

CONTENTS

Chapter 1: INTRODUCTION

Chapter 2: DIDACTIC PEDAGOGICS

1. The interdependence of educating and teaching
2. Educating through teaching
3. What is didactics?
 - 3.1 The grounding (accounting) of a didactic theory
 - 3.2 What is teaching?
4. Didactics and the theory of forming (German: *Bildungslehre*)
 - 4.1 Formal forming
 - 4.1.1 The theory of functional forming
 - 4.1.2 The theory of methodical forming
 - 4.2 Material forming
5. Categorical forming
6. The balance or equilibrium between form and contents: The lesson structure
7. Didactics, subject-didactics and orthodidactics

Chapter 3: DIDACTIC THEORY

1. Introduction
2. Pedagogic categories and their significance for didactic theory
3. Didactic categories
 - 3.1 Unlocking (presenting) reality
 - 3.2 Learning
 - 3.3 Forming
 - 3.4 Orienting
 - 3.5 Accompanying (guiding)
 - 3.6 Objectifying or distancing
 - 3.7 Imperativity (demanding)
 - 3.8 Anticipating
 - 3.9 Formalizing
 - 3.10 Socializing
 - 3.11 Delimiting (demarcating)
 - 3.12 Reducing
 - 3.14 Achieving
 - 3.15 Progressing

- 4. Didactic criteria**
 - 4.1 Perspective
 - 4.2 Constituting
 - 4.3 Relationality
 - 4.4 Self-discovery
 - 4.5 Emancipation
 - 4.6 Expectation
 - 4.7 Rationality
 - 4.8 Security
 - 4.9 Transcending
- 5. Didactic principles**
 - 5.1 General principles
 - 5.1.1 Sympathy
 - 5.1.2 Clarity
 - 5.1.3 Tempo
 - 5.1.4 Dynamism
 - 5.1.5 Balance
 - 5.2 Particular principles
 - 5.2.1 Stating and formulating the problem
 - 5.2.2 Planning
 - 5.2.3 Illustrating
 - 5.2.4 Systematizing and ordering
 - 5.2.5 Surveyability
 - 5.2.6 Scientific character
 - 5.2.7 Control
- 6. The meaning of the teaching contents**
- 7. Factors that primarily influence the didactic forms**
 - 7.1 Language
 - 7.2 Skills
 - 7.3 Social discipline
 - 7.4 Expression
 - 7.5 Intentionality

Chapter 4: FORMS OF TEACHING

- 1. Introduction**
- 2. Didactic forms and forms of living**
 - 2.1 Play
 - 2.2 Conversation
 - 2.3 Example (exemplar)
 - 2.4 Assignment (giving instructions)

3. **The relationship between didactic ground-forms and teaching methods**
 - 3.1 Narrating
 - 3.2 Questioning and answering
 - 3.3 The textbook
 - 3.4 Free activity
 - 3.5 Demonstrating
 - 3.6 Experimenting
 - 3.7 Drill work (practice, exercise)
4. **Principles of ordering (organizing, arranging) learning contents**
 - 4.1 Chronological ordering
 - 4.2 Symbiotic ordering
 - 4.3 Linear ordering
 - 4.4 Divergent ordering
 - 4.5 Spiral ordering
5. **Methodological principles**
 - 5.1. The inductive principle
 - 5.2 The deductive principle

Chapter 5: THE LEARNING CONTENTS

1. **Introduction**
2. **Learning contents in didactic perspective**
 - 2.1 The situation of being a child
 - 2.2 The didactic-pedagogic task
 - 2.3 Learning contents and the teacher
 - 2.4 The authority of the learning contents
 - 2.5 The learning contents and the pupil
3. **The elemental and the fundamental**
 - 3.1 The elemental (German: das Elementare)
 - 3.2 The fundamental (German: das Fundamentale)
4. **The construction of learning subjects**

Chapter 6: DIDACTIC PERSPECTIVE ON LEARNING

1. **Introduction**
2. **Intentionality during learning**
3. **Giving meaning as a precondition for and as a result of learning**
4. **Learning as a way of being in the original experience of educating (teaching)**

- 4.1 Observing (perceiving)
- 4.2 Playing
- 4.3 Talking
- 4.4 Imitating
- 4.5 Fantasizing
- 4.6 Working
- 4.7 Repeating
- 5. **The parents' spontaneous teaching activities based on the child's spontaneous learning activities**
 - 5.1 The child plays—the adult shows him how to play
 - 5.2 The child observes—the adult points out
 - 5.3 The child imitates—the adult demonstrates
 - 5.4 The child talks—the adult prompts
 - 5.5 The child fantasizes—the adult narrates
 - 5.6 The child works—the adult gives assignments (instructions)
 - 5.7 The child repeats and so does the adult
- 6. **The categories of the learning activity**
 - 6.1 Perceiving
 - 6.1.1 Pre-objective perceiving
 - 6.1.2 Perfunctory perceiving
 - 6.1.3 Objective perceiving
 - 6.2 Experiencing
 - 6.3 Objectifying
 - 6.4 Constituting
 - 6.4.1 Communicating with reality
 - 6.4.2 Synthesizing
 - 6.4.3 Revising/changing
 - 6.4.4 Lifestyling
 - 6.4.5 Emancipating
 - 6.5 Criticizing
- 7. **A summary of pedagogic-psychological descriptions of categories of learning that directly concern didactic practice**
 - 7.1 Memorizing and reflecting
 - 7.2 Fixating
 - 7.3 Analyzing and synthesizing
 - 7.4 Integrating
 - 7.5 Restructuring

- 7.6 Reducing
- 7.7 Concentrating
- 7.8 Actualizing
- 7.9 Reproducing
- 7.10 Transferring
- 7.11 Anticipating

Chapter 7: THE LESSON STRUCTURE

- 1. Introduction**
- 2. The concept “lesson structure”**
- 3. The primary facts that the original experience of educating provides to the lesson structure**
 - 3.1 The teaching aim
 - 3.2 The relationship between teaching aim and learning contents
 - 3.3 Reducing the contents
- 4. Stating the problem**
- 5. Ordering**
- 6. Lesson form**
- 7. The inductive and deductive approach**
- 8. Principles for arranging or ordering contents**
- 9. Teaching methods**
- 10. Types of lessons
- 11. Lesson contents
- 12. Didactic modalities
- 13. Teaching aids

Chapter 8: LESSON PREPARATION

- 1. Introduction**
- 2. Aspects that must be taken into account in preparing a lesson**
 - 2.1 Pedagogic-didactic categories and criteria
 - 2.2 The child
 - 2.3 The nature of the subject matter
 - 2.4 Methods of unlocking (teaching)
- 3. The aspects of a lesson structure**
 - 3.1 Teaching aim
 - 3.2 The pedagogic-didactic imperative
 - 3.3 Actualizing foreknowledge
 - 3.4 Didactic principles and the phases of a lesson
 - 3.5 The learning activity

- 3.6 Teaching and learning aids
 - 3.7 Controlling (verifying, monitoring)
 - 4. The lesson scheme**
 - 5. Scheme for a lesson write-up (Lesson plan)**
 - 5.1 Localizing information
 - 5.1.1 Grade level
 - 5.1.2 Subject
 - 5.1.3 Time
 - 5.2 Grouping
 - 5.3 The teaching aim
 - 5.3.1 The lesson aim
 - 5.3.2 The learning aim
 - 5.3.3 Stating the problem
 - 5.3.3.1 Formulating the problem
 - 5.3.3.2 Solving the problem
 - 5.4 The lesson structure
 - 5.4.1 Form of the lesson
 - 5.4.1.1 Choice of the ground-form(s)
 - 5.4.1.2 Choice of methodological principle(s)
 - 5.4.1.3 Choice of principles for ordering (arranging) the learning material
 - 5.4.1.4 Choice of methods of presentation (unlocking)
 - 5.4.2 The course (phases) of a lesson and the didactic modalities
 - 5.4.2.1 Actualizing foreknowledge
 - 5.4.2.2 Stating the problem
 - 5.4.2.3 Exposing (unlocking) the lesson contents
 - 5.4.2.4 Actualizing (controlling) the new content
 - 5.4.2.5 Functionalizing
 - 5.4.2.6 Testing (evaluating)
 - 6. Summary: scheme for writing up a lesson (plan)**
- APPENDIX: Some examples of lesson write-ups**

Chapter 9: THE PEDAGOGICAL (EDUCATIVE) MEANING OF THE SCHOOL

- 1. Introduction**
- 2. The concept “school”**
- 3. The structure of the school**

4. The fundamental relationship between the adult and the child in the pedagogic-didactic situation and its nature
5. The interpretation of the norms in school and the relationship of the norms to the community
 - 5.1 The social order
 - 5.2 The prevailing spirit of the time
 - 5.3 The youths' situatedness
6. The meaning of the school for the child's experience of normative reality
 - 6.1 The school anticipates the child's future
 - 6.2 The school is an intermediate world for the child
 - 6.3 School activities always are [should be] purposeful and never haphazard
 - 6.4 The school must complete the initial educating in the home
7. The encounter between adult and child in school
8. The school's task in a child's constitution of a personal lifeworld

Chapter 10: SYSTEMS OF TEACHING

1. Introduction
2. Some systems of teaching
 - 2.1 Programmed teaching
 - 2.1.1 Introduction
 - 2.1.2 Linear and branching programs
 - 2.1.2.1 Linear programming
 - 2.1.2.2 Branching programming
 - 2.1.3 The teaching machine and the programmed text
 - 2.1.4 The language laboratory
 - 2.1.5 The evaluation of programmed teaching
 - 2.2 Computer-assisted teaching (instruction)
 - 2.3 Team teaching
 - 2.4 Project teaching
 - 2.5 Conversation teaching
 - 2.5.1 The learning conversation
 - 2.5.2 The class conversation

Chapter 11: THE CURRICULIUM

1. Introduction

2. **General pedagogical considerations for designing and developing a curriculum**
3. **The pedagogic-didactic perspective on curriculum design**
4. **Criteria for curriculum design**
 - 4.1 Categorical illumination
 - 4.2 Themes of communication
 - 4.3 The teacher's command of the learning contents
 - 4.4 The teacher's command of the didactic
 - 4.5 Positive tendency
 - 4.6 Relevance
 - 4.7 General readiness of the child
 - 4.8 Language readiness of the child
 - 4.9 Harmony of the terrains of reality
 - 4.10 Pedagogic-didactic accountability
 - 4.11 Balance and representative nature of the total possessed knowledge
 - 4.12 General and specialized possibilities (subject contents)
 - 4.13 Disciplinary coherence
 - 4.14 Realization of quality and identity by the learner
 - 4.15 Identity and the ideal culture of the community
 - 4.16 Aim structure in harmony with a philosophy of life and view of being human
 - 4.17 Authority of the teacher's teaching
 - 4.18 Formative possibility
 - 4.19 Bringing about the elemental
 - 4.20 General and specialized (societal) possibilities
 - 4.21 Effort

Chapter 12: EXEMPLARY TEACHING

1. **Introduction**
2. **Origin of the exemplary approach**
3. **Exemplary learning**
4. **The exemplary: a conceptual interpretation and summary**
 - 4.1 "Exemplum" and exemplar
 - 4.2 Exempel
 - 4.3 The paradigm
 - 4.4 The type or typical case
 - 4.5 The pure case
 - 4.6 The classic case
 - 4.7 Pattern and sample

- 4.8 Model
- 4.9 Example
- 5. Considerations for an exemplary approach
 - 5.1 The exemplary as form
 - 5.2 The exemplary and the content
- 6. Practical considerations for an exemplary approach
- 7. Exemplary phaseology
- 8. Claims of exemplary teaching
- 9. Problems of an exemplary approach

Chapter 13: DIDACTICS AND ORTHODIDACTICS

- 1. Introduction
- 2. Unbalanced interpretation of the orthodidactic
- 3. The possibility of an autonomous orthodidactics
- 4. The relationship between didactic and orthodidactic theory and practice
- 5. Teaching and learning problems
 - 5.1 Endogenous factors
 - 5.1.1 Problems in becoming
 - 5.1.2 Affectivity (emotionality)
 - 5.1.3 Motivational disturbances
 - 5.1.4 Talent and temperament
 - 5.1.5 Organic defects
 - 5.2 Exogenous factors
 - 5.2.1 Asking too much
 - 5.2.2 Overindulging and neglecting
 - 5.2.3 Identification
 - 5.2.4 Skepticism
 - 5.2.5 The school
 - 5.3 Forms in which learning problems appear
 - 5.3.1 Refusal to learn
 - 5.3.2 Stagnating in the learning event
 - 5.3.3 A deceleration of the learning event
 - 5.3.4 Selective stagnation in the learning event
 - 5.3.5 Conflicts in becoming and learning
 - 5.3.6 Disintegration of the activities in the learning event

Chapter 14: EVALUATION AND ASSESSMENT: EXAMINATIONS AND TESTS

- 1. Why do we evaluate in education?

- 2. What aims are valid for education?**
 - 2,1 Certification of pupils' achievements
 - 2.1.1 Grouping pupils
 - 2.1.2 The organization of specific learning programs
 - 2.1.3 To determine aptitude
 - 2.1.4 Changing schools
 - 2.1.5 Research
 - 2.2 Evaluating the effect of teaching
 - 2.3 Encouragement
 - 2.4 Programmed and computer-assisted teaching
- 3. The teacher as evaluator**
- 4. Norm directed evaluation**
 - 4,1 Age norms
 - 4.2 Class or grade norms
 - 4.3 Percentile norms
- 5. Criterion directed evaluation**
- 6. Examinations and tests**
 - 6.1 Informal testing techniques
 - 6.2 Class tests and examinations
 - 6.3 Kinds of aims
 - 6.3.1 Cognitive aims
 - 6.3.2 Affective aims
 - 6.3.3 Psychomotor aims
- 7. Steps in constructing a test**
- 8. Kinds (types) of tests**
 - 8.1 The essay test
 - 8.2 Objective tests
 - 8.2.1 True-false tests
 - 8.2.2 Completion tests
 - 8.2.3 Pairing
 - 8.2.4 Multiple choice questions
 - 8.2.5 The fill-in test or examination