

BEYOND TEACHING AND BANKING

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ABSTRACT

Why do some teachers still rely heavily on lecturing rather than facilitating? Today's teaching and learning demand more egalitarianism, democratization of the school and classroom culture, formative assessment; creativity, engagement, creativity, reflectivity, participation, learner-centeredness, person-centeredness, facilitation, inclusivity, autonomy, motivation and collaboration for significant and meaningful instruction and learning. As model, the teacher is seen a person rather than as an impersonal occupant of an instructional role. Facilitation invites rethinking curriculum with 'thinking,' teaching/learning attitudes and conventions, practices and assumptions which have remained unquestionably slow to change.

INTRODUCTION

Rogers (1983) characterizes learning as "the insatiable curiosity that drives the adolescent boy to absorb everything he can see or hear or read....; discovering, drawing in from the outside, and making that which is drawn in a real part of me...; any learning in which the experience of the learner progresses along this line...; grasping and comprehending what I need and what want to know!" Indeed, Rogers got to the 'aha-a' moment of personal encounter, indicating that there are better teaching and learning approaches than the traditional model. Facilitative teaching runs counter to the traditional lecture method and norm

- a banking approach which encourages learner's passivity and power differential between teacher and learner, instead of facilitation in the learning process. Freire (1993) theorizes that lecture "banking" method is a condition in which the teacher is omniscient; sees the students as empty vessels waiting to be filled, and thus projects ignorance on students; the teacher is the subject of the learning process and learners are mere objects; the teacher chooses and enforces his choice, and the students comply, making it clear that it is not an ideal learning or teaching moment. This article explores the need for facilitative teaching and its fundamental requirements. At the conclusion, we shall suggest classroom motivational language options as against coercive ones. Thus, the work is divided into: (i) Need for facilitative teaching and learning; (ii) Requirements of facilitative teaching and learning: (a) teacher's qualities; (b) what the teacher is not (c) what teaching is about; and (d) personal dimension of teaching and learning; and (iii) Conclusion.

NEED FOR FACILITATIVE TEACHING AND LEARNING

Lecturing is still the common teaching method obtainable in higher education. However, does it "awaken" creativity, personal growth and consciousness? Implicitly, lecturing/banking teaching and learning method "is the assumption of a dichotomy between human beings and the world: a person is merely in the world, not with the world or with others; the individual is a spectator, not re-creator. In this view the person is not a conscious being (corpoconsciente); he

or she is rather the possessor of a consciousness: an empty "mind" passively open to the reception of deposits of reality from the world outside" (Freire, 2008). Inherently, it is a model of education in which teachers "deposit" information and skills into students, emphasizing memorization of basic facts rather than understanding and critical thinking.

Arguably, lecturing makes information available; is cost effective; provides background information and ideas, basic concepts and methods which can be developed and considered in detail subsequently, highlighting similarities and differences between key concepts. Conversely, however, lecturing is: (i) a passive activity. Members of the audience may be busy taking notes but usually have little time or opportunity to reflect on or question the material and clarify misunderstanding; (ii) not an effective method for changing attitudes and does not help participants to analyze and synthesize ideas; (iii) does not always encourage students to move beyond memorization of the information presented and information retention may be poor; (iv) autocratic in form; it may allow little active audience participation, while at the same time providing little feedback to the speaker as to the effectiveness of presentation; and (v) lectures cannot cope with a wide diversity of ability (Bligh, 2001). It is less effective for promoting thought and changing learners' attitudes.

Facilitative teaching and learning resonate with the Chinese proverb, "tell me and I'll forget, show me and I may remember, involve me and I'll understand" (Chinese, n.d.). Hence, its

advantages seem to outweigh lecturing/banking style. They include: (i) setting the initial mood or climate of the group or class experience; (ii) helping to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group; (iii) relying upon the desire of each student to implement those purposes which have meaning for him, as the motivational force behind significant learning; (iv) organizing and making easily available the widest possible range of resources for learning; (v) teacher regarding himself as a flexible resource to be utilized by the group; (vi) responding to expressions in the classroom group, he accepts both the intellectual content and the emotionalized attitudes, endeavoring to give each aspect the approximate degree of emphasis which it has for the individual or the group; (vii) as acceptant classroom climate becomes established, the facilitator is able increasingly to become a participant learner, a member of the group, expressing his views as those of one individual only; (viii) taking the initiative in sharing himself with the group - his feelings as well as his thoughts - in ways which do not demand nor impose but represent simply a personal sharing which students may take or leave; (ix) throughout the classroom experience, he (teacher) remains alert to the expression indicative of deep or strong feelings; and (x) In his functioning as a facilitator of learning, the leader endeavors to recognize and accept his own limitations(Rogers, 1983).Effective facilitative teaching and learning however must consider the following requirement.

REQUIREMENTS OF FACILITATIVE TEACHING AND LEARNING

Facilitative teaching and significant learning revolve around: (a) teacher's qualities, (b) what the teacher is not, (c) what teaching is about; and (d) Personal dimension of teaching and learning.

(a) Teacher's qualities. This involves: (i) realness - the teacher being himself, not denying himself; aware of his feelings and able to communicate them appropriately, no matter how exactly he does feel. He should not be just a role in the play of education, "a faceless embodiment of a curricular requirement or a sterile tube through which knowledge is passed from one generation to the next;" (ii) prizing, acceptance, trust - teacher's caring about the student and his acceptance of student's feelings. It is the trust and prizing of his capacity and abilities as a human being; and (iii) empathy - being able to walk in others shoes. This means that a teacher can understand student's perspective on the process on learning and his reactions from the inside. The accent here is on understanding, not judging or evaluating.

(b) What the teacher is not. Imperatively, "the teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences" (Dewey, 1897). Instead of proving himself, he expresses himself fully. He therefore catalyzes and transforms, revolutionizing education and learning, meaningfully nurturing learner's personal development, attitude, behavior and cognition. The ontological

constructivistic, interactive and contextual manner impacts meaning-finding, human growth, self-transcendence, relevance and responsible citizenship (Dewey, 1916). On one hand, therefore, the tendency to negativisms and demeaning attitudes, behaviors, stigmatization, name-calling, labeling; over-ambition; mistake-centeredness; comparing one student to others; making pessimistic interpretations; dominating by being too helpful detrimental to learner's aspirations, self-confidence and academic performance should be avoided (Dinkmeyer and Losoncy, 1996; Evans, 1989, 1995). Learners on the other hand live in the 'becoming.' They uniquely have a personal responsibility toward self-discovery, success, psychological capital, optimism, self-awareness and effective use of their potentials, eschewing however self-rejection, learned-incapacitation and self-defeatism. The process of "becoming" is an existential task toward authentic and objective approach to life-realities, positive dispositions, achievement, accountability (Freire, 1998), and awareness of strengths and weaknesses.

(c) What teaching is about. Here we have: (i) it is about them - the learners, not you - the teacher. No learner comes into the classroom as "tabula rasa." They come in with their own individual experiences, backgrounds, differentiation and respective weltanschauungs which enrich learning. The teacher should focus on the learner, not as an omniscient but as a facilitator-learning participant, guardian, coach, mentor and standard-bearer; (ii) creating safe environment which inspires risk-taking with a systemic feeling of shared experiences, belongingness, self-worth and being valued, bonding and

commitment (McMillan, 1996). Belongingness among others is a natural human need (Maslow, 1943). The nurturing, encouraging, motivating, democratic and caring school and classroom encourage enriching engagement, collaboration, active participation and partnership in learning and growth (Thayer-Bacon and Bacon, 1998). Learners' involvement, enthusiasm and willingness to actively participate, as an opportunity for learning, encountering and developing insights into teaching contents impact the quality of class discussion. Hence, teaching styles must curtail empty generalizations and unnecessary quiz which derail learners from critical reflection, critical issues and long-term efficacy. The teacher must also learn about learners' interests, inspiring, empowering, transformative education. An open classroom climate ensures not only freedom and autonomy, but also abates the fear, timidity, intimidation, oppressive teacher and lecture/banking formulae, ignorance, vulnerability and mistakes toward improvement.

Teaching further is about: (i) encouraging questioning and exploration with intent on transforming positively 'irrational' and 'silly' questions into transformative learning and discovering process; (ii) patience, understanding, prudence, tolerance, flexibility, democratic, respectful, commitment, shared meaning, shared purpose, leadership, unassuming and unimposing, unraveling learner's learning style and goal; (iii) teaching passionately with moral purpose, "constantly improving student achievement and ensuring that achievement gaps, wherever they exist, are narrowed" and "raising the bar"

(Barber and Fullan, 2005). Teaching and learning encourage transcendence beyond man's immediate self and condition. Motivation however underlies learning especially "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together" (Senge, 2006). Developing strategies to foster learners' motivation, self-confidence and unleashing their personal innate potentials, capabilities and possibilities is essential to effective teaching, subject and learning. Some of the cultural systemic irregularities and negativisms however compound its process and realization. Yelling, nagging, threatening, irrational criticism; reward, punishment, mistake-centeredness, distrust, blame and isolation must be avoided for effective teaching, transformative learning, empowering education and efficacious outcome.

(d) Personal dimension of teaching and learning. This addresses the learner's needs including: (i) development of personal meaning; (ii) awareness of relationship between the self, subject and object of study; (iii) respect for the integrity of the subject and object of study; (iv) appreciation of implications for the trajectory of one's life; (v) application of a rich understanding of the subject and object of study in practice; and (vi) transformation into a more fully active individual (Duignan and Bezzina, 2004). As a passionate teacher, he not only knows why he devotes his life to the learners, but is also in love with his field of knowledge; critically generative and "drawn to the

dilemmas and potentials of the young people who come into class each day - or captivated by all of these" as "a way of honoring our life's work, our profession" (Fried, 2001). He is engaging, transformative and innovative; promotes fairness, integrity and respect. He provides learners with opportunities for personal ownership and growth. The teacher-leader walks with and engages learners through problematizing and dialogizing learning process in which deconstruction of power between him and learners develops into both transformative climate and transformative learning process. Given the transformative nature of teaching, teachers should also be motivated in order to be as effectively revolutionizing and inspirational as well.

Teacher is "not only a teacher, but a kind of mother to us" (Fried, 2001) who nurtures, cares; creates safe environment and trusting relationship in which learners are free to express themselves "in what they are learning so they can experience engaged learning." In fact, genuinely caring, personable, approachable, empathetic and learner-friendly teacher inspires learners in all ramifications by showing that, (i) every person deserves - and owes - respect; (ii) nobody may interfere with another person's right to learn; and (iii) school is a place to learn how to settle disputes by talking them through by means of win-win approach (Thayer-Bacon and Bacon, 1998). He also encourages, (i) making interpersonal relationships and commitment a priority; (ii) conducting respectful dialogue; (iii) practicing sustainable encouragement which keeps learners motivated daily; (iv) making decisions through shared involvement; and (v) having fun on a regular basis by fostering

appropriate model of enthusiasm, diligence and warmth (Carlson et al, 1992). To some people, being a teacher means appearing to have all the answers such that any sign of vulnerability or ignorance is seen as weakness. However, by 'I don't know,' instead of losing credibility, the teacher in his humility gains students' trust which is foundational to a productive teacher-learner relationships and interactions. Man is not omniscient, being bio-psycho-socially and contextually limited. The teacher-facilitator-learner is still engaged in a life-long learning process also by acknowledging his inadequacy. Hence, as a learner too the teacher's role is emotionally, mentally, physically, affectively, committedly and professionally rigorous, a situation in which "it is impossible to teach without the courage to love" (Freire, 1998). It takes however ethical leadership, autonomy, personal responsibility, identity, self-awareness and 'other' to attain.

CONCLUSION

Facilitative teacher considers his choice of language, verbal /non-verbal communication in the classroom either for inspiration, encouragement or dissuasion for learners but teacher also especially when some learners give up on the teacher, making it difficult for him to realize teaching objectives.

The language of encouragement	
Encouragement "I think you can do it." "You have what it takes." "You're a hard worker." "What do you think?"	Discouragement "Here, let me do that for you." "Be careful; it's dangerous." "Don't forget your assignment." "Let me give you some advice."

<p>"I could use your help." "It looks like a problem occurred. What can we do to solve the problem?"</p>	<p>"When you're older, you can help." "I told you to be careful."</p>
<p>Encouragement "You put a lot of effort into your work." "You're a fine person." "I know you did your best."</p>	<p>Praise "I'm proud of you when you do well." "You did better than anyone else in the class." "Next time, if you work harder, I know you can get an A instead of a B+."</p>

Figure 1: Table drawn from Evans. (1995); Dreikurs, Grunwald and Pepper. (1982).

ENCOURAGEMENT	DISCOURAGEMENT
Hopeful view of people's nature	Hopeless view of people's nature
Individual's behavior is purposeful	Individual's behavior is caused by outside forces and victimization that may have occurred in the past
Satisfaction comes from work, learning, belonging - intrinsic motivations	Satisfaction comes from rewards and acquisition - extrinsic motivation
Influence without strings	Control, force, and fear
Equality as human beings	Superior-inferior relationships, sitting in judgment
Chatting - talking with	Advising - telling to
Effective listening	Ineffective listening
Recognition, acceptance, and appreciation	Moralistic praise and approval, bribing
Being ourselves, fine as we are	Pleasing and proving

Challenge, stimulate	Pressure, threaten, coerce
Invite, offer choices	Command, boss
Cooperative atmosphere - helping and being useful	Competitive atmosphere - winning or losing, success or failure
Value and use emotions	Fear and control emotions
Uniqueness and creativity	Obedience and conformity
Recognizes effort and improvement	Recognizes only tasks well done
Courage to be imperfect	Fear of mistakes
Freedom with order	Order without freedom
Natural consequences	Rewards and punishment

Figure 2: Adapted from Evans. T. (1997). The tools of encouragement from Reaching Today's Youth, National Educational Service, 1(2).

Being a great teacher is not dependent on the greatest curriculum content delivery, but on the legacy which positively inspires, mentally and behaviorally restructures and transforms learners in a non-judgmental climate of freedom, caring, autonomy, positive and quality attitudes and standards with the daring power of positivity and exploration of the limitless abyss of possibilities. This is also essential for Nigeria's re-democratization as "democracy has to be born anew every generation, and education is its midwife" (Dewey, 1899), despite some of its systemic irregularities. Motivating teachers is also imperative, as they naturally and positively transform and shape the future in a most significant way.

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