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EDCI 7334: Historical and Contemporary Languages of Curricular-Pedagogical Praxis

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**Essential question (EQ): What are historical curricular-pedagogical languages (CPP), and from these languages, what should we retain?**

In this second week, we continue learning about the Historical languages ​​of CPP: interpretivist-experiential and critical languages. The information shown below will tell us how each of them views the curriculum and how we can learn to apply it daily in our classrooms.

In The Child and the Curriculum (Dewey, 1902), the author mentions that the child and the curriculum are contradictory topics since the first, who is within his family circle and who lives in a reduced world of knowledge, is in the middle of an avalanche of knowledge that represents the curriculum and each subject or study divides and fractions the world for it (p.6). All of this means an intellectual interest for him, as mentioned below;

" It means the ability to view facts impartially and objectively; that is, without reference to their place and meaning in one's own experience. It means the capacity to analyze and synthesize. It means highly mature intellectual habits and the command of a definite technique and apparatus of scientific inquiry. The studies classified are the product, in a word, of the science of the ages, not of the child's experience." (p. 7)

From this problem, certain educational sects appear, but Dewey mentions that as educators, we must replace superficial issues with stable and well-ordered realities, finding these in studies and lessons, which is why Dewey mentions the curriculum that;

" Subdivide each topic into studies; each study into lessons; each lesson into specific facts and formulae. Let the child proceed step by step to master each of these separate parts; at last, he will have covered the entire ground. The road that looks so long when viewed in its entirety is easily traveled, considered as a series of particular steps. Thus, emphasis is put upon the logical subdivisions and consecutions of the subject matter. Problems of instruction are problems of procuring texts, giving logical parts and sequences, and presenting these portions in class in a simple, definite, and graded way. Subject matter furnishes the end, and it determines the method. The child is simply the immature being who is to be matured; he is the superficial being who is to be deepened; he is a narrow experience to be widened. It is his to receive, to accept. His part is fulfilled when he is ductile and docile." (p. 8)

Dewey mentions that the curriculum is like a map, an ordered vision of previous experiences that guides future experiences, giving direction, facilitating control, economizing effort, and pointing out the paths that lead most quickly to a desired result. (p.21)

As teachers, we should be interested in making the child part of the learning experience so that their growth can be appropriately directed. John Dewey mentions that within the process between the child and the curriculum, the following three evils occur: if there is no connection between the child and the material to be studied, this will be seen only as symbolic and formal. Secondly, the author mentions the need for more motivation due to mechanical and dead instruction. According to Dewey, the third evil is when a subject is presented only to be memorized. The material presented externally, conceived and generated in points of view and attitudes distant from the child and developed in motives foreign to him, does not occupy its place in his life.

In summary, the author mentions that the teacher makes the subjects attractive for the child to learn. The teacher must move daily so that the child takes the knowledge and makes it his or her own. When the teacher knows the curriculum thoroughly and wisely, it can be an inherent part of the child forever. (p.31)

In Chapter 8 of Curriculum Development, Peter Oliva and William R. Gordon (2012) focus on curriculum planning based on the curriculum's goals, objectives, and outcomes or results. The authors mention that goals and objectives should be defined clearly and precisely since these guide curricular development, instructional practices, and evaluation processes within educational environments. According to Oliva and Gordon, goals are "broad statements of educational purpose that reflect the general intentions and aspirations of an educational institution or system." The objectives are generally long-term and emphasize the general direction of the educational program. Oliva and Gordon mention that the goals must be perfectly aligned with the institution's educational philosophy, the community's needs, and society's expectations. When the objectives are explicit, educational activities contribute to significant student development.

The authors mention that philosophical and cultural issues, such as the institution's educational philosophy, the community's values, and the students' needs, usually influence the objectives. They also mention that the objectives align with the school's mission, the students' development, and the social context.

The role of objectives in achieving curricular goals.

The authors mention that "objectives are specific statements that define the expected results of the educational process in measurable terms." Oliva and Gordon mention that well-defined objectives are essential to creating a structured and effective study plan. Educators will be able to develop instructional activities to support student learning directly. The authors classify the objectives into three main elements: cognitive, affective, and psychomotor. Cognitive objectives focus on intellectual skills. Affective objectives, on the other hand, involve attitudes, values ​​, and emotions. Finally, psychomotor objectives involve physical and coordination skills. The authors also mention that an effective curriculum must have objectives from all three domains, as this creates a comprehensive educational experience.

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The authors mention that "objectives are specific statements that define the expected results of the educational process in measurable terms." Oliva and Gordon mention that well-defined objectives are essential to creating a structured and effective study plan. Educators will be able to develop instructional activities to support student learning directly everyday. The authors classify the objectives into three elements: cognitive, affective, and psychomotor. Cognitive objectives focus on intellectual skills. Affective objectives involve attitudes, values ​​, and emotions. Finally, psychomotor objectives involve physical and coordination skills. The authors mention that an effective curriculum must have objectives from all three domains, as this promotes a comprehensive educational experience. In summary, the alignment of goals, objectives, and products is essential for creating a coherent educational experience that leads to meaningful student learning.

In Dare the School Build a New Social Order?, the author George Counts (1932) presents an analysis of education and the social inequities of the 1930s. The author mentions that the curriculum should address intellectual development and moral dimensions of education. George Counts mentions that students should be encouraged to think critically about social issues, established norms, and ethical implications of their actions, and he regards education as a means of building character and moral responsibility, necessary for a functioning democracy. The values ​​in students' education can create a generation of informed and conscientious citizens who are capable of contributing positively to society.

Paulo Freire was born in 1921 in Brazil. In 1947, he began working with illiterate adults in northeastern Brazil and gradually developed a working method to which the word awareness has been associated. Chapter 2 of his book Pedagogy of the Oppressive (Fraire) talks about an analysis of the teacher-student relationship at any level, inside or outside school. This relationship involves a narrator Subject (the teacher) and patient listening objects (the students). In the process of being narrated, the contents tend to lose life and become petrified. Education suffers from the disease of narration. Teachers only try to "fill" students with empty information they must memorize, so it has no transformative power. Education thus becomes an act of deposit, in which the students are the depositories and the teacher is the depositor, making his students patiently receive and repeat the information. This is the "banking" concept of education, in which the margin of action allowed to students extends only to the reception, filing, and storage of deposits:

The author mentions that research and praxis are fundamental because individuals cannot be human without them. Knowledge arises through invention, reinvention, and the continuous research humans carry out worldwide.

"Banking education maintains and even encourages contradiction through the following attitudes and practices, which reflect the oppressive society as a whole:

the teacher teaches, and the students are taught;

the teacher knows everything, and the students know nothing;

the teacher thinks, and the students believe;

the teacher speaks, and the students listen, docilely;

the teacher disciplines, and the students are disciplined;

the teacher chooses and enforces his choice, and the students comply;

the teacher acts, and the students have the illusion of acting through the teacher's action;

The teacher chooses the content of the program, and the students (who were not consulted) adapt to it;

the teacher confuses the authority of knowledge with his professional authority, which he opposes to the freedom of the students;

the teacher is the subject of the learning process, while the students are mere objects."

The capacity of banking education serves the interests of the oppressors, who use their "humanitarianism" to preserve a profitable situation, reacting against any educational experiment that stimulates critical faculties. Interestingly, Chapter 2 mentions that this type of education only wants to change the mind of the oppressed people, not their situation.

In summary, the author identifies some differences between banking education and the education he calls problematizing. He mentions that banking education tries to hide facts that explain the existence of human beings in the world while problematizing education aims to demystify. As a second difference, the author points out that banking education resists dialogue, while the problematize considers dialogue indispensable for the act of knowledge that reveals reality. Thirdly, he says that banking education treats students as objects of help while problematizing education turns them into critical thinkers. As a fourth difference, it is mentioned that banking education inhibits creativity while problematizing education is based on true reflection, creativity and action on reality, thus responding to the vocation of people as beings only when they commit to research—and creative transformation.

In summary, banking theory and practice, as immobilizing and fixing forces, do not recognize men and women as historical beings, while the problem's theory and practice take the people's historicity as their starting point. The unfinished character of the human being and the transformative nature of reality demand that education be a continuous activity.

The most important thing I learned this week is that the child lives in a family environment and must gradually open up to an external world full of information he must acquire until he becomes a functional citizen. The curriculum plays a vital role in this, as it will "form" the student at every step of his life. The teacher, in his role of authority, must stop feeling like such, putting all his knowledge and efforts at the service of the student, and stop seeing him as "the oppressed part of the system, which must be filled with knowledge, without having the right to critical thinking." This class is becoming more and more interesting because it allows me to see from another point of view the real meaning of both the teacher and the student. At the same time, we learn from each other every day of our lives.

References

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