



10 features of banking education

According to Carnoy and Tarlau (2019), in Wiley's Freire's Handbook, the “banking model of education” is a term used to describe a type of education in which teachers are seen as “depositors” of knowledge into the “receiving” minds of students. In this model, teachers are considered the “owners” of knowledge with the goal of “giving” this knowledge to their students.

Banking education maintains and even stimulates the contradiction between teachers and students (Freire, 2014). Freire listed the following 10 defining features of the banking model of education (p.72):

1. The teacher teaches and the students are taught;
2. The teacher knows everything and the students know nothing;
3. The teacher thinks and the students are thought about;
4. The teacher talks and the students listen-meekly;
5. The teacher disciplines and the students are disciplined;
6. The teacher chooses and enforces his choice, and the students comply;
7. The teacher acts and the students have the illusion of acting through the action of the teacher;
8. The teacher chooses the program content, and the students (who were not consulted) adapt to it;
9. The teacher confuses the authority of knowledge with his or her own professional authority, which she and he set in opposition to the freedom of the students;
10. The teacher is the subject of the learning process, while the pupils are mere objects.

This model of teaching implies that students are assumed to be passive in the learning process, bringing no prior knowledge into the classroom. The implication of this model is that students do not develop the ability to be critical thinkers. They are taught facts but not taught to use or understand these facts in a critical way that allows them to apply them to the world.

References

- Freire, P. (2014). *Pedagogy of the Oppressed: 30th Anniversary Edition*. Bloomsbury Academic & Professional.