

# Applying Critical Pedagogy in Service Learning Practice: A Path to Social Justice

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# Service Learning

- ◆ Service Learning Defined
- ◆ The goal of traditional Service Learning approach
- ◆ Sounds pretty good. But.....



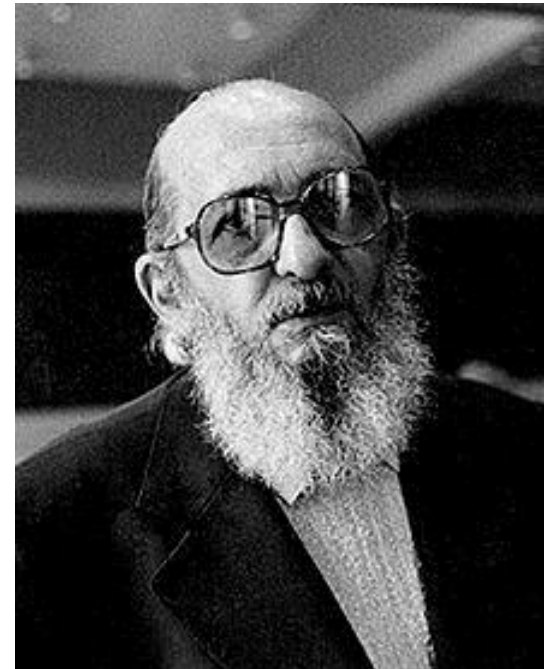
# What's the Problem?

- ◆ The Power Difference
  - ◆ Who's need? Who's voice?
  - ◆ The “Have-Have not” paradigm
- ◆ Privilege in Serving-Served Relationships
  - ◆ Difference in access to social capital
  - ◆ Structural inequity



# Critical Pedagogy

- ◆ Paulo Freire (1921-1997)
- ◆ “Pedagogy of the Oppressed”(1968)
  - ◆ Emphasize the need to critique oppressive structures
  - ◆ The potential of “dialogue”
  - ◆ Critical conscious



# Critical Pedagogy and Service Learning

- ◆ Critical Service Learning defined: academic service learning experience with a social justice orientation
- ◆ Use of critical consciousness toward power difference and inequity in structure issue



# Critical Pedagogy and Service Learning

- ◆ Response to power distribution issue
  - ◆ Emphasize social justice instead of diversity
  - ◆ Explore links between those served and the structure for the eradication of oppression
  - ◆ Acknowledge the power imbalance, challenge it, and redistribute it
- ◆ Emphasis on Social Change

Traditional SL Approach	Critical SL Approach
Service to individual	Service for an ideal
Students' development	Student as the agent of social change

# Critical Pedagogy and Service Learning

- ◆ Youth Voice v.s Community Voice: build mutuality
- ◆ Build Authentic relationship: form difference to connection
- ◆ Reflection



# Application on SL programs

- ◆ Pre-reflection
- ◆ Reflection
- ◆ Theory / Action
- ◆ Reflection

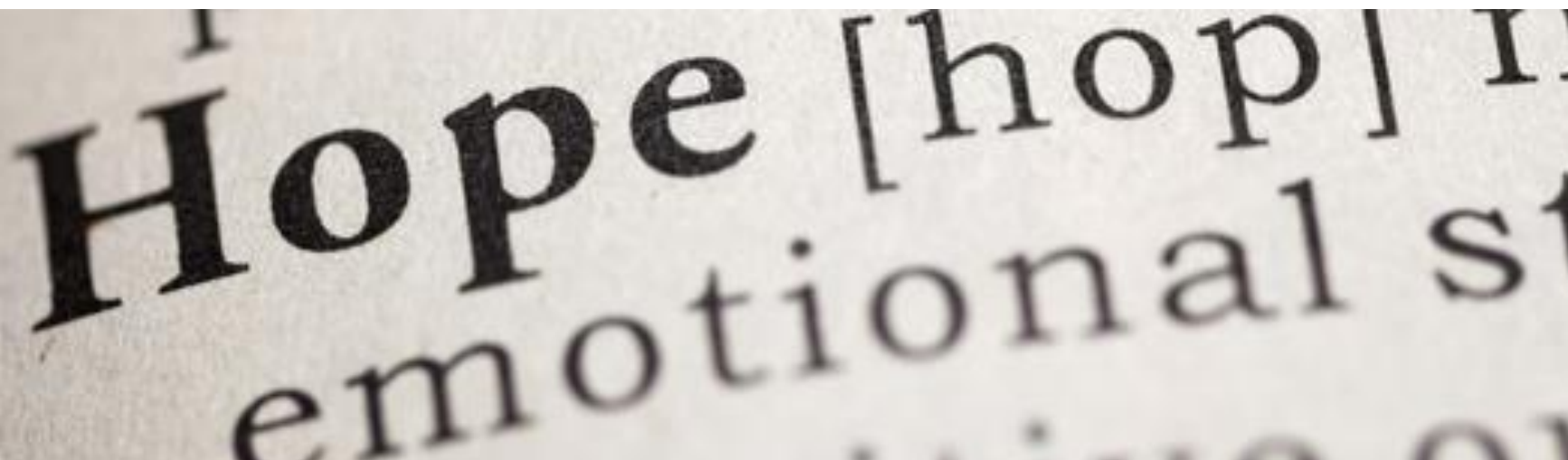




# Conclusion

And, I have seen, there is hope.

~ Farbod Karimi

A close-up photograph of a dictionary page. The word "Hope" is printed in a large, bold, black serif font. To its right, the phonetic transcription "[hop]" is visible. Below "Hope", the word "emotional" is printed in a smaller, regular serif font. The page is slightly out of focus, with the background showing other words and text.