

A CASE FOR CRITICAL PEDAGOGY IN MEDICAL EDUCATION

Daniel CLINCI
“Ovidius” University of Constanța

“[...] our work is not merely to share information but to share in the intellectual and spiritual growth of our students” (hooks, *Teaching to Transgress* 13).

Abstract: *In 1978, the Declaration of Alma-Ata defined health as “complete physical, mental, and social well-being.” Almost half a century later, medical education is still largely based on what Paulo Freire described as a “banking” model, where the students are mere containers to be filled with information in order to achieve some degree of success in their future careers. However, since education is never politically and ideologically neutral, this approach reinforces the deepening social inequalities in healthcare. In contrast, Freire’s critical pedagogy proposes that education should focus on developing democracy and ending oppression. This paper deals with why and how to introduce critical pedagogy in medical education, arguing for a complete return to the Alma-Ata definition and for an adaptation of the classroom tools provided by critical pedagogy to the current social context.*

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