

TABLE OF CONTENTS

FOREWORD: P. J. van der Merwe

CHAPTER I: INTRODUCTORY COMMENTS ON THE LESSON STRUCTURE

F. van der Stoep

CHAPTER II: THE TEACHING AIM

D. J. P Koekemoer

1. Introduction

1.1 What is a didactic-pedagogic situation?

1.2 Approach to the teaching aim

2. Teaching practice and student teaching

3. The lesson as a coherent whole (Key questions)

4. The beginning situation

5. Aspects of concern in formulating the aim

5.1 Introduction to formulating the aim: proper adulthood as the educative aim

5.2 Educative teaching

5.3 The relationship between the teaching and the educative aim

5.4 Teaching aims: different classifications

5.5 The teaching aim: Van der Stoep

5.5.1 Lesson aim

5.5.2 The learning aim

5.5.3 Connecting factor: teaching content

6. Guidelines for formulating teaching aims

6.1 Requirements for a well-formulated aim

6.2 A closer description of each aspect with examples

6.2.1 Pupil activities

6.2.2 Observable activity or product

6.2.3 Under what conditions/circumstances is the particular activity or product expected

6.2.4 The aim description has to express the standard of the expected activity/product qualitatively or quantitatively

7. Choice of methods and aids for attaining the aim

7.1 Statements that can have more than one interpretation

7.2 Statements that are not so confusing

8. Conclusions: limitations and recommendations

9. Topics for group discussion

10. References

CHAPTER III : PHASES OF A LESSON

P. J. van der Merwe

1. **Introductory comments regarding the course of lessons**
2. **The phases of the course of lessons**
3. **The beginning phase**
 - 3.1 The relationships among the beginning phase and the other lesson phases
 - 3.2 Aspects of the beginning of the lesson
 - 3.2.1 The lesson greeting
 - 3.2.2 Actualizing foreknowledge
 - 3.2.3 Stating the problem
 - 3.3 Aspects of the middle phase
 - 3.3.1 Orientation and the fruitful moment
 - 3.3.2 Exposing the new contents
 - 3.3.3 Controlling and actualizing
 - 3.4 The functionalizing phase
 - 3.4.1 Practicing
 - 3.4.2 Applying
 - 3.4.3 Evaluating
 - 3.5 Lesson phases and lesson aspects
4. **The lesson phases and the teaching aims**
 - 4.1 Categorical forming as an ultimate aim
 - 4.2 The aims in the beginning phase
 - 4.2.1 The lesson greeting as aim
 - 4.2.2 Actualizing foreknowledge as aim
 - 4.2.2.1 Actualizing forms of teaching and modes of learning within a language-dialogue (**conversation**) relationship
 - 4.2.2.2 Actualizing forms of teaching and modes of learning within a **demonstration** relationship
 - 4.2.2.3 Actualizing within a searching (**play**) relationship
 - 4.2.3 Stating the problem as aim
 - 4.2.3.1 Making the pupils aware of and eventually personally formulating the problem within a discussion (language-dialogue relationship)
 - 4.2.3.2 Making aware of and eventually personally formulating the problem within a demonstration relationship
 - 4.2.3.3 Making aware of and eventually personally formulating the problem within a searching relationship
 - 4.3 The new contents as aim: the middle and functionalizing phases
5. **References**

CHAPTER IV: MODES OF TEACHING AND LEARNING

R. A. Kruger

1. Introduction
2. The modes of teaching
3. Modes of teaching in the searching relationship
4. Modes of learning
5. Conclusions

CHAPTER V: ACTUALIZING CATEGORICAL FORMING AND REDUCING THE LEARNING CONTENT

R. A. Kruger

1. Introduction
2. Reducing the content to its elementals
3. Establishing a questioning attitude
4. The unlocking activities
5. The elementals and the fundamentals
6. References

CHAPTER VI: ACTUALIZING AND FUNCTIONALIZING

C. J. Goosen

1. **Actualizing**
 - 1.1 Conceptual analysis
 - 1.2 A concise elucidation of the general principles of actualization
 - 1.3 Some aspects of the lesson when the principles of actualization should be implemented
 - 1.3.1 Actualizing foreknowledge
 - 1.3.2 Actualizing during and after presenting the new contents
 - 1.3.2.1 The principle of activity
 - 1.3.2.2 The principle of individualization
 - 1.3.2.3 The principle of socialization
 - 1.3.2.4 The principle of tempo differentiation
2. **The closing phase: functionalizing the learning contents**
 - 2.1 Practicing the new insights (contents)
 - 2.2 Integrating the new knowledge with existing knowledge
 - 2.3 Applying the acquired knowledge
 - 2.4 Evaluating the learning content
3. **References**

CHAPTER VII: TEACHING AND LEARNING AIDS IN THE LESSON STRUCTURE:

P. J. van Zyl

1. **Introduction**
2. **Terms**
 - 2.1 Audiovisual aids
 - 2.2 Teaching aids
 - 2.3 Media

- 2.4 Teaching technology
- 2.5 Summary
- 3. Integrating media and teaching**
- 3.1 Introduction
- 3.2 Systems approach in Teaching technology according to Brown, Lewis and Harclroad
- 3.3 Systems approach in Teaching technology according to Covert
- 3.4 The elements of a systemic course of teaching according to Gerlach and Ely
- 4. Selecting media**
- 5. Some preconditions for integrating media and instructing**
- 6. References**

CHAPTER VIII: ORDERING AND PARTICULARIZING LEARNING CONTENT

L. P. Calitz

- 1. What are learning materials or contents?**
- 1.1 The primary life situation
- 1.2 The secondary situation
- 2. The role of contents in relationship to the other perspectives on didaskein (teaching)**
- 3. The place of contents in curriculum development**
- 4. Ordering the learning content in the lesson situation**
- 4.1 Core learning material and supplementary programs
- 4.2 The symbiotic principle
- 4.3 The principle of local lore/knowledge
- 4.4 Principle of integration
- 4.5 The concentric principle
- 4.6 The linear principle
- 4.7 The punctual principle
- 4.8 The chronological principle
- 4.9 Summary
- 5. Particularizing and subject didactics**
- 6. Concluding remarks**
- 7. References**

CHAPTER IX: THE LESSON STRUCTURE AND ITS COMPONENTS: GENERAL GUIDELINES

D. J. P. Koekemoer

- 1. Introduction**
- 2. Components of the lesson structure**
- 2.1 The teaching aim
- 2.1.1 The lesson aim

- 2.1.2 The learning aim
- 2.2 Reducing the learning content
- 2.3 Further planning from the components of the lesson structure
 - 2.3.1 Choice of lesson relationships and basic forms
 - 2.3.2 Methodological principles
 - 2.3.3 Principles of ordering the learning content
 - 2.3.4 Methods of exposing (unlocking) contents
- 2.4 Things the teacher should take into account in the phases of the course of the lesson
 - 2.4.1 Didactic principles or principles of actualization
 - 2.4.2 Modes of learning
 - 2.4.3 Teaching and learning aids
- 3. Phases of the course of the lesson**
 - 3.1 Beginning phase (Introduction, beginning of the lesson, beginning situation)
 - 3.1.1 The lesson greeting
 - 3.1.2 Stating the problem
 - 3.2 Middle phase/exposing the new content
 - 3.2.1 Exposition by the teacher
 - 3.2.2 Control by the teacher during the exposition
 - 3.2.3 Actualizing during and after the exposition
 - 3.3 Ending phase/functionalizing the learning contents
 - 3.3.1 Exercising (practicing) the new contents
 - 3.3.2 Applying the new contents in similar and new situations
 - 3.3.3 Evaluating
- 4. Concluding remarks**
- 5. Appendix: a proposed general lesson plan**
- 6. References**
 - General bibliography (Editor)