

**Nadezhda Georgieva**

Veliko Turnovo University, Bulgaria  
PhD Candidate at the Centre for Social Studies, Warsaw

Report on the Firsts Workshop on Teaching Methodology

**Teaching Methodology:  
Successful Transformation of the Contemporary Classroom**

The first workshop on teaching methodology, as planned for the intersession period of the program “Teaching Anthropology: Means and Meanings”, took place on Nov. 5, 2003. Students with relevant teaching experience from two graduate schools in Warsaw (the Centre for Social Studies and the Graduate School for Social Research) were invited, as well as all interested in discussing issues related to the methodology of teaching.

I chose as an introductory topic the need for transforming our work in the classroom in order to face some of the anxieties of young teaching professionals and start a discussion on other problem-related issues. The presentation opened with a brief discussion of traditional methods of teaching, described as theory-based and teacher-centered, and the challenges presented by innovative “inquiry-based” methodology. The latter is usually perceived as allowing for greater learner-autonomy, as it is engaged with more practically-oriented issues, derived from real-life situations, in which students have to grope their own way and provide their own solutions.

Subsequently, attention was focused on one possible approach in education, that of constructivists, providing for greater learner-motivation and a sense of self-achievement. Apart from viewing it as a more creative strategy of knowledge exploration, it fosters co-operative work among students and teachers, facilitates communication and provides for the necessary balance between theory and practice in the classroom. Nevertheless, the method has not been advertised as a teaching “panacea”, but an attempt was made to discuss some of the problems that might occur, such as the greater demand on teacher-preparation and the need for a very good prior organization of activities, as the method might sometimes turn disruptive of the teacher’s authority. We tried to find some solutions to the problems being encountered.

The second part of the workshop intended to be less theoretical, as I presented a possible model for organizing and evaluating a single lesson and illustrated it by describing a workshop I had to teach to MA students of British Cultural Studies at the University of Veliko Turnovo.

Finally, we had a fruitful discussion on the extent to which we can apply such teaching methodology and mapped out our future activities and the possible problems for discussion that the colleagues found most pertinent to their needs.

**References:**

1. “Curriculum as a Narrative/Narrative as a Curriculum: Linger in the Spaces” by Carl Leggo, Department of Language Education, University of British Columbia, Center for the Study of Curriculum and Instruction, ON-LINE ISSUES, V. 4 N. 1, March 1997, <http://www.csci.educ.ubc.ca/publication/insights/index.html>

2. "Inquiry Based Methodology of Teaching" This page is derived from a workshop taught by Steve Stevenson at New Mexico Highlands University in April, 2001 <http://www.cs.clemson.edu/~steve/CW/Info/inquiry-based.html>

3. Williams, M. and Burden, R. L. 1997. *Psychology for Language Teachers. A Social Constructivist Approach*. Cambridge