*"Freire believes that education is power and if there is no resistance, then there is no learning. If there is no learning, there is no progress. The powerful remain powerful and the poor remain poor. It is all a cycle designed to keep everyone in the roles they have been assigned to by society."*

Brenda, I found it interesting that you mention Freire’s belief that education is power, and that without resistance there is no learning. I understand, and see the value in this approach, but the Freire chapter left me with more questions than answers. Will every student be pushed to resist, or merely question? I like the idea of the student feeling as though they have the skill to resist, but I think there has to be a fair amount of agency given to the student. I think that this is why Freire pushes the teachers to present themselves as someone that will learn from the class the same way the class is expected to learn from teachers. This, in addition to the dialogue between the student and teacher, and the teachers not taking the role as the people with all the answers (power) should help the student resist, begin to think critically and hopefully break the cycle.