 11:24 3

Dejan Ljubojevic All sections

Search entries or author Unread

Write a reply...

Assessment grade criteria versus rubrics. Should we use assessment criteria sufficient? (1 likes)

Dejan Ljubojevic 27 Jan 2018

Tutorial Sessions 6 - 4 May - Preparation for SA2

Contents:

4:41 Summative Assessment 2 Q&A

- 8:20 Question 1 ... How to approach K1 V3 in AoA5?
- 20:58 Question 2.1 ... What to submit and in what format?
- 37:42 Question 2.2 ... Reflecting on PGCLTHE as CPD in AoA5?
- 40:22 Question 3 ... Postgraduate teaching for A4 anecdote?
- 50:19 Question 4 ... Non-academic prof.I practice in A5?
- 1:02:31 Question 5 ... Peer teaching-observations as CPD in A5?

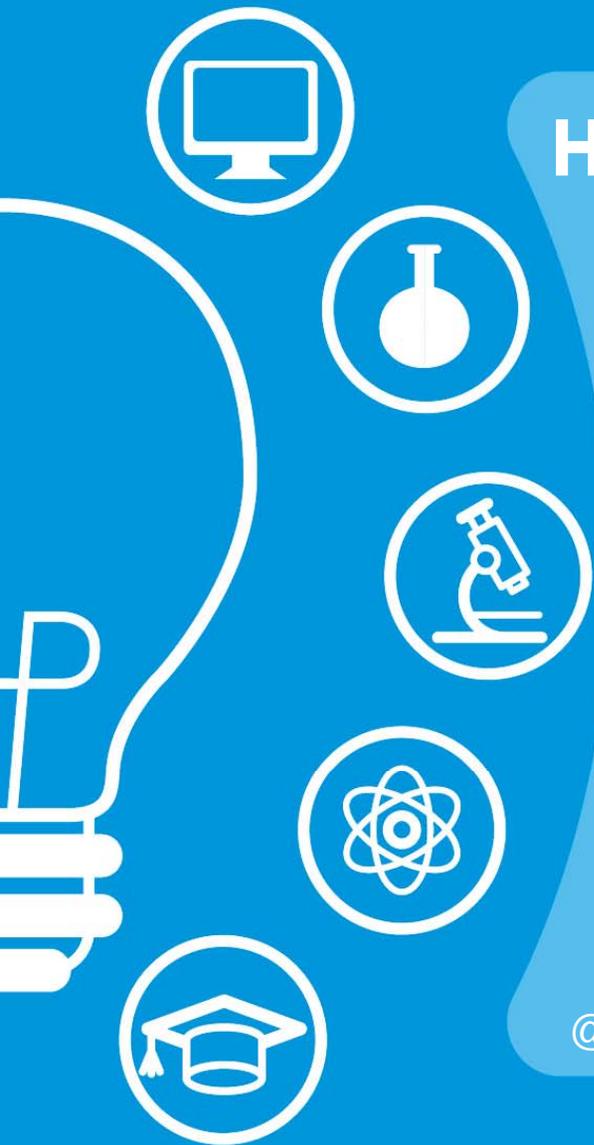
Summative Assessment 2

- 1:12:43 SA2 ... What, when, where SA2?
- 1:27:11 Recapping ... AoA3
- 1:43:44 Recapping ... AoA4
- 1:49:50 Recapping ... AoA5
- 2:03:32 Let's talk about ... What happens after SA2 submission



Tutorial Session 6

Don't teach, induce autonomy, subjectivity, 'ownership', discovery etc.



Hvala

Thanks

Pitanja / Questions

@DejanOne

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