CONTENTS

Forward

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 ground 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 because 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 Life-styling
 - 6.4.5 Emancipating
- 6.5 Criticizing

7. A summary of pedagogic-psychological descriptions of categories

of learning of direct concern to 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 considered 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 didactic pedagogic 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 didactic pedagogic 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 Didactic pedagogic 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

Bibliography