

TABLE OF CONTENTS

PART I: ESSENTIALS OF THE LESSON STRUCTURE

By F. van der Stoep

CHAPTER 1: THE ORIGIN OF THE LESSON STRUCTURE

INTRODUCTION

WHAT IS A LESSON STRUCTURE?

THE ORIGIN OF THE LESSON STRUCTURE

THE ORIGINAL EXPERIENCE IN WHICH THE LESSON STRUCTURE IS GROUNDED

THE RELATIONSHIP BETWEEN FORM AND CONTENT

Content in the educative situation

Form in the educative situation

THE TEACHING TASK

CHAPTER 2: THE TEACHING AIM

INTRODUCTION

THE TEACHING AIM AND THE LEARNING CONTENT

Reducing the learning content

Stating the problem

Ordering the learning content

SOME BRIEF COMMENTS ON THE ESSENTIALS OF THE LESSON STRUCTURE

THE LEARNING AIM AND THE LEARNING CONTENT

SUMMARY

PART II: THE FORM OF THE LESSON

By A. Swart

CHAPTER 3: THE FORM OF THE LESSON

GROUND FORMS

Introduction

Conversation

Play

The assignment
The example
INDUCTIVE AND DEDUCTIVE APPROACHES
ORDERING THE LEARNING MATERIAL
TYPES OF LESSONS

PART III: THE DIDACTIC MODALITIES

By C. J. van Dyk

CHAPTER 4: THE DIDACTIC MODALITIES

INTRODUCTION

The concept "didactic modality"
An etymological conceptual analysis
PRINCIPLES OF ACTUALIZATION IN DIDACTIC-PEDAGOGICAL
PERSPECTIVE

General perspective
General principles of actualization
 Principle of activity
 Principle of individualization
 Principle of socialization
 Principle of tempo differentiation
Particular principles of actualization
 Guided actualization (from the perspective of teaching)
 Guided activity
 Guided individualization
 Guided socialization
 Guided tempo
 Self-actualization (from the perspective of learning)
 Self-activity
 Self-individualization
 Self-socialization
 Personal tempo

MODES OF LEARNING: SENSING AND THE CHOICE OF TEACHING AIDS

Teaching aids
The distinction between teaching and learning aids
The meaning of teaching aids
 The principle of activity and teaching aids
 Modes of learning and teaching aids
 Sensing and teaching aids

Perceiving and teaching aids
Thinking and teaching aids
Remembering and teaching aids
Teaching aids and the phases of the course of a lesson

PART IV: LESSON PREPARATION

By W. J. Louw

CHAPTER 5: PREPARING A LESSON

INTRODUCTION

IN PREPARING A LESSON, WHAT FACTORS MUST A TEACHER
CONSIDER THAT ULTIMATELY HAVE TO BE EVIDENT IN A LESSON
WRITE-UP?

ASPECTS OF THE LESSON STRUCTURE

THE LESSON SCHEME

A scheme for a lesson write-up (lesson plan)

Localizing information

Grouping

The teaching aim

*The lesson aim

*The learning aim

*Stating the problem

***Formulating the problem*

***Solving the problem*

The lesson structure

Form of the lesson

Choice of didactic ground forms

Choice of methodological principle(s)

Choice of principles for ordering (arranging) the
learning material

Method(s) of presenting (unlocking) the content

The course of the lesson and the didactic modalities:
the phases of the lesson

Actualizing foreknowledge

Didactic principles

Modes of learning

Teaching and learning aids

Stating the problem

Didactic principles

Modes of learning

Teaching and learning aids
Exposing the new content
Didactic principles
Modes of learning
Teaching and learning aids
Actualizing (controlling) the learning content
Didactic principles
Modes of learning
Teaching and learning aids
Functionalizing
Didactic principles
Modes of learning
Teaching and learning aids
Testing (evaluating)
Didactic principles
Modes of learning
Teaching and learning aids

SUMMARY: THE LESSON SCHEME

SOME EXAMPLES OF LESSON WRITE-UPS

First example

Second example

Third example

BIBLIOGRAPHY