

CHAPTER 12

EXEMPLARY TEACHING

1. INTRODUCTION

The exemplary, as a didactic ground form, is dealt with synoptically in a previous chapter. With respect to didactic theory, an important concern is that the exemplary (as a didactic ground form) presumes a fundamental decision by a teacher about the course (presenting, designing) and type of a lesson. In this sense, the concept “exemplary” is relevant to planning teaching.

The activity of exemplifying, as a ground form, shows an important difference from the other ground forms of conversation, play, and assignment. These last three concepts have a verbal or action meaning. Thus, with respect to conversation, there is the verb “talking”. Play, as a ground form, implies that teaching will take its course in “playing”. Such a direct verb or activity linkage is apparently absent in the case of the example. Indeed, there is no recognized verb such as “examplifying” or any other such related form. This apparent difference represents a very important insight regarding the exemplary.

The concept “exemplary” is attuned to the contents which arise in teaching. Any exemplar introduced in the teaching situation is a matter of contents. Also, it is immediately evident that the two important themes of any theory of teaching, i.e., form and contents, in the case of the exemplary are intertwined, if not identical. The reason for this important connection between teaching form and contents is that the teaching activities of a teacher, and the learning activities of the pupils, are planned from the same ground or soil. Therefore, in evaluating the exemplar, as a didactic ground form, it is not possible to find a definitive, clear distinction among teaching form, methodological principles, principles of ordering, and the implementation of teaching and learning aids within the context of the lesson structure. Briefly: The application or *implementation* of

the exemplar by a teacher, the selection and ordering of it, to the extent that it is a matter of contents, and the focus on the contemplated modes of learning, and everything related in the lesson modalities, in fact, are one event. The central and underlying view here involves the selection of purposeful exemplars with an eye to the lesson problem and its solution by pupils acquiring a clearly defined, generally valid perspective.

If one considers all this, the entire question of the exemplary, in its teaching, as well as content aspects, is a matter of *reduction*. When a large or comprehensive aspect of reality is reducible, and becomes understandable in terms of one or more exemplars, there is mention of exemplary teaching. In such a case, a comprehensive theme is reduced to one or more examples which is taken up in them, and by which the whole theme can be made clear in the teaching so it can be mastered by a learning person.

Thus, the entire matter of exemplary teaching cannot be limited to its verb or activity tendency. In this already mentioned respect, it also does not differ from the verb connections which arise with the other ground forms. That is, *the activity (verb) which is linked with the concept "exemplary" is that of reducing*. Indeed, it is unique to this form of living and life contents in the lifeworld of persons, to the extent that it appears in the educative situation, which a teacher reduces a comprehensive aspect of reality to one or more exemplars so this whole can be presented in terms of a generally valid part of it. In such a case, the whole, according to the principles contained in it (its elementals), becomes understandable in the light of one or more well-chosen exemplars. Then, when there is mention of the exemplary, as a didactic ground form in a teaching situation, this means the whole can be made clear and visible from one or more of its aspects. All other aspects are variants of what is chosen as an exemplar.

On this basis, specific aspects of reality can be presented by exemplars. Examples of this are found in the handling of mammals in biology, solving equations in mathematics, figures of speech and analyzing sentences in grammar, the concept of statesman in history, etc.

After this brief fundamental explication, the merits as well as the practice of exemplary teaching are examined.

2. ORIGINS OF THE EXEMPLARY METHOD

The years after World War II are known as a period of knowledge explosion. This proliferation of knowledge has taken its vengeance out mainly on teaching.

The central idea that this knowledge explosion has had a negative influence on teaching, is that pupils and students, within the same number of years of study, must master increasingly more details, and an increasingly expanding curriculum to fulfill the requirements of their preparation. Briefly, the explosion of knowledge has had the detrimental effect on teaching of an excessive flooding of the curriculum and increasing demands regarding the scope and breadth of the learning contents which are presented. The essential danger has arisen which threatens to suffocate and stifle the forming and, especially the cognitive becoming of these youths by the masses of contents adopted in the curricula as necessary requirements.

The direct cause of, and most important reason for implementing an exemplary method, is the flooding or overloading of the curriculum. In a variety of ways, this important matter is related to the general-scientific views (pedagogical [theoretical] studies) as well as to school-directed training aspects (pedagogic [practical] studies). With respect to these two important ramifications, aspects of the merits of an exemplary approach arise for consideration which must acquire a place in a curriculum theory, and in establishing the school curriculum. The following are of importance:

a) The experience of educating shows that there is an intimate, mutual relationship between teaching and learning. This relationship arises in the meaning and effect of educating, in the sense that educating is continually realized during teaching, and that the meaning of teaching is in educating. Earlier, sufficient orienting facts are offered regarding this. By the nature of things, this is a topic for pedagogical study which is not dealt with here.

For teaching practice, this relationship is manifested on a very simple and empirically verifiable level, i.e., that effective teaching and effective learning are factually complementary concepts. The aim of all teacher preparation is that the quality of teaching is carried out on the highest level possible with the aim that a pupil can actualize the learning activity in the most effective way possible. There are, perhaps, few aspects in an educative [family], as well as a school situation which so profoundly influence the becoming of a child. The entire matter of cognitive becoming rests on this, and the level of elevation mentioned in psychopedagogics is determined mainly by the quality of teaching.

It is indicated that form and content, with respect to the exemplary method, are identical in many details. However, if, for a moment, one attends to the question of contents, then this involves a question of contents for teaching (pedagogic guiding). Outside the question of contents, teaching and learning are empty concepts. With the aim of evaluating this relationship, it is extremely important for any teacher to think about the *scope* or *number* of contents presented, as well as about the design of a teaching situation, as influences on the learning activity. From this, the second aspect of the reason for an exemplary method follows.

b) All teaching, and all learning, especially school teaching and a school's actualization of learning, are directed to some form of achievement. This not only implies that a pupil must be able to master an area of contents, but that there also ought to be a recognizable and noticeable elevation in level of learning. The effective actualization of learning necessarily is related to the number of contents which are presented in the learning situation.

When the number of contents are of such a nature that pupils no longer can acquire a grasp of them within the usual or traditional period, this detrimentally influences the quality (elevation of level) of the actualization. The detriment is that a pupil covers an enormous area of contents and, thus, hardly learns to know them; no deep and penetrating mastery is possible because too many contents are presented. As we know, real achievement is not possible without a thorough or a penetrating study of a matter. In the period of the explosion of knowledge, this thorough study of

specific, basic, and representative contents no longer is possible without the exemplary method.

For the compilation of a curriculum, a fundamental matter is the claim that the exemplary method is the only way to avoid the overload of contents. Therefore, the exemplary view strongly contributes to the reduction of contents, i.e., the theory of the elemental.

c) This matter of the elemental and of “elemental-izing” also is considered in an earlier chapter. Here, only a few remarks are needed to recapitulate this orientation.

The theory of the elemental deals directly with the question of contents. The object is to implement in a teaching situation only such contents which can contribute to providing a learning person with a fundamental or basic entry into various aspects of reality and science. Therefore, these elementals are functionally unlocking or providing access and making insight into and command of aspects of reality possible. To arrive at elementals, a didactician must reduce contents (to their essentials, elementals). This holds for designing a curriculum as well as a lesson.

This view is linked with the theory of exemplary teaching because a thorough and in-depth study is possible only when the elementals become available as contents in a teaching situation, and when these elementals can be made visible by means of handling the exemplary. When there is effective learning, in the first place, this does not have to do with the scope or area of the contents, but with the possibility of acquiring a deep mastery of their principles, or elementals. In this way, there can be a breaking away from a one-sided memorizing, and all the modes of learning can function in an accompanying, as well as far-reaching (effective) way.

3. EXEMPLARY LEARNING

While not going into the psychopedagogical, or subject-didactic aspects of exemplary learning, there are still some very important didactic findings which are considered regarding the relationship between exemplary teaching and exemplary learning. The tasks for

didactic theory are extensive in this respect and we mention only two:

i) A didactician must justify and present empirical evidence for the exemplary principle, theoretically and practically, regarding its aims, i.e., precisely evaluate its effect, think about it, and put it to the test. The visible effect of learning is not a matter of superficial and hasty acceptance of specific findings. The relationship which the exemplary shows with the theory of elementals is a living example of this.

ii) Exemplary teaching is a far-reaching and radical change and deviation from the old notion of encyclopedic knowledge in various school subjects. Therefore, its use has consequences for interpreting specific concepts which, today, are still generally prevalent in didactic theory. Merely think of pronouncements such as: scientific, systematic, chronological order, linear ordering, etc. The exemplary method, indeed, is a matter of an elemental or a thematic approach.

On this basis, the *heuristic* approach to teaching and learning is of importance. This means that a pupil's exploration and self-disclosure of meanings are done by designing lesson situations in terms of the exemplary principle. Thus, it often happens that a lesson problem is presented in the form of a hypothesis or conjecture which, in its turn, has important subject-didactic consequences because it is so closely connected with the nature of the contents, or the nature of the various school subjects. In many respects, the exemplary method requires a subject-didactic design which, in fact, is the opposite of the so-called systematic or chronological approach to contents.

As far as the effective actualization of learning is concerned, the exemplary oriented theory of teaching speaks of a *genetic* foundation of teaching and of learning. This concept can easily be incorrectly understood by being explained and interpreted as evolutionistic, bio-mechanistic, and atomistic. However, this is not what is meant by the exemplary theory.

As in the case of the book of Genesis, the concept “genesis” refers to beginning, originating, or first beginning. When teaching and learning are actualized genetically, this means (in relation to the heuristic principle mentioned above) that, in thematizing the contents and their thorough and penetrating mastery, concentration must be on origins and principles which enable a pupil to interpret all related phenomena or realities in terms of these origins or first principles. The fact of the flexibility of insight (transfer or even application) is, therefore, in the exemplary actualization of learning, an entirely specific task. It is evident that the accompanying teaching and lesson design must consider this to some degree. In this respect, the exemplary principle also claims to be a radical and new dynamic arrangement of didactic tasks.

From the above, new light is cast on the exemplary approach, and even shows an unfamiliar relationship regarding its point of concentration or focus on a curriculum. For example, it is necessary that the contents be presented on a much more integrated scale with the consequence that the coherent meanings and facts in the actualization of effective learning are of much greater significance, and this approach also involves the presentation of a (lesson) problem much more than is the case with a systematic-chronological handling of the contents. These coherent meanings and facts represent basic matters regarding the elevation of the level of the cognitive. With a thematic approach, such as the exemplary, this cannot be otherwise. Hence, the field of concentration, and even the principles of organization which arise, must be investigated anew, and must be interpreted and implemented by a teacher in accordance with his/her teaching circumstances. The principal standpoint of the exemplary is oriented to the elemental and thematic as the basis of an in-depth study (origins, principles) is of fundamental significance for actualizing the learning activity.

In this sense, a scattering and splintering of contents and confusion regarding relationships for the learning person are a very decisive and even central problem for a teacher. Although the compilation of a school curriculum is not primarily concerned with the scientific character or the teaching of the subject science, the scientific frame of reference and taxonomy of the school subjects cannot merely be ignored. The school contents also claim that they are representative

and valid *knowledge*, although the pedagogic aim ultimately is reality orienting in nature.

The tasks for actualizing meaningful learning, as far as the exemplary is concerned, possibly can best be summarized by the concept *propaedeutic*, i.e., a preparatory or introductory orientation (to a strictly scientific study). In the original meaning of the word, therefore, it must be formative and educative in nature, without claiming completeness or exclusiveness regarding the knowledge aspect. Thus, exemplary teaching means to become involved with contents in an introductory or orienting way. For a learning person, the task is to actualize learning in terms of the thematic approach, the heuristic tasks, and the genetic foundation referred to previously, to gain deepened insight into the coherent meanings and facts. From this, it is the didactic modalities in exemplary oriented teaching are concentrated on matters such as self-activity and self-actualization. Logically, it follows that these expectations fostered in the learning person are largely the focal point for the guiding (teaching), and the ordering of contents by which there is mention of a lesson design.

To what degree this propaedeutic approach makes demands of the pupils' educative insights regarding, e.g., experiencing and lived experiencing the actualization of the various modes of learning, certainly is a task for psychopedagogical research. Also, there are no research results from a psychopedagogical perspective on the significance of the theory of elementals, and the task of "elementalizing" contents.

4. THE EXEMPLARY: AN ANALYSIS OF THE CONCEPT AND SUMMARY

It is understandable that a concept such as "exemplary" is not only susceptible to various interpretations, but there are many related derivations and forms, even newly created concepts, which must be recognized.

The root word and original meaning of the concept "exemplary" is the Latin, "exemplum". "Exemplum" literally means to take out, expose, or disclose. Therefore, if there is mention of "exemplum,"

this refers to something which is radically reduced, i.e., is stripped of all non-essential aspects and is exposed as a principle, origin, or original truth. As such, “exemplum” lays claim to truth and validity, and is present has an elemental, real, and valid access to specific structures of reality. In this sense, it has significance for the accompanying aspect of the learning activity, because it underlies formulating the aim, designing the way learning must occur, and evaluating the level of achievement. When the content is an “exemplum”, at the same time, it provides the criteria for planning each of the above aspects (aims, actualization, and evaluation) of a lesson.

Given its claims of validity and truth, the “exemplum” must make the general knowable in the light of something particular. For example, when an example is used in a lesson situation, this example must expose more clearly and synoptically the totality of the insight into the total theme (e.g., mammals). The “exemplum, announces its particularity, has generally valid relevance.

4.1 “Exemplum” and exemplar

The fact that there is a definite and observable relation between the general and the particular, and that the particular can illuminate valid, general realities, is the basis on which the distinction between “exemplum” and exemplar rests. The “exemplum” presents a norm or criterion. The exemplar represents the particularization of the “exemplum” in an example, or matter, or phenomenon by which the characteristics, or identity of a phenomenon come very clearly into the foreground and become accessible to insight. Therefore, the exemplar points to an “elemental-izing”, by which an example can be identified and even isolated with respect to definable characteristics. An exemplar is always one of a variety of possibilities which all show the same characteristics. The “exemplum” presents the norm regarding the validity, or effectiveness of the individual exemplars. Therefore, the exemplars themselves are exchangeable, or interchangeable without doing violence or harm to the norms which are presented by the “exemplum”. An exemplar (now as an example) has the function of explicating something and making it understandable. In terms of this particularizing and explicating, the contents become knowable

as one of a species. Some examples of this are an epic or lyrical poem, a sonnet, a one-act play, an equation with one unknown, a dicotyledon (a plant with two seed leaves), etc. Examples or exemplars of, e.g., an English sonnet, can be interchanged without any damage, if the chosen exemplars fulfill the demands and characteristics (the particularizations) which hold for the concept “English sonnet”.

4.2 Example

Originally, the concepts “exemplar” and “exempel” were used identically. However, over time, it became clear that some exemplars so clearly reflect the structures or essences of an aspect of reality that they can be called super-exemplars, as it were, i.e., they are exemplars which stand above other related exemplars and, thereby, are elevated to the position of a model-exemplar or *exempel*.

In this case, think of the bean as an *exempel* of a dicotyledon plant, which for years has figured so prominently in the elementary school curriculum. In this sense, the *exempel* functions on the same level as the “*exemplum*” because it serves as a standard (criterion) in terms of which related and new exemplars can be evaluated or judged, with the aim of implementing them in teaching. For teaching, this means that a pupil, by means of the *exempel*, must be able to arrive at a pure image and identification of a matter or species.

4.3 The paradigm

The concept “paradigm” literally means to show or indicate. As such, in time, it has become an overarching concept under which all sorts of models, types, or examples can be placed. In this sense, it has the danger of being applied so generally and diffusely that it becomes meaningless.

Such a general or diffuse concept, understandably, is undesirable for didactic practice because it is vague. When the “paradigm” must be elucidated, and it is not self-evident as an example, it is better

that, as far as possible, it be didactically set aside after notice is taken of it.

4.4 The type or typical case

The concept “type” or “typical case” is a much stricter, limited, and narrower concept within the framework of exemplary teaching. In the “typical case”, decisive and denotable characteristics of a nature must appear. Therefore, “type” or “typical case” usually is a concrete or visible variation of the exemplar, by which the form is directly shown.

Klafki speaks, e.g., of a desert as a geographical type, a conifer as a biological type, etc. As a type, it shows essences which correspond closely with other essences which can be observed in other cases and make the inference of general or typical ideas possible.

According to Van Dyk, the “typical case” or “type” acquires a place in exemplary teaching because, with respect to these matters, it is not so much involved with making particular laws, rules, or principles visible, but much more with copying a particular structure. Therefore, an example which can be described as a “type” approximates an ideal character.

4.5 The pure case

We are well acquainted with court verdicts which are a “pure case” regarding the matter of premeditated or intentional murder. A verdict has validity even though everyone is aware that each murder is unique in its motive, circumstances, and perpetration. Hence, with the “pure case,” it occurs when norms or realities regarding the structure of an event or object are applicable to that case or example. The simpler the details which arise, in the elemental sense of the word, the purer the case will be.

The study of the “pure case,” within an exemplary context, deals with details appearing by reducing them to a single case, under the assumption that there are other cases which have the same components. Thus, in this respect, the pure case acquires exemplary significance. Its implementation in exemplary teaching is

closely related to the analysis of the aim of the subject-didactic design. It also is understandable that the pure case can easily become blurred into a paradigm, or the explication can sharpen it into a definite type.

4.6 The classical case

When, in exemplary teaching, there is mention of a “classical case”, usually this means that this case has validity as a model. Van Dyk views the “classical case” as a related concept in exemplary theory by which cultural contents and forms are of central significance (formative value) for the world orientation of a child. Thus, the “classical case” is always worthy of imitation because, to a large degree, it has model characteristics. Mastering the model, and the possibility of its application, thus, can lead to carrying out imitative or analogous learning activities.

This pronouncement is valid regarding cultural contents, their values, and norms. From this, generalizations are relatively easy because, in truth, the “classical case” is an inspiring example.

4.7 Pattern and specimen

At this stage, an exemplar, type, or case can appear such that their details can be repeated without changing the contents or the form and, in this way, can create a repetition of the same matter or object.

In this case, one thinks of a pattern for wallpaper which, because of its repeatability, can bring about a unity or harmony, or a dress pattern, which makes it possible to repeatedly make precisely the same dress without deviation. When an exemplar or example can be repeated or continued without limit, one essentially has to do with a *pattern*.

In contrast, with a specimen, a larger whole is presented in all its details by a small part of it. Merely think of the general significance of a specimen of wood or specimens which are available for the sake of selecting a mat or choosing cloth. Thus, there is a necessary correspondence between what it is the specimen offers, and what

will appear in the larger whole, when the specimen is multiplied many times. In terms of a specimen, the larger whole is presentable for thinking.

In addition, it is the case that the qualities or characteristics of a matter which lends itself to being a specimen, can be tested. When, therefore, a specimen is drawn, or can be made use of, the deductions which can be made from the specimen also must be valid for the larger whole presented through the specimen.

4.8 Model

No one will doubt that the specimen and the model copy or imitate a greater whole. However, the model has an exemplary advantage over the specimen in that it can represent a large (comprehensive) aspect of reality in its simplest form. This also implies that the model contains possibilities of reducing, schematizing, and representing, without impairing its usefulness or validity. When the model is applied in an exemplary context, it is possible to reduce it so radically that only the details relevant to a lesson design must be made known and clarified. In this sense, it is often of much greater value for teaching than is the real object itself because too many details of the latter can create confusion and possibly block insight. Here, it also must be remembered that all models are preliminary designs, or partial totalities. The model is never the matter itself. As exemplars, they are often abstract, simply because they are a representation which tries to present uniquely emphasized facts and, therefore, they can easily lead to incorrect or distorted emphases if a thorough insight into the structure being modeled does not exist. There is a danger of faulty association and over-objectivity which sometimes leaves the child completely behind in the lesson situation.

4.9 Example

The word example literally means “first image”. In this light, it is understandable that the concept example often means “valid image,” and can be implemented on an exemplary level.

When a person refers to an example, this implies that principles are appropriately illustrated by a concrete case. Hence, when there is mention of examples in exemplary teaching, their choice and subsequent explication rest on certain definite and inherent details which are made available in the example, and which will make the matter known to a pupil. This illustration-effect of the example must enable a pupil to disclose commonalities or correspondences which are identifiable with matters already available in his/her foreknowledge. It is especially in this respect that its exemplary use often brings about a flexibility and possibility of application in a class situation. The example is continually disposed to get beyond a merely verbal explication to present a matter as it really is.

As an exemplar, the example always takes the place of the real object in its *general* details because these generalities can be made clear or present in a pure and comprehensible way in the example. This functionality of the example holds for the conceptual as well as the concrete, i.e., it covers the abstract as well as the perceptible. Therefore, in a teaching design, it is necessary that a teacher continually be aware that the pupils do not slavishly imitate the examples and, because of limited insight into the coherent meanings and facts, can be subverted by the slightest variations or deviations. Thus, a single example is insufficient regarding exemplary teaching, and a pupil must be continually led in terms of the presented example to disclose new examples and explicate their validity him/herself.

5. CONSIDERATIONS FOR AN EXEMPLARY METHOD

The conceptual distinctions briefly dealt with in the previous section are representative of the entire possible variation of implementing the exemplary idea. Each of these concepts is relevant when there is reasoning from the “exemplum”, “exempel” and “exemplar”. Hence, they are representative of the entire variety of the same matter. One should also be able to mention one’s own variations. It seems that each of these variations involves learning contents, the choice of which are at the center of exemplary teaching.

In considering essential aspects of the exemplary method, at this stage, there are only two aspects which deserve attention because the third (learning in an exemplary way) is briefly considered above.

5.1 The exemplary as form

A few remarks about this aspect also are made above. Implementing the exemplary as form (so it is stated) rests on the fact that this is a matter of the radical reduction of contents. To the extent that it is going to be the form (i.e., the ground form) of any lesson design, the basic point of departure implies a radical representation of a large aspect of life reality (or large whole of knowledge) by applying an exemplar. The consequence is that, regarding the offering itself, in most cases the exemplar, as ground form, is combined with one of the others (play, conversation or assignment). However, this is not a fast or unchangeable rule. Concepts such as paradigm, typical case, pure case and model can and are implemented in a teaching situation in such a way that they literally speak for themselves in the illustration.

This entire matter is incomplete, however, if one does not also indicate that the exemplary method is not restricted to any area or any aspect of a methodological principle, principle of ordering contents, methods of teaching, as well as choice and emphasis of didactic modalities. Similarly, a teacher is free to make these various aspects of a lesson structure functional (i.e., in the same way as with the other ground forms) according to his/her best insight into and judgment of his/her circumstances.

For this reason, it is unnecessary and unaccountable to exclude the exemplary method from pronouncements about implementing the didactic form because, in the initial planning, the identity between form and content is clearly identifiable.

5.2 The exemplary and the contents

Above it is indicated that the core meaning of an exemplary method regarding the learning contents is in limiting the number of contents, such that a superficial and encyclopedic knowledge of

them can be replaced by an in-depth study of aspects of them. This in-depth study of only exemplars must, in teaching, lead to the fact that the insights and the command can be transferred to other, relevant, or comparable areas or problems. Therefore, the matter of the exemplary is primarily a matter of curriculum.

Only when a curriculum is limited in extent, i.e., the area of the contents are limited radically, is this aim realizable. In truth, no teacher can realize the teaching ideal coupled with an exemplary approach if he/she is confronted with an encyclopedically summarized curriculum.

For those who are accountable for a curriculum, all contemporary studies show, in this regard, that curriculum development is a primary and fundamental activity with an eye to the various ways of implementing contents in teaching.

For curriculum, this terrain is found within four fixed points:

5.2.1 Criteria: In terms of this the choice or judgment of contents with the aim of including them in the curriculum becomes possible. If we consider that the concept “criterion” literally means “gauge” or “standard,” and if the necessary gauge or criterion should be missing, when the exemplary idea is to be worked into the curriculum, the establishment of a curriculum which is exemplary-oriented is entirely impossible. Then, any characteristics which the contents might show, regarding the exemplary approach, are merely haphazard. The task for didactic theory, in this respect, is to more closely investigate and interpret the mass of data regarding curriculum criteria in the light of the exemplary principle.

5.2.2 Selection: The basic principle behind the concept “selection” is that, in any form of selection, preferences are exercised, i.e., one matter is chosen above another. The same principle holds when selecting teaching contents. In the case of exemplary teaching, this is a matter which acquires prominence when its theory of curriculum arises. In a literal sense of the word, the selection of the contents makes possible the point of introducing the exemplary approach into the curriculum and, therefore, into the classroom. Also, this aspect deserves much more attention from teaching

authorities and researchers in didactic pedagogics. Any encyclopedic curriculum really is encyclopedic in nature because the curriculum compilers waver in exercising a definitive preference in selecting contents. To eliminate the possibility of failure, they choose the principle of totality instead of that of the exemplary.

5.2.3 Ordering: In addition to selection, the arrangement or ordering of contents in the exemplary approach is of special importance. This matter is stressed repeatedly in previous chapters. As we know, the possibilities are many. There are *no* preferences or criteria which place or force one principle of ordering above another. Also, in this regard, as far as exemplary teaching is concerned, there has been little penetrating research done or radical conclusions drawn. In cooperation with psychopedagogics, didactic investigations in this respect can contribute, e.g., to determining, in comparative ways, possible preferences of ordering for an exemplary oriented curriculum.

5.2.4 *Evaluating:* Given the fact that the exemplary approach is attuned to breaking out of the encyclopedic and memorization practice, which for centuries was so peculiar to the traditional school, in evaluating the pupils' achievement, different kinds of criteria must be applied. In this respect, what holds for exemplary teaching also holds for project teaching—to mention only one other approach. The fact of the matter is that insight and the flexibility of this insight (the possible transfer of it to other areas) constitutes the warp and woof of any evaluative practice with exemplary teaching.

Here, it is stressed yet again that exemplary practice, of whatever nature, is not to be considered or planned apart from the theory of the elemental and the fundamental. It is very importance that a prospective teacher interprets the theory of the elemental and the fundamental within an exemplary context. None of the above fixed points for an exemplary curriculum is realizable without this. The criteria, selection, ordering, and evaluation of the pupils' achievement (for a lesson or in general) cannot be constituted other than within the referential framework of the elemental theory. If the exemplar is not also an elemental, it cannot lay claim to

exemplary status. The exemplar must serve to unlock the contents fundamentally, to illuminate essences, and principles, to link theory and reality (thinking and acting) and to provide real access to the basic categorical structures of reality. These are all aspects of the elemental theory which, *ipso facto*, must appear in any view of exemplary teaching.

6. PRACTICAL CONSIDERATIONS FOR AN EXEMPLARY APPROACH

With respect to considerations for an exemplary practice, once again, it is stressed that a teacher is completely independent in implementing methodological principles, teaching methods, principles of ordering, and all facets of the didactic modalities. He/she exercises his/her own choices and, in exemplary theory there are no prescriptions which force or limit him/her in any ways in his/her decisions regarding these lesson structure essences.

The exemplary method can be introduced into a practical lesson situation equally effectively in terms of the inductive as well as the deductive principle. The same holds, e.g., for question-and-answer methods, compared to narration methods, and the concentric principle of ordering, compared to the linear. In all these respects, the lesson design provides precisely the same freedoms, possibilities, and functional flexibility as does any other teaching form.

When a teacher works in accordance with the exemplary principles, however, he/she must thoroughly consider the follow for his/her practice:

i) Each chosen exemplar must carefully be judged to determine if the elementals of a matter, problem, view, or law can be presented by it *according to the real essentials of the matter*. If this is not the case, choose another exemplar which does fulfill these criteria or demands. The success of the teaching ultimately depends entirely on the quality of the exemplars which are worked into a lesson design.

ii) The simpler the exemplars, the more effectively they function in a teaching situation.

iii) As far as possible, use aids for illustrating or concretizing (e.g., by using models); their function cannot be overemphasized in exemplary teaching. Just because exemplary contents are intently selected and are presented as islands, as it were, the presentation must enable a pupil to learn to know the remaining required or desired themes him/herself and, on his/her own responsibility. In this way, the islands established in the teaching must be mutually connected by a pupil him/herself or even be elaborated into a larger continent. If possible, begin with the known. In exemplary teaching, the known and the actualization of this foreknowledge is of the greatest importance if the statement of the problem eventually is to be successfully presented.

iv) Keep the possibility and the principle of integration continually in mind. The success of the flexibility or transfer of insight and mobility with respect to the differentiated themes in a school subject area, and all the school subjects collectively, represent one of the key tasks of the pupils.

v) Remember that the simple (elemental) is not always so simple. Therefore, search thoroughly for complex or abstract principles which speak from the exemplar. Verbalizing, defining, and explicating these sometimes abstract or unknown aspects of the exemplar constitute continual snares and potholes for the pupils. Pure concept forming is the first principle when a learning person seeks insight. Not enough attention can be given to firming up and explicating concepts presented in *all* teaching. With the exemplary approach, however, this matter is of fundamental significance.

vi) It is indicated that an exemplar really implies the particularization of a comprehensive, extensive area. It also is demanded of the exemplar that the general must be clear and visible in its particularity. This is the matter which is stressed in (i) above. However, proceeding from the particular to the general, or from particularizing to generalizing, are not always obvious matters for the pupils. Special attention must be given to this. If pupils are not able to make general use of the individual data of the exemplar, they will stagnate immediately, and a teacher will only find this out when he/she chooses to evaluate how coherent the meanings and facts are. The problems which he/she then includes in a test will have an entirely unfamiliar character (i.e., be an unknown factor). This matter arises again when the phases of exemplary teaching are discussed. Once again: the amplification of the particulars to the

general carries the possibility of flexibility and transfer of insight. Successful exemplary teaching, as far as learning achievement is concerned, is highly related to this matter.

vii) An imperative for exemplary teaching is that the pupils continually are actively involved in the teaching in the true sense of the word. A pupil can recognize what gaps can arise only if he/she thinks about a matter which can't be memorized because it is not organized within the context of a linear course of themes. The self-activity of a pupil is and remains an essential matter; indeed, it is a necessary precondition for exemplary teaching.

viii) For good exemplary teaching, *authentic* experience of the *original* structures (essences) of what is presented by the contents is of special significance. This authentic, or life reality, or true to reality experience enables a teacher to achieve success by actualizing pupil foreknowledge and placing the problem within a definitive context.

ix) Be on guard against too many details. A teacher's reduction of the separate exemplars must be done very clearly and judiciously. It is understood that core details (principles) must not be confounded with peripheral details. This confounding blocks the pupils' insight because, by nature, they are inclined to concentrate on these peripheral details if they are in the field of known possessed experiences.

x) Thoroughly consider the pupils' state of becoming. When contents are either too easy or too difficult, exemplary teaching runs the danger of staggering or miscarrying. A thorough knowledge of the pupils, the possible heterogeneity of the class, choices regarding the lesson tempo, and the variation of exemplars which can be implemented, all to be accommodated into a lesson structure, are of importance.

xi) In exemplary teaching, attention to scientific methods is of special significance. It is obvious that when later, a pupil must apply these methods, in a figurative sense, to obtain additional particularities, the ways, or methods by which he/she can possibly succeed are extremely prominent. This matter holds for all scientific methods, e.g., the historical, the comparative, the experimental in the natural sciences, the heuristic method, etc. The practicing **of** and practicing **to** insight during a lesson are highly related to this matter and ought to constitute a firm and inescapable aspect of evaluating pupils' achievement.

7. PHASES OF THE EXEMPLARY APPROACH

One can well understand that the course of the exemplary planned lesson is not essentially different from any other lesson. Indeed, there is one important matter which is prominent when the exemplary is used in presenting new contents. Thus, the phases of the exemplary are directly applied to this aspect of the course of a lesson.

By exemplary phases is meant that the presentation of new contents, as soon as foreknowledge is actualized and the problem is formulated, include clearly denotable steps or phases.

There are three clearly denotable phases, and they are explicated as follows:

i) During the *first phase*, a teacher shows. This means that he/she handles the first exemplar him/herself in a class, and purposefully gives attention to the contents as well as methodological aspects which are relevant to understanding their meaning, explanation, and clarification. Hence, during this phase, a teacher stands entirely at the center of the teaching situation, i.e., he/she stands with the contents themselves facing the class with the aim of trying to guarantee the later actualization of learning by the pupils. The quality of this first exemplar(s) is of special importance. The control of the pupils' attending and understanding is necessary. In this phase, all variants of essences and principles are disclosed, and the success of the second, and the third phase depend greatly on a teacher's actions.

ii) During the *second phase*, additional related exemplars are presented as problems for the pupils. In this phase, a teacher does not give up his/her guiding role, but continually moves between the contents and the pupils to practice control over [monitor] the direction, insight, and mobility of the class. Teacher and pupils work *together* on an additional exemplar(s) during the second phase. Here, a teacher appraises him/herself of the degree of success achieved by the explanation in the first phase. Under no circumstances does he/she proceed to the third phase if, during this phase, he/she has not ascertained that the pupils have arrived at a

thorough understanding and mobility of the contents, as well as the methods.

iii) During the *third phase*, the pupils work independently. This is the phase of periodically breaking away, during which a pupil, on his/her own knowledge and insight, is assigned to exercise the insights of the first and second phases on his/her own responsibility in class or at home, to extend them to difficult or related exemplars, arrive at an integration of the already mastered details, etc. Hence, the third phase is a matter of independent and autonomous learning by a pupil. Here, he/she must disclose and explain by him/herself coherent meanings and facts, responsibly apply methods, be able to verbalize his/her own disclosures and reasoning, etc. In the third phase, literally, he/she provides evidence that he/she has learned from this.

It would be irresponsible to declare these phases of the exemplary presentation as an unbreakable rule or law. Still, this constitutes a definitive sequence in presenting new contents during a lesson, and they must not be set aside as cumbersome or digressive.

8. CLAIMS ABOUT EXEMPLARY TEACHING

Taking the above into consideration, one can understand that advocates of the exemplary approach make claims about its success. Most of these have been directly or indirectly brought up previously. When these are repeated here, it is only for the sake of systematization.

i) It minimizes memorizing and an encyclopedic knowing-it-all without insight.

ii) It leads to a responsible, thorough scientific attunement by the pupils irrespective of the nature of their instruction or preparation. This claim holds for academic as well as vocationally directed teaching in their various facets.

iii) It compels the pupils to a deepening of and insight into the pertinent problematic which arises in the lifeworld.

iv) It represents a definite schooling and forming with respect to directed and systematic thinking.

v) With exemplary teaching, a pupil is systematically prepared to transfer his/her insights to related or even unfamiliar areas. This

movement from the particular to the general, and a whetting of a venturing attitude to arrive at decisive generalizations are very strongly emphasized.

vi) There is an indisputable and clearly noticeable rise in the level of cognitive achievement. The movement from the concrete to the abstract occurs very systematically and gradually, and this directly influences the quality of achievement.

vii) It promotes independence through insight into methodological problems by which self-study (especially in post-elementary educating) is improved.

viii) As an approach, it includes possibilities for individualizing in all its variations, by which individual pupils are given the opportunity to follow their own disposition and tempo to master the contents.

ix) Because of all these things, it provides the opportunity for much more self-activity or more expansive self-activity and the purposeful participation of the pupils in the learning situation.

9. PROBLEMS WITH AN EXEMPLARY APPROACH

The following are problems or disadvantages with this approach:

i) Exemplary teaching requires very thorough and considerable training of a teacher. His/her preparation and preliminary study are of utmost importance, and a defect in their quality necessarily leads to seriously limited successes with this approach. As an accompanier, a teacher is in a very central position with respect to the exemplary. These requirements hold for his/her control as well as evaluation of a lesson.

ii) It is important to note that this approach to teaching can lead to pupil insights and knowledge existing as separate unities, i.e., the principle of integration is done justice to such a limited extent that the success of the teaching is a toss up. The search for the coherent meanings and facts can present many problems in the higher grades of the primary school, and the lower grades of the secondary school.

iii) Some proclaim that the exemplary approach is the second wave, or turning point, of the so-called reform pedagogics of this century. The tempo of the wave which has flooded the school has had two detrimental consequences:

- a) Still missing in many respects are thorough investigations of the principles which are intertwined in this, especially because matters such as the curriculum, the practice of evaluation, and their influence on the various subjects are used instead of integrating them with the teaching in its totality.
- b) The idea of the exemplary, in the old ordering of learning material, was put by a question mark without really illuminating the solutions and nodal points which are possible regarding what is new.

iv) Contemporary youth are often so taken by the mass media and emancipation from authority that they are necessarily delivered to a snobbism by an over-emphasized exemplary directedness. Research in this regard has shown that often they are delivered to the fact that they no longer can distinguish authentic from artificial laws. Therefore, it is also no wonder that the elementary and primary matters no longer inspire them because their interests, from the beginning, are in the complex. The home situation shows a clear and definite defect in a deepening in intellectual life. Intellectual life there is not so much built up from directed and systematic thinking, but they often show themselves as reacting to various practical demands of a technological society. Within this context, the exemplary approach is not without its dangers. In our inclination to apply, the elemental is not always clearly visible and, therefore, not valued as of fundamental significance. With this, it is obvious that this orientation is greatly disadvantaged. As far as teaching itself is concerned, this can easily lead to didactic superficiality expressed in slogans or clichés which are not always justified. With this, one loses sight of the fundamental didactic questions, and the exemplary approach easily becomes a recipe-like, drill-like teaching method. The whole, also within an exemplary respect, is no longer more than its parts. If one loses sight of this, an imbalance in the practice of exemplary teaching can arise which is not in any way accountable.

v) An exemplary approach requires penetrating and continually ongoing work by a teacher. This holds not only for a specific year of study, but for a child's entire career of being taught. When there is a move from teacher to teacher, and from classroom to classroom, it is understandable and logical that this aspect can

easily suffer damage if one person does not have the same enthusiasm for the matter as another.

vi) It is difficult to implement the exemplary approach in brief periods for teaching or for lessons. A period of 30 minutes is too short to do real justice to the course of the phases of exemplary teaching. Hence, this requires an entirely new approach to the teaching timetable.