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Education works best when students set goals for themselves, clarify their purpose, deliberate with others on the rules, evaluate themselves, their peers, the process and the teacher and not wait to be told what to do and what things mean, when you have intentions, power, responsibilities, and purpose, you are more connected to what you do and focus more intelligence on your experience share

The democratic side of a critical pedagogy means not ignoring, silencing or punishing unhappy students but rather inviting them to make their criticism public for debt be ridion. Giving students the power to control their learning is both empowering and liberating. In order to lecturing if we sharing power with students became active participants in the education.

By sharing authority and assuming teachers roles students take greater responsibility for their education, which one translate into a more intense relationship between them and the learning process. This type of power sharing between two teacher and students, become a change agent. Hear in my paper I had discussed 'problem posing' model for liberating the learner and its phases.

Introduction:

Liberating education consists in acts of cognition, not transferrals of information. It is a learning situation in which the cognizable object intermediates the cognitive actors teachers on the one hand and students on the other (Freire 2001).

It is a metaphor of the banking method of education and asserts its far better to have no lecture and use participation. In reflective teaching the teacher poses the question, listens carefully and represent to the students if they said for further reflection. Teachers learn from student learning. Freire's believes that humans are naturally inquisitive and curious about life and development through dialogue and shared authority. He also views that unilateral information hampers the joy of learning. He says both teacher and students start at less or zero or more than zero simultaneously as the project begins. The zero paradigm supports a culture inquiry delivers a dominant syllabus that silences critical thinking (Hirer 1970) on the basis on this theory shore developed his own model for problem posing which he calls the Third Indian (Shor 1992) am going to discuss in phases which liberate the learner.

Problem posing technique

Problem posing is more of an art than a science. In this technique there are eleven phases which wake student to think and learn

the phases are --

- Posing the problem
- Reflecting on the problem
- Presentation of literacy development skills
- Group reports and class dialogue
- Synthesize and re-present student responses and identify second level problem.
- Literacy Development / skills exercise: second cycle
- Group reporting / whole class, second cycle
- Integrating materials
- Interim class evaluation
- Dialogic lecture by the teacher
- Student Responses to the Dialogic lecture
- Solutions / Alternatives / projects

Posing the problem:

A problem can be posed verbally or non verbally media Nature of the problem like what is new? What do you know? How you can implement? How it differs etc. it can be generic, academic or social.

- **Reflecting on the problem:** After posing the problem how to reflect on the problem is not the may be discussion in pair, in group or individual. It has many alternatives.
- **Presentation of literacy developed skills:** then class should compose rough essays. So a collaborative activity. In this phase the student should read their essay in another group then it be had be reviewed & discussed in peer group because of this activity all students comes into the insight of synthesizing a new problem for the next level of dialogue.
- **Group reports and class dialogues:** At this stage student develop a written response to the problem their note as a raw material & ask next questions which is related to the keep issue. This gives very first responses. They do literacy development exercises. Then again read their papers in group and also discuss their ideas. The chaining floor ants of problem solving helps simulate emotional feedback. So student themselves would select for the learning.
- **Integrating materials:** whole class dialogue on the main questions. Student themselves develop questions on the reading matter so the dialogue remains student centered. Then he select the reading value. Laden choice. The three interventions- Thematic, usage, and process are each different roles the teacher and requires forms of expertise.
- **Interim class evaluation:** After the completion of few cycle of a dialogue and some feeding back completed he will ask the student to evaluation the class & then he consults to students about changes they would suggest.
- **Dialogic lecture by the teacher:** Then teacher conduct a dialogic lecture. He presents his extended comments. Dialogic lecture accepts the democratic discipline of the process. It is valuable and democratic perspectives. However the teacher cannot impose their values on the student.
- **Student Response to the Dialogic lecture:** These lectures are risky because they silence statements the teachers talk more to theoretical, too remotely from themes already underway. The lecture must respectful to the student opinion.
- **Solution / Alternatives / projects:** Her problem posing dialogue follows a Pean of pose a problem write on it then discuss in peer & follow the process.

Problem posing Education Hear Dialogue is not only Questions answers bet the two or more people. Be heart a kind of social relation that engage its participants. True dialogue can not exist unless the dialogue engage in critical thinking which perceives reality as process, as transformation, rather than as a static entity we use this method in teacher training then liberation is possible.

Concluding:

Friends first we should learn the theory of learning what is learning? What are skills for knowledge acquisition? Knowledge is not a set commodity that it passed from the teachers to the students. Students construct knowledge from knowledge they already possess. Teachers must be a democratic process to teaching authority dependence. Teachers must become learner and the learners must become teachers. Educators need to know what happens in the world of the children with whom they work they need to know universe of their dreams, the language with which they skilfully defend themselves from the aggressiveness their world, what they know independently of the school & how they know it theory of society.