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TO THE STUDENT

After studying this chapter you ought to be able to:

- \*understand the connection that teaching aids have with you as a person as well as the child;
  - \*place teaching aids within the perspective of designing a lesson;
  - \*show the relation between teaching aids and aspects of designing a lesson such as the unique nature of the content, the reduction of the content, teaching aims, aims of the phases of a lesson and lesson modalities;
  - \*design and plan a lesson implementing teaching aids in light of the above.
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## 1. INTRODUCTION

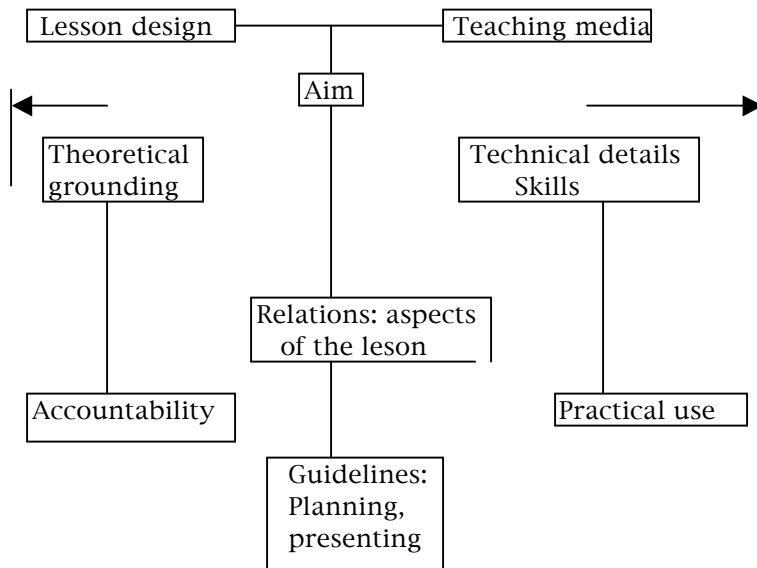
In the teaching situation in school the teacher is busy **unlocking** one or another slice of reality in a particular subject for the pupils with the aim that they will **learn** something from this. In this teaching event (instructing and learning) the teacher in our contemporary schools most of the time is busy doing this by means of the word. Language is the most general medium by which reality is presented and by which the pupils interpret it. To attain this aim, the teacher often makes use of a variety of aids such as prints, maps, models, films, and tape recorders.

## 2. DELIMITATION AND AIM OF THE TOPIC

The topics of designing lessons and teaching aids easily lend themselves to verbosity and disconnected discourse. Therefore, it is

necessary to delimit clearly specific aims and further describe them in terms of the following structural model.

### Delimiting the topic and stating the aim



(Compare each of the above representation with the descriptions that follow).

### 2.1 Theoretical foundation

At one extreme the topic can be approached by providing a thorough theoretical foundation for the use of teaching aids. On this basis the student teacher ought himself to be able to account for his use of teaching aids in designing and presenting his lesson. For the purpose of this chapter, we will not take this approach, although its importance cannot be emphasized enough. Here it is sufficient to refer to a few examples:

**Illustrating:** In didactic theory, Van der Stoep and Louw (1982: 58), e.g., refer to illustration as a particular didactic principle. The connection that this has with teaching aids is obvious because "illustration is a means for doing justice to perceptual phenomena in the didactic situation" and "this means that the content has to be

made available for the child's perceiving, especially because of the very important role that the latter plays in learning".

Van Dyk (1973: 74) deals with illustration and perception in detail along with their importance for schooling. To be aware of this means that the student teacher can implement teaching aids with greater confidence because he can account for them theoretically to himself. Consequently, although they will not be considered, there are a variety of theoretical aspects that are relevant to teaching aids.

## **2.2 Practical use and technical details**

At the other extreme, full technical details about certain teaching aids as well as hints regarding their practical use could be provided. However, these considerations should belong, rather, in a course of study where their use can be practiced before they are implemented in a lesson situation in the school.

Information on these aspects generally appears in the literature. It is extremely important to be aware of this and to examine the possibilities of using aids. One example of such a general guide to using teaching aids is "From teaching aids to systematic instruction" (Conradie and Du Plessis, 1980). Another source, "Overhead projections and reprographics" (Rossouw and Van Laer, 1978), provides very particular technical details on the use of overhead projectors and constructing programs to use with them.

## **2.3 The aim of delimiting this topic**

In contrast to the two approaches mentioned, in this chapter teaching aids are more closely considered only as a focal point within designing a lesson. That is, the aim is to clarify the relationships among teaching aids and other aspects of designing a lesson. The significance of this is that if the student teacher notices the relationships that the teaching aids have with other aspects of planning a lesson, this will give him a better perspective and allow him to integrate in meaningful ways the teaching aids into the total lesson design.