

Abstract for:  
HUMA Practicum Essay  
Education, Ideology and Reform: An Interpretive Inquiry  
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This inquiry interprets the reality of learning in the context of a grade four class; it investigates how today's school system reflects an outdated ideology. Roland Barthes provides the theoretical framework for the discussion, with which I argue that the social ideology and myth reflected in the classroom do not correspond with today's social and economic environment. Actual learning experience is inconsistent with the desired "success" goals, often resulting in dysfunction and failure. It would appear that our education system needs to be awakened and become conscious of what is really going on in the classroom. The signs reveal that new thinking and practices are needed in order to address systemic weaknesses.