

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

Yuyun Peng
University of Maryland, College Park



Service Learning

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



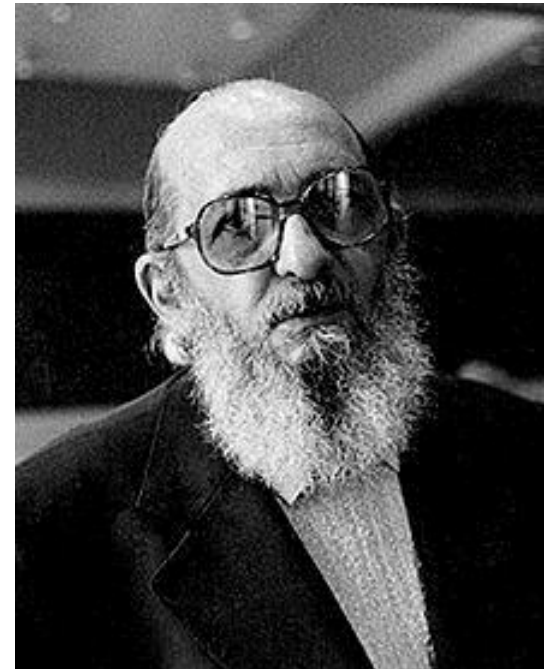
What's the Problem?

- ◆ 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



Hope [hop] n
emotional st