**EDUC 500: Research Methodology in Education**

**Activities**

# Video Observation: *Summerhill*

Stephen Petrina & Franc Feng

Summerhill does not ask **“What kind of curriculum?”** inasmuch as it asks: **Why curriculum?**

**Phenomenology Group:** How does it feel to be a student? How does discipline or freedom feel? What does it mean to be a caregiver at Summerhill? What is the essence of the students’ lifeworld at Summerhill?

**Hermeneutics Group:** What is education at Summerhill? What does it mean to educate? What are the roots of deschooling?

**Critical Theory Group:** How can we deschool students and society? How does Summerhill contradict the endless cycle of conformity that underlies the educational system? How does Summerhill empower students to think for themselves? Who is responsible for the problem and solutions to current socioeconomic conditions?

**Postmodern Group:** When is Summerhill? Does Summerhill exploit the ironies embedded in our patchwork and pastiche of practices that we call education or ignore them altogether? How do we make a spectacle of the curriculum? How does Summerhill respond to education or curriculum as performance?