

Authentic Teaching

by Willy C. Cardoso

A lesson based on the teacher's ignorance

January 14, 2014 by Willy Cardoso

I was kindly invited to submit a lesson idea for the [Disabled Access Friendly Campaign](#) in April 2013. Many months later, when I finally sat down and thought 'Okay, let's do it', I realized I didn't know much about the topic and therefore, how could I put together an interesting lesson about it? So I thought that perhaps I could share the process I went through to learn more about mobility disability and offer it as a model for an inquiry-based lesson.

You'll find the lesson/model/report here:

[Mobility Disability: an inquiry-based lesson, by Willy Cardoso](#)



This was also really insightful – pedagogically speaking.

Think about it:

The lesson was built up from the teacher's ignorance.

And as such it has some interesting elements:

- **It is a genuine inquiry**, it generates engaged questions, therefore the teacher is 'present' in the material. S/he owns it. I imagine many students are able to

spot when the teacher is genuinely interested in the topic, and I imagine it should make a difference in their engagement as a consequence.

- **Problem-posing over problem solving.** There is no right answer. There is no answer key. The process of using the language to inquire is the driving force of getting better at the language; not like many times when the driving force is finding the correct answer, i.e. more product-oriented and infinitely less open-ended.
- **The teacher needs to be critical, reflective and confident.** In this lesson in particular, I was disclosing my 'ignorance' and my chain of thoughts, and the process of my inquiry. So, it's a lot about 'how I think', which is influenced by an array of elements that can be found in (critically) reading my text (e.g. bias, political inclination, home culture, profession, etc)

I don't know if anyone will actually use the lesson/model I sent to the campaign. I wish a lot of people tried it because first and foremost it raises awareness and questions about mobility disability, and that is why I wrote it in the first place.

But for me, now that I've done it myself, I see the inquiry and write up as a powerful personal and **professional development** experience. And I would heartily recommend you write an inquiry-based lesson plan; based on your own ignorance. 😊