

# Contents

## Preface

### **CHAPTER 1--A MODEL FOR DESIGNING A LESSON**

N. J. S. BASSON

- 1. Introduction**
- 2. The relationship between the lesson structure and designing a lesson**
- 3. The lesson structure as a model for designing a lesson**
  - 3.1 Reducing subject contents
  - 3.2 Aims of the (six) phases of a lesson
  - 3.3 Lesson modalities
  - 3.4 Lesson form
- 4. The concept "particularization" and designing a lesson**
  - 4.1 The unique nature of the subject area
  - 4.2 The pupil
  - 4.3 The teacher
- 5. Summary**

### **CHAPTER 2--REDUCING THE SUBJECT CONTENTS, AIMS OF THE PHASES OF A LESSON, AND DESIGNING A LESSON**

W. L. OOSTHUIZEN

- 1. Reducing subject contents and designing a lesson**
- 2. Subject nomenclature and reducing the contents**
  - 2.1 Proper names
  - 2.2 Common names (types)
  - 2.3 Words (concepts)
  - 2.4 Concrete and abstract concepts
  - 2.5 Symbols (signs)
- 3. Relationships and reducing contents**
  - 3.1 Relationships among matters
  - 3.2 Logical relationships
  - 3.3 Visual relationships
  - 3.4 Aim relationships
  - 3.5 Causal relationships
- 4. Subject-specific skills and reducing contents**
  - 4.1 Experimenting
  - 4.2 Mapping
  - 4.3 Dissecting

- 4.4 Constructing
- 4.5 Recipes
- 5. General skills**
  - 5.1 Imitating
  - 5.2 Interpreting
  - 5.3 Explaining
  - 5.4 Understanding
  - 5.5 Explicating
- 6. Summary of reduction steps in designing a lesson**
- 7. Designing a lesson and the aims of the (six) phases of a lesson**
  - 7.1 Actualizing foreknowledge
  - 7.2 Stating and formulating a lesson problem
  - 7.3 Exposing the new subject contents
  - 7.4 Actualizing (controlling) the new contents
  - 7.5 Functionalizing (transferring) the new insights
  - 7.6 Evaluating the insights
  - 7.7 Interpreting achievements
  - 7.8 Synoptic classification of the aims of the (six) phases of a lesson

## **CHAPTER 3--LESSON MODALITIES AND DESIGNING A LESSON**

N. J. S. BASSON

- 1. Introduction**
- 2. Designing lesson modalities**
  - 2.1 Establishing teaching relationships in a lesson
  - 2.2 Actualizing teaching relationships
  - 2.3 Ways in which teaching relationships are actualized
  - 2.4 Lesson modalities and general principles of actualization
  - 2.5 The relation between lesson modalities and general didactic principles
- 3. Summary**
- 4. Observing the lesson modalities during the phases of a lesson**
  - 4.1 The aim of observing a lesson
  - 4.2 Compilation of the modality table
  - 4.3 Principles for filling in the modality table

## **CHAPTER 4--LESSON FORM AND DESIGNING A LESSON**

N. J. S. BASSON

- 1. The concept "lesson form"**
- 2. Didactic ground forms**
  - 2.1 Nuances (variations) of conversation

- 2.2 Nuances (variations) of play
- 2.3 Nuances (variations) of example
- 2.4 Nuances (variations) of assignment
- 3. **Methodological principles**
  - 3.1 Inductive principle
  - 3.2 Deductive principle
  - 3.3 Choice of methodological principles in designing a lesson
- 4. **Principles for ordering (arranging, organizing) the contents**
- 5. **Summary**
- 6. **Example lessons**

## **CHAPTER 5--DESIGNING A LESSON AND TEACHING AIDS**

D. C. DUVENAGE

- 1. **Introduction**
- 2. **Delimitation and aim of the topic**
  - 2.1 Theoretical foundation
  - 2.2 Practical use and technical details
  - 2.3 The aim of delimiting this topic
- 3. **Teaching aids and the particular teacher**
- 4. **Teaching aids and the particular child**
- 5. **Teaching aids and the particular subject content**
- 6. **Teaching aids and reducing the learning contents**
- 7. **Teaching aids and teaching aims**
- 8. **Teaching aids and the aims of the phases of the lesson**
- 9. **Teaching aids and the forms of a lesson**
- 10. **Teaching aids, form of a lesson (continued), and lesson modalities**
- 11. **Conclusion**

## **CHAPTER 6--MICROTEACHING**

J. A. SLABBERT

- 1. **The problem regarding teacher preparation**
- 2. **Requirements for solving the problem**
- 3. **Microteaching: its origin**
- 4. **What is microteaching?**
- 5. **Aims of microteaching**
- 6. **Classification of the principles of microteaching**
  - 6.1 Microteaching as a reduced situation
  - 6.2 Microteaching is a training and practice situation
  - 6.3 Microteaching as a simulated situation
- 7. **Other aspects of microteaching**

- 7.1 The function of the student teacher
- 7.2 The function of the teacher educator
- 7.3 The function of the subject didactic instructor
- 7.4 Teaching skills
- 7.5 Video confrontation
- 8. Advantages of microteaching**
- 9. Conclusions**

## **BIBLIOGRAPHY**