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Space at West Chester

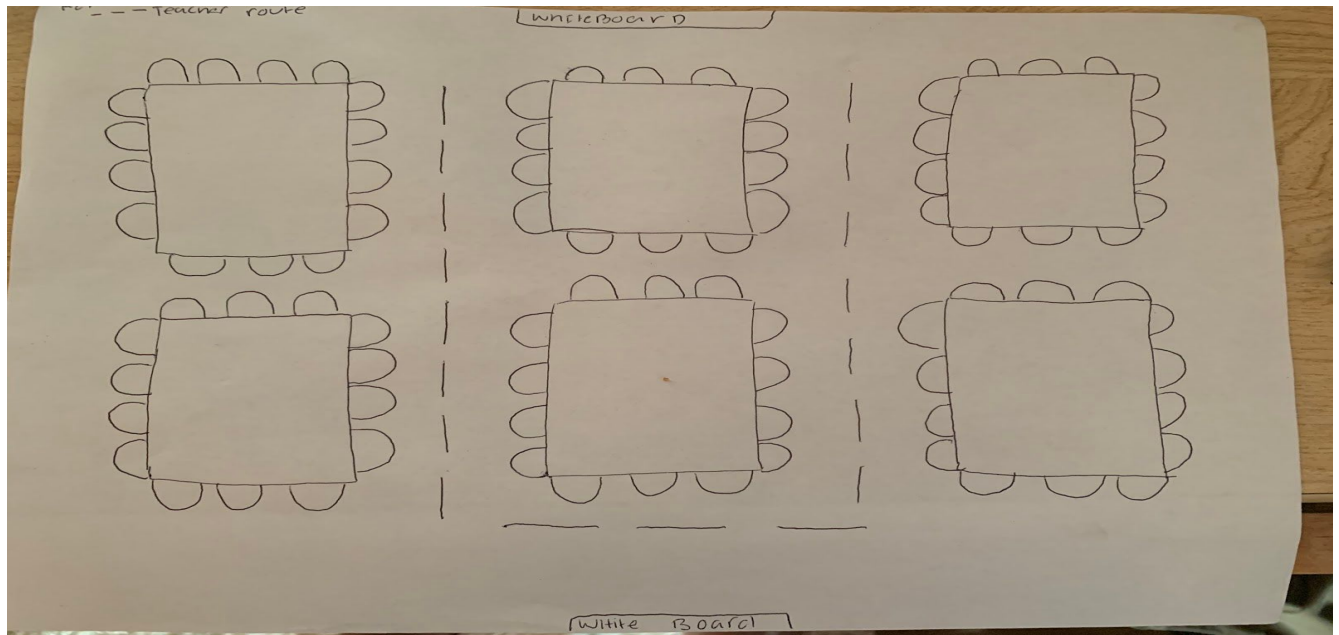
The separation of a student's living space and the classrooms they attend is a problem. West Chester keeps their living halls and classrooms separate, which creates a block between the living space and the education at the university. West Chester is forcing their students to learn differently from other students by giving them different perspectives of the campus. If living halls were closer to the classrooms than each student will have a similar learning environment and would be more effective in keeping students engaged with the information being given to them. However, the way the campus is set up is not the only problem, but rather the classroom set up as well. Information is given to us to be retained and memorized, rather than to actually be taught the material. Students need to be engaged in the class, and without a proper classroom set up they are stuck merely remembering information being given to them.

The first issue of the space at West Chester is the campus set up. It can be rather difficult for students to navigate from classroom to classroom, especially when they have fallen ill or disabled in some way. Bringing the residential living halls in with the classrooms can help eliminate these troubles that students deal with. It would allow students to get more sleep, and furthermore helping students stay more prepared and on task. Students will also benefit educationally by having their professors on sight when needed. We generally see professors giving information to students to be taught, following "The Banking Concept of Education" that

we have gone through for so long. Freire insists that “the teacher teaches, and the students are taught.” This idea would be less evident with the new campus structure, as teachers will begin to learn how their students live and prepare themselves for the information given to them. The addition of classrooms can also reshape the way students live in their dorms. Students view their dorm as a quiet place to relax, which is great until they get distracted by the dozens of other things they have in their space. Adding classrooms can reshape how they view their living space. If their living hall became their learning space students would be redesigned to be more effective learners in their dorms.

The biggest problem affecting the physical learning of the students is the set up of the physical classroom. Classroom sizes are too big, and sets students up to lose their focus midway through class. Students must be active in the class in order to actually learn the information. Freire suggests that a professor in a large lecture has a “task to “fill” the students with the contents of his narration.” Large lectures are the epitome of the “banking concept of education,” where information is just deposited into our brain. Classrooms need to be set up in a way that students can be leaders in the classroom. If students began to sit in desks, opposed to lined rows facing the professor than interaction between students and the professor would be much more common. More questions would be asked as it allows students to communicate with each other easier. Now, the placement of the professor is an issue in the classroom. Professors will stand in front of the room and throw information out like candy to kids on halloween. To eliminate this outstanding issue, teachers should not be sitting during their classes. Professors should be mobile

and ready to answer questions in order to help better their students in anyway they can.



This classroom set up would be effective for two reasons; it keeps the students engaged by having them talk to each other and the teacher is mobile the entire class. The dashed lines represent the path of which the teacher will follow, so it can give each individual table and student an opportunity to ask questions as they come around. Friere brings up the idea that “through dialogue, the teacher of the students and the students of the teacher ceases to exist. The teacher is no longer the one who teachers, but one who is taught in the dialogue with the students.” This cannot happen with the old classroom set up we are used to seeing. Teachers do not have dialogue with their students, creating around themselves that they are superiors to you. Teachers should be viewed as a resource and guidance, and without the proper communication and teaching skills than students tend to find other ways of learning the information. This setup will dwindle the need for extra resources, as teachers and students will engage with each other during class time, which has proven to be the best way to learn.

In conclusion, the educational system can vastly be improved with the proper organization of the campus. Students need to be interacting with their superiors in order to learn the material, and the current system fails to do so. There must be a change in the way we learn in a classroom in order to fully grasp the material we are being “taught.” We must restructure the way we learn in order to genuinely understand the material. Students have the ability to learn the information and is being delivered in the complete wrong way. Our generation must stray away from the “banking concept of education” and focus on the “problem posing education.” West Chester structure focuses on the individual, relying on the student to get to class on time and to have their own study methods. Rather, it should be focusing on integrating the education into a students daily life. The campus set up needs a change, and combining the campus living halls within the residential halls is the first step to help organize a students education within their daily lives.