

Comparison of Popular Education and Traditional Education

Popular Education	Traditional Education
Emphasis on social change/just society	Emphasis on learning topic of class
The purpose of education is to empower participants to think critically and make change at the personal and collective levels.	The purpose of education is to equip students with the skills they will need to succeed in the marketplace.
Experiential knowledge is as important as academic knowledge.	Academic knowledge is more valuable than experiential knowledge.
Knowledge is constructed in the interaction between people.	Knowledge is pre-existing.
It is important to create an atmosphere of trust so that people feel comfortable sharing ideas and experiences.	The atmosphere or feeling tone of the educational setting is not emphasized.
Participants' life experience is the most important content for learning.	Subject matter selected by the teacher is the most important content.
Everyone is a teacher; everyone is a student.	There is one teacher and many students.
Egalitarian learning environment	Teacher is the expert and has higher status.
Democratic decision-making	Hierarchical decision-making
Careful listening is an essential behavior for all.	Careful listening is an essential behavior for students.
Teachers need to share participants' life experiences.	Teachers do not need to share participant's life experiences.
Learning is both an intellectual and an emotional process.	Learning is an intellectual process.
Interactive methods are used, including games, simulations, dinámicas, sociodramas, and cooperative small group work.	Primary techniques are lecture, memorization, and drills.
Variety of learning styles and literacy levels are accommodated.	There is one preferred learning style, which is auditory and passive. A visual learning style is accommodated to some degree.
Extensive use of the arts (drama, music, visual art)	Limited use of the arts.
Participants are members of a community.	Participants are a collection of individuals.

Sources: Bralich, 1994; Ferreira-Pinto & Ramos, 1995; Freire 1970/2003; Horton, 2003; Nuñez, 2004; Weinger, 1992.

Wiggins, N. (2010). *La Palabra es Salud: A Comparative Study of the Effectiveness of Popular Education vs. Traditional Education for Enhancing Health Knowledge and Skills and Increasing Empowerment Among Parish-Based Community Health Workers (CHWs)* (Doctoral dissertation). Retrieved from *Dissertation and Theses*. (AAT 3407867.)