

**ITL-835: Pedagogy of the Oppressed: Cultivating Critical Thinking**

**Credit Hours:**

3+0

**Prerequisites:**

None

**Course Objectives:**

This course introduces Paulo Freire's *Pedagogy of the Oppressed* and its influence on critical pedagogy, focusing on how education can serve as a tool for liberation, empowerment, and social transformation. Students will explore key concepts such as dialogue, problem-posing education, and critical consciousness, while examining their application in contemporary educational contexts to foster reflective and socially responsible learning practices. By the end of the course, the students will be able to:

1. Understand Paulo Freire's foundational ideas and explore how education becomes a tool for conscientização (critical awareness) among marginalized communities.
2. Examine the role of education in transforming oppressive structures through collaborative engagement with power holders.
3. Investigate learning and teaching systems that position the learner as a responsible, active, collective agent.
4. Analyze how pedagogies can be designed to respect cultural diversity and varied ways of knowing and explore technology's potential role in amplifying such pedagogies.

**Course Contents:**

- Introduction to Pedagogy of the Oppressed
- Paulo Freire's Perspective on Education
- Historical and Social Context of Freire's Work
- Banking Model of Education
- Problem-Posing Education
- Praxis: Reflection and Action for Transformation
- Dialogue as a Pedagogical Tool
- Development of Critical Consciousness
- Education as a Practice of Freedom
- Pedagogy and the Oppressed: Voice, Agency, and Liberation
- Pedagogy and Power Structures in Society
- Critical Pedagogy in Contemporary Educational Contexts
- Applications of Freire's Ideas in Classroom Settings

- Critical Thinking: Concepts and Dimensions
- Enhancing Critical Thinking Skills through Pedagogical Practices

**Course Learning Outcomes:**

At the end of the course, the students will be able to:

1. Explain the core principles of Paulo Freire's Pedagogy of the Oppressed and its historical context.
2. Apply the concepts of dialogue and praxis to educational practices.
3. Analyze the influence of power dynamics on traditional and critical pedagogies.
4. Evaluate the relevance of critical pedagogy and critical thinking in contemporary educational settings.
5. Design instructional strategies that foster critical consciousness and student empowerment.

**Reference Materials/ Books:**

1. Freire, P. (2000). Pedagogy of the Oppressed (30th Anniversary Edition). New York: Bloomsbury Academic.
2. Freire, P. (1998). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Lanham: Rowman & Littlefield.
3. Giroux, H. A. (2011). On Critical Pedagogy. New York: Bloomsbury Academic.
4. hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.
5. McLaren, P. (2009). Critical Pedagogy: A Look at the Major Concepts. In A. Darder, M. P. Baltodano & R. D. Torres (Eds.), The Critical Pedagogy Reader (2nd ed.). New York: Routledge.
6. Brookfield, S. (2012). Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions. San Francisco: Jossey-Bass.