

LEARNING

Theories

Support and Learning Cards

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learning



Erasmus+

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The material these cards are based on is from **FOCUS learning** Chapter 1 - 'Exploring Learning in Youth Work'

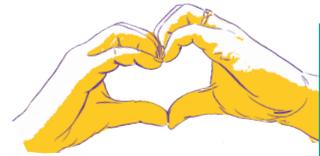


**EDUCATION
FOR CRITICAL
CONSCIOUSNESS**

**CRITICAL
SOCIAL
THEORY**

**LEARNING
THEORIES**

**CRITICAL
FEMINIST
PEDAGOGY**



**SOCIAL
PEDAGOGY**

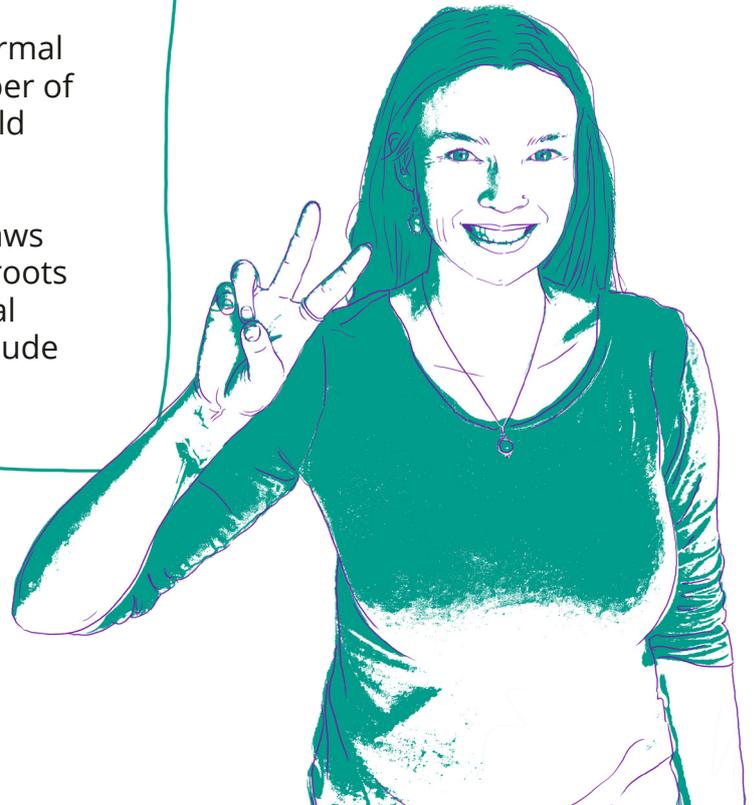
**CRITICAL
PEDAGOGY**



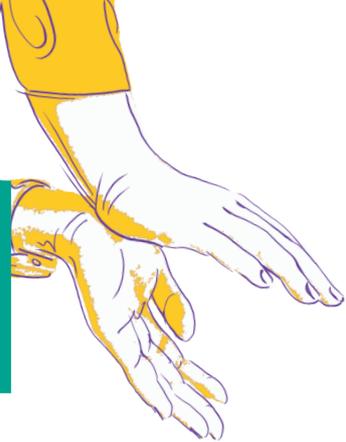
THEORETICAL BACKGROUNDS

In mapping out the origins of non-formal education/ learning there are a number of theoretical perspectives that should be considered.

Non-formal education/ learning draws on a range of disciplines and has its roots in the various classical educational philosophies and thinking, these include the **5 theories of learning**.



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CRITICAL SOCIAL THEORY



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CRITICAL FEMINIST PEDAGOGY



SOCIAL PEDAGOGY



CRITICAL PEDAGOGY



Paulo Freire:

*'Education for Critical
Consciousness' and 'Education
for Empowerment'.*



EDUCATION FOR CRITICAL CONSCIOUSNESS

- The relationship between the educator and the learner is key in understanding how education can be used as a tool for emancipation.

- Takes the life situation of the learner as its starting point.

- Raising consciousness and overcoming obstacles - one of its goals.

- Praxis is informed action - putting the theory learned into day-to-day youth work practice.

- Educator is a 'catalyst' - someone who helps people to transform their experience of the familiar and unremarkable to the status of critical consciousness.

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CRITICAL SOCIAL THEORY

- Is strongly linked to transformative learning.

- Calls to critique and change society rather than to simply understand it.

- Has a focus on critical thinking and the emancipation of the learner.

- Many 'critical theories' have been developed in connection with different social movements.

- It acts as a liberating influence.

- Argues that social problems are influenced by societal structure and cultural assumptions, rather than by individual and psychological problems.

- Critical theory aims at developing a basis for decreasing domination and increasing freedom in all forms.





**SOCIAL
PEDAGOGY**



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SOCIAL PEDAGOGY

- Holistic and relationship-centred educational setting.
- Often referred to in practice as a form of community education.
- Small actions but based on the bigger picture.
- Recognises that all individuals can be important and valuable members of society.
- Social pedagogy is concerned with well-being, learning and growth.
- Focuses on tackling or preventing social problems and inequality.
- Advocates for a participatory approach where the thoughts and feelings of the learner matter.
- Promotes human development and social justice.
- Through social institutions and shared responsibility, encourages life-long development.



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CRITICAL PEDAGOGY

- It rejects the neutrality of knowledge.
- Education should include learning about social justice and equality.
- Challenges students to examine the power structures and status quo of their surroundings.
- Educators themselves should be politicised.
- Social justice and democracy are acts of teaching and learning.
- Critical pedagogy is a philosophy of education that views teaching as a political act.
- Alongside Paulo Freire, Henry Giroux is considered to be one of the founding fathers of critical pedagogy.



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CRITICAL FEMINIST PEDAGOGY

- Bell Hooks calls for the creation of 'community' in the classroom.
- Bell Hooks developed Freire's work in the context of gender and ethnicity.
- Students are encouraged to see the world through real-life situations.
- Pedagogical practice is based on freedom.
- Students should engage in identifying cultural assumptions (especially those supported by oppression).
- Argues for student and teacher collaboration in order to make learning more relaxing and exciting.
- Feminist pedagogy advocates for diversity and inclusion within the learning space.
- Teaching should be a catalyst that calls everyone to become more and more engaged.
- There must be a willingness to listen, to argue, to disagree, and to make peace.

