

Freire among the Furrows: Toward a Critical Pedagogy in the Crop Sciences

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Abstract

Curriculums must be habitually re-examined and reconstructed in order to maintain relevancy to learners and societies. Critical pedagogy provides a theoretical framework for educators to interrogate how schooling functions in the advancement of participatory democracy. Critical pedagogy seeks to better equip learners for meaningful political participation and social citizenship. A critical pedagogue creates a classroom culture that raises the critical consciousness of the learner. Within the crop sciences, critical conscientiousness refers not only to the comprehension of content and conceptual knowledge, but also depends upon an understanding of the scientific method, the culture of crop science research and knowledge-construction, as well as the social, economic, and political situation of the discipline in the lives of learners.

Keywords: Critical pedagogy, education for participatory democracy, education for social justice, crop science education