The Pedagogy of Oppressed tackled many points but the topic which ignites the readers’ interest is his banking concept of education. In the book he claimed, “Education thus becomes an act of depositing, in which the students are the depositaries and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat” As the banking system is being experienced by most of the students, which in simple terms, also known as spoon feeding.

Moreover in the said book, he mentioned education is suffering from narration sickness. His argument cannot be unseen, the narrative character of the teachers is like one of the requirements to have the title because it seems like it’s so general and if you will go against the odds, you are wrong. Everything is served and all the learner has to do is to chew and digest it. With that, the liberty of the student is being taken away—dehumanized. The teacher-student relationship now is puppeteer to puppet. The puppeteer is the teacher while the puppet is the student. This student will be left with no choice but to move as his puppeteer ordered him to do so.
Also with this set-up, the student will develop hindrance in his capabilities for these skills are being locked-up in a box which is happening often and really is alarming. The student’s abilities are not molded which results the learner to stop growing as person. “Just keep on talking, I’ll listen. I’m the one who knows nothing, a peasant. You’re the one who knows everything, a genius.” That I fear, the child might feel.

While the other one, Pedagogy of the Distressed written by Jane Tompkins is an article written to criticize the arguments of Paulo Freire wherein he claimed that the banking concept is being used unconsciously in education. It has always been there and it quietly crawled into our education system which Tompkins disapproved of. She claimed that the banking model is obsolete. It’s long gone—history. We have already revolutionized and overcome the fear to show who we really are. We are now practicing freedom in education. There has been a change because there was a change. The oppression on students which caused domino effect has ended, as she said.

One of those is her performance model which is in contrast with the banking concept. With performance model, students will go out of their boxes and will completely leave their comfort zone. With this method, learners will experience the learning—not just know it. There would be more talking coming from them and less talking from the teacher. Yes, this could be a burden to the students but this burden would polish their tarnished diamonds of skills. As she said, “It’s not important for me to polish my skills, but they do need to develop theirs to find a voice.”

Tompkins proved that in teaching, it’s not going to be about the teacher but it will be about the students. Teaching is selfless. There will be nothing that could justify the teacher but only the students their learning. No matter how well-prepared, smart and knowledgeable the teacher is, those will be put into drain if the students hadn’t learned in the most enjoyable way that the teacher could provide. The learning process should be enjoyable, like you are eating the most delicious chocolate in the world and not as horrible as taking a stroll in Jurassic Park.
After all, the true effective teachers teach students, not subjects.

References:


https://www.jstor.org/stable/378032?seq=1