

D. C. DUVENAGE

TO THE STUDENT

After studying this chapter you ought to be able to:

- *understand the connection teaching aids hav 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 the light of the above.
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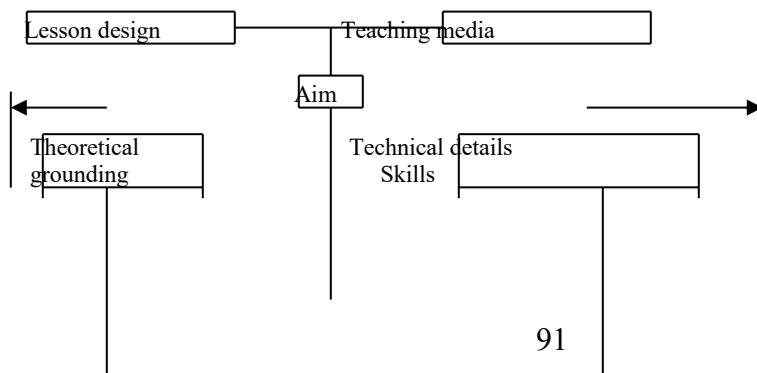
1. INTRODUCTION

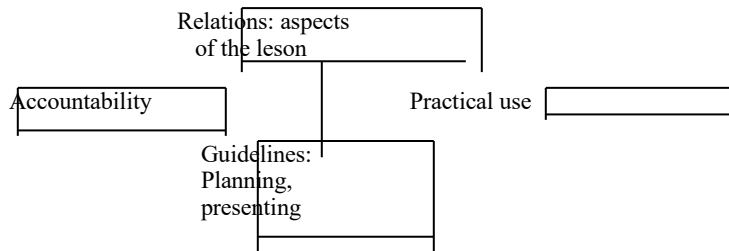
In the teaching situation in school the teacher is busy **unlocking** one or another slice of reality in a particular subject for the pupils with the aim that they **learn** something from this. In this teaching event (instructing and learning) the teacher in our contemporary schools most of the time 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 clearly delimit 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 representations with the descriptions which follow).

2.1 Theoretical foundation

At one extreme, the topic is approached by providing a thorough theoretical foundation for the use of teaching aids. On this basis, the student teacher ought him/herself to be able to account for his/her use of teaching aids in designing and presenting his/her lesson. This approach is not taken, 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) refer to illustration as a didactic principle. The connection which this has with teaching aids is obvious because "illustration is a means for doing justice to perceptual phenomena in a didactic situation" and "this means that the content must be made available for a child's perceiving, especially because of the very important role it 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/she can account for them theoretically to him/herself. Consequently, although they are not considered, there are a variety of theoretical aspects which 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, are 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 them 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

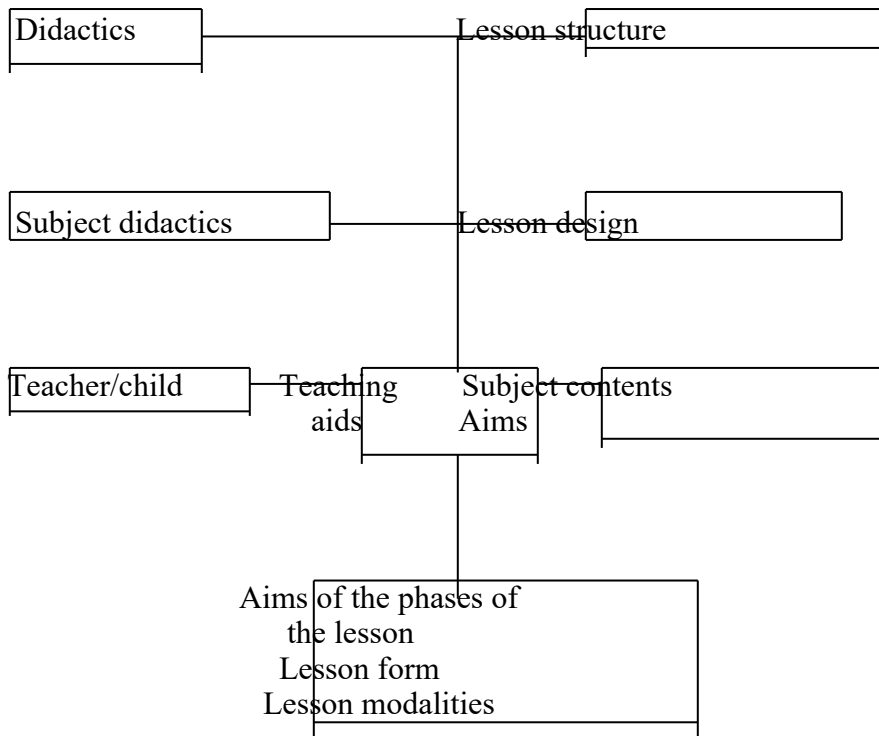
In contrast to the two approaches mentioned, in this chapter teaching aids are more closely considered only as a focal point within designing a lesson. That is, the aim is to clarify the relationships among teaching aids and other aspects of designing a lesson. The significance of this is that if the student teacher is aware of the relationships which teaching aids have with other aspects of planning a lesson, this gives him/her a better perspective for him/her to meaningfully integrate them into the total lesson design.

The few aspects which are indicated are mainly those referred to in the lesson structure and in general subject didactic theory and which are treated in the previous chapters. It is these aspects which the student teacher must keep in mind when designing a lesson.

According to Van der Stoep and Van Dyk (1977), the task and area of subject didactics is the explanation and coherence of teaching a **particular** subject by a **particular** teacher to **particular** children in a **particular** situation, namely, the formal school situation. The conspicuously repeated use of the word **particular** and the deductions which are made from this, is that teaching aids must be placed in this perspective on the **particular**.

The following representation is a synoptic view of the aspects which are indicated.

Aspects of the lesson design and teaching aids



3. TEACHING AIDS AND THE PARTICULAR TEACHER

Each teacher is a unique person who, while instructing, manifests his/her own typically personal style. Van der Stoep and Van Dyk (1977: 273) describe this so: "In so far as there is mention of a teaching style, this means that a teacher turns himself to his practice in a particular way and form".

If the student thinks back on his/her own school career, he/she remembers well how particular teachers taught. Furthermore, particular teachers, each with a unique style, make use of teaching aids in a particular manner. One is an outstanding storyteller, and another isn't. Consequently, the one who isn't, might use a teaching aid such as a tape recording of a good narrative. The one with a particular talent in language might give a magnificent description of something, and another might rather show a (microscopic) slide of it.

Many examples can be mentioned where a teacher does or doesn't implement teaching aids in terms of personal abilities and limitations. Such choices are codetermined by the teacher's own person and style. Even so, it is important that he/she always considers his/her pupils' potentialities so that the teaching aids provide them with the best support for achieving the learning aim. Each student teacher must become clear about this for him/herself because this also influences how he/she is going to implement his/her teaching aids in his/her own particular manner of teaching.

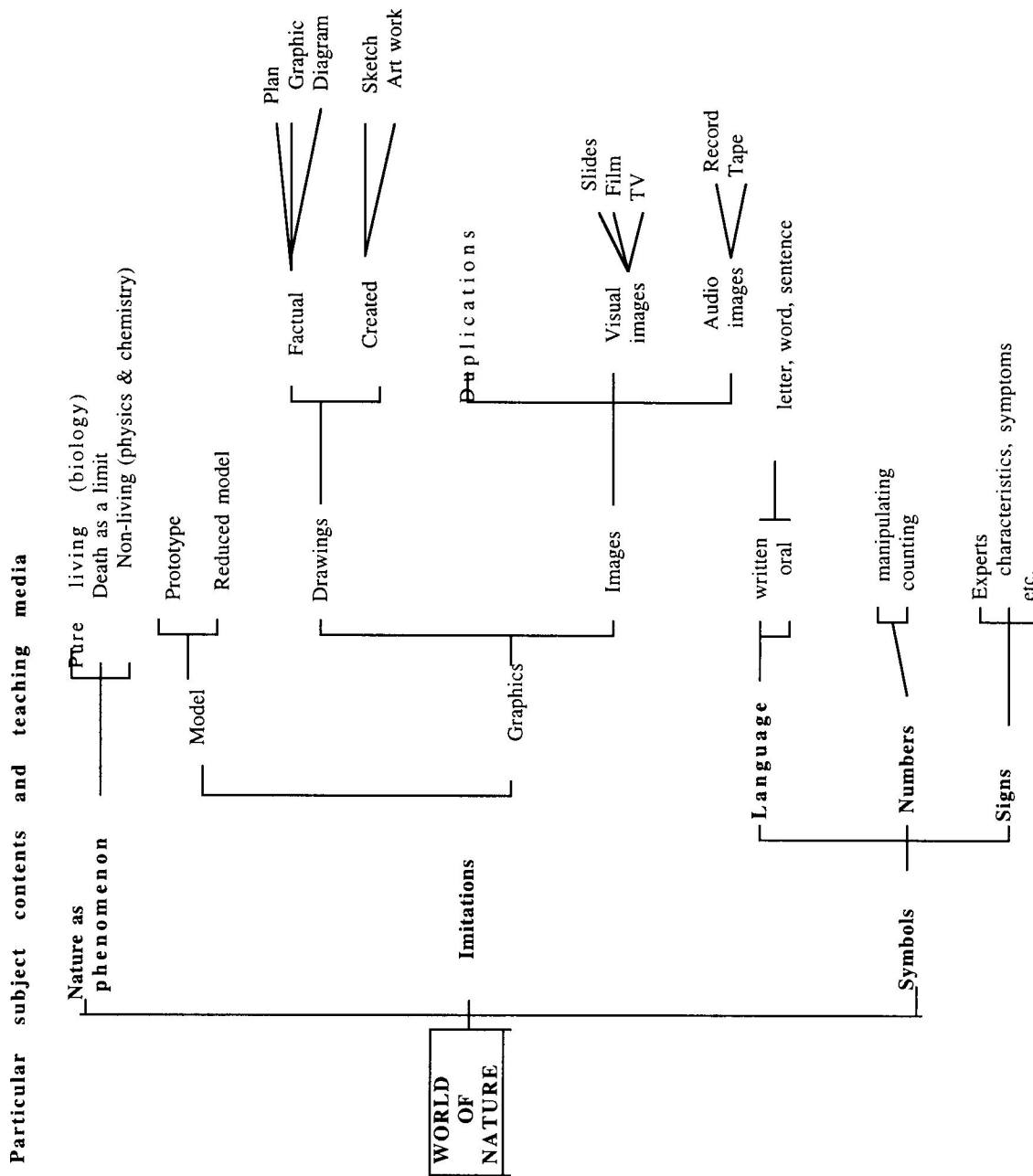
4. TEACHING AIDS AND THE PARTICULAR CHILD

Just as the teacher in a teaching situation has **particular** preferences, attitudes, manners of acting, etc., so do the pupils. In designing a lesson, in general, and teaching aids in particular, the teacher plans for a particular class of pupils. Consequently, in the light of a particular learning aim he/she wants to achieve, he/she also must consider the pupils' abilities and limitations. For example, one aspect is the **age** (grade) of the pupils. Certain teaching media are preferably used with younger pupils and others with older ones. Certain teaching aids should be used differently with younger than with older pupils. Also, a particular learning aim which pupils must achieve necessarily influences the choice of a particular learning aid. From these few examples, in choosing teaching aids, the teacher must keep in mind the child/class for whom this choice is made.

5. TEACHING AIDS AND THE PARTICULAR SUBJECT CONTENT

In Chapter 1, Section 4.1, the issue of the unique nature of school subject matter content is addressed. Each subject has a unique, specific nature. This has significance for the use of teaching aids in a particular subject.

Certain subjects deal especially with subject-object relationships, e.g., the natural sciences, geography, and professional-technical subjects. Here, the pupil must deal with a natural phenomenon, object, etc. In teaching this content, the



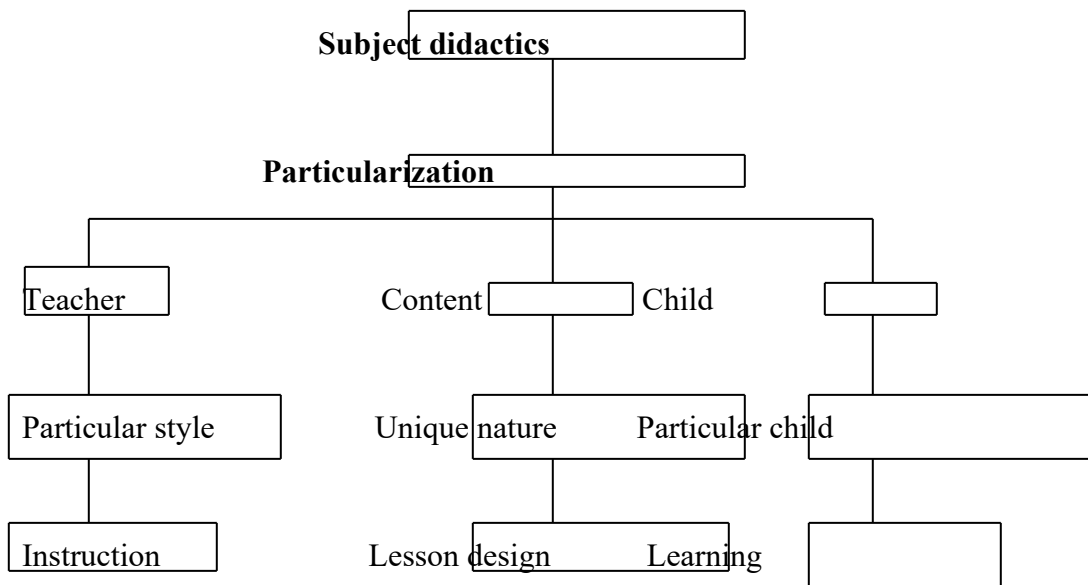
teacher will make use of real examples, models, replicas, representations, etc. as teaching aids. Thus, given the unique nature of the content, it is possible to choose specific teaching aids to effectively present the content. The example on the previous page was selected from the natural sciences (Basson, 1978: 119).

The example clearly shows that, because of the nature of the content of the subject, and the particular lesson (lesson design), the teacher makes a choice of the ways in which he/she, with the help of a specific teaching aid, is going to present the learning content. The flowchart shows different possibilities. Take the structure of a flower as an example. From the flowchart there are various teaching aids which can be chosen to present (unlock) this topic.

A classification of teaching aids also can be constituted in other subject areas to indicate possible choices based on the unique nature of the subject. Briel's (1980) model for the choice of teaching aids is shown on the following page.

From the above, the planning of teaching aids for a lesson is represented in summary as follows:

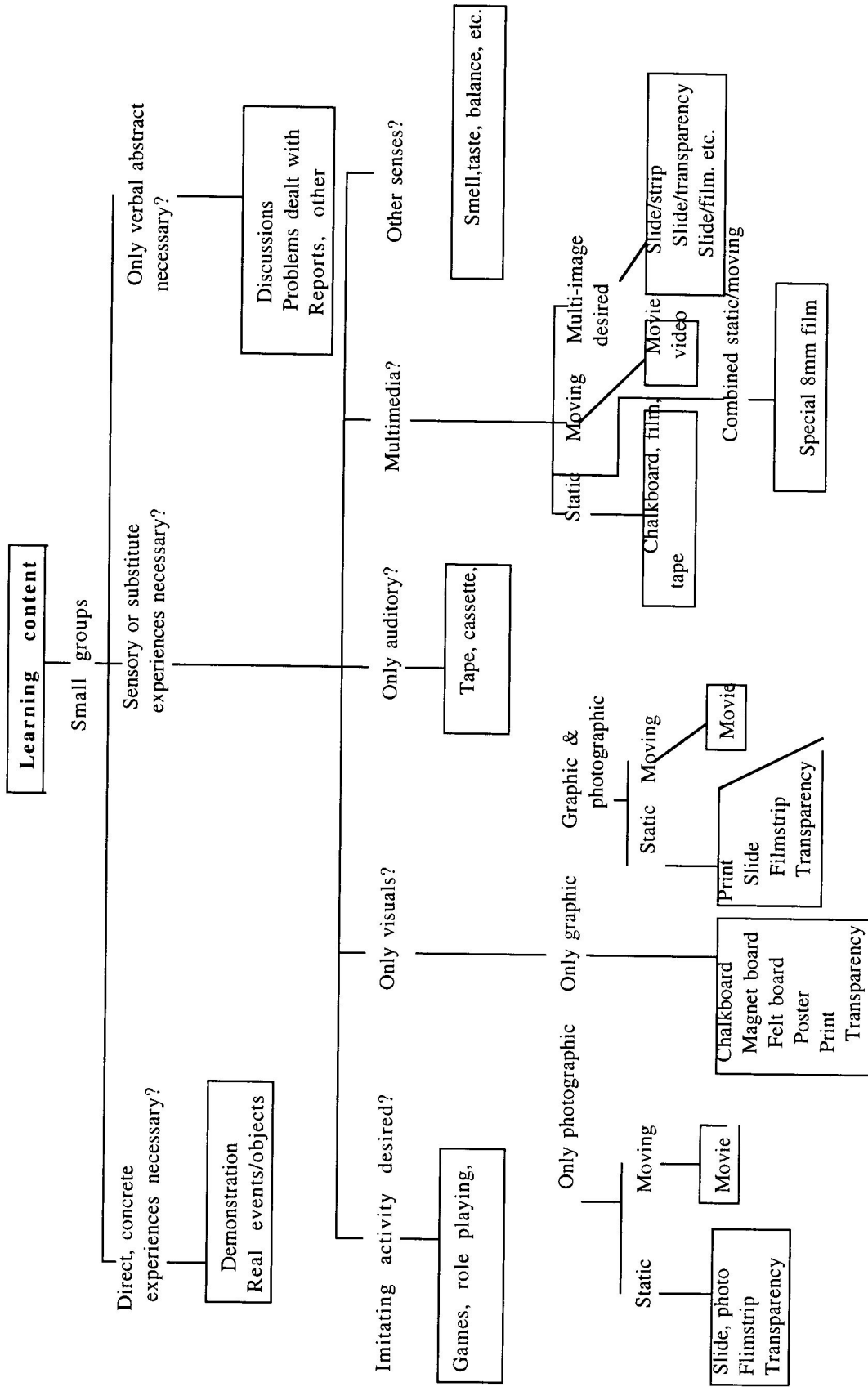
Particularization and teaching aids



Since the aspect now being considered is the unique nature of the subject (and thus the content), again there is reference to the reduction of the content and teaching aids.

6. Teaching aids and reducing the learning contents

Briel's model for choosing teaching aids



When a teacher is preparing (reducing) the content in designing his/her lesson, it is important to remember that, at this stage, he/she already has in mind teaching aids which can possibly be effectively used. The aim of reducing the learning content is to reveal what is essential about the particular lesson topic, as well as their relationships (structure). See again analyzing and classifying (i.e., reducing) the content (Chapter 2, Section 2).

For each of the aspects, i.e., subject nomenclature, relationships, and skills, the teacher now considers in which ways he/she can use a teaching aid or aids to unlock or present the subject content. Reducing the content leads to formulating the teaching aim.

7. Teaching aids and teaching aims

The use of teaching aids should consider the aims of teaching the subject and the parts out of which these aims are constructed. Thus, it is necessary that a thorough analysis of these aims be made and then, in that light, determine how the use of different teaching aids can contribute to attaining the overall and the component aims.

Here attention is limited to the teaching aim of a specific lesson. It is known that there is a distinction between a teaching and a learning aim. Later, the teaching aim, as the role of the teacher, is considered when reference is made to the lesson form and modalities. But first, there is only reference to the learning aim, as the role of the pupil in attaining the learning effect or outcome after the course of the lesson.

Suppose that after a lesson, pupils in a ninth-grade language class in Afrikaans must be able to identify an adjective by its function and form. In terms of this partial learning aim, the teacher ought to plan the ways he/she is going to implement the teaching aid(s) to attain the stated learning aim in the most effective ways: is he/she going to take a piece from a prescribed work in literature and require that the adjectives on a given page be underlined, require that the function be deduced from a number of examples, compare certain differences in form with each other, and classify them on the chalkboard, etc. Thus, what is aimed at (learning aim) must be planned to implement the teaching aids (e.g., textbook, chalkboard).

Another striking matter is **sequence** (first the function and then the form of the adjective), as well as a particular **operation** expected of the pupils (identify: recognize, and name). This necessarily means that the teacher must plan how the teaching aids will be implemented successively and how this is going to help the pupil perform the operation (learning aim). Hence, it is important that the teacher keep in mind the instructional *and* learning aims of the lesson in choosing teaching aids.

Yet another matter of relevance to the aims and the choice of teaching aids, which is only referred to, is the different aspects of lived experience (affective, cognitive, and normative) as described by Sonnekus (1973) and the cognitive and affective domains, as differentiated by Bloom (1956). Conacher (1980; 26) refers to Bloom's domains and provides a synthesis in connection with teaching aids. (See next page).

From this it is concluded that a teacher with a specific aim chooses a particular teaching aid to be implemented in a particular area or combination of areas. Now one chooses a particular topic from the subject area. Next, one determines in which area(s) certain operations must be carried out and which teaching aids can be used along with them.

In this connection, it is important to distinguish three aspects of a pupil's learning:

- *an external impression which makes a particular sensory impression on the perceiving person;
- *the inner "elaboration" of this impression into a unique representation of the matter in relation to the pupil's existing possessed experience;
- *the expressions or creations by the person in language, art, formulations, designs, etc.

TEACHING AIDS AND LEARNING AIDS (CONACHER, 1980)
(Onderwysmedia en Leerdoelwitte)

	CLASSES OF LEARNING OBJECTIVES		
	COGNITIVE	AFFECTIVE	PSYCHOMOTOR
1	RADIO GRAMAPHONE TAPE RECORDER AUDIO AIDS		
2	LINE DRAWINGS STILL PICTURES OVERHEAD TRANSPARENCIES PICTORIAL AIDS		
3	MODELS LARGE 3-DIMENSIONAL MODELS MODELS		
4	FILMS TELEVISION LOOP FILMS FILMS		
5	SIMULATION AUDIO-VISUAL LABORATORIES SIMULATION		
6	FIELD TRIPS PRACTICAL WORK PRACTICAL WORK		

Adapted from I. K. Davies, *The management of learning*, p. 27.

For a complete discussion, see Van Dyk (1980: 229). Teaching aids which are used effectively and purposefully can elevate tremendously the quality of the external impression.

8. Teaching aids and the aims of the phases of the lesson

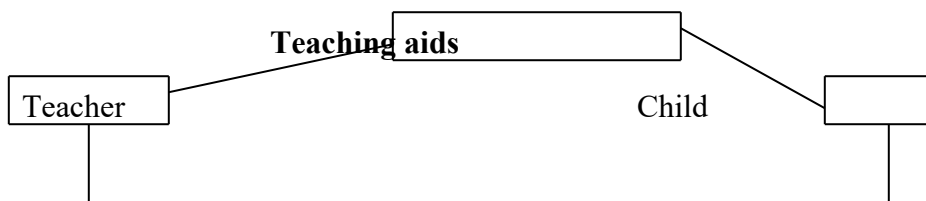
The lesson has a particular sequence or course. Each of the phases in the sequence is directed to attaining particular aims (See Chapter 2).

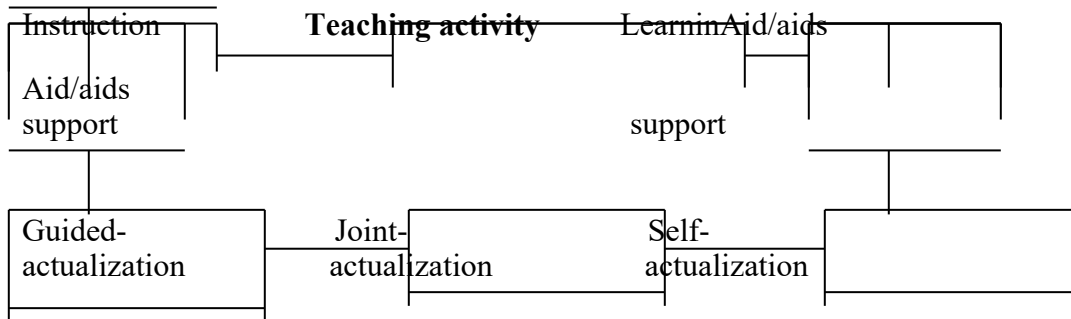
Teaching aids can make a special contribution if the teacher implements them in terms of these aims of the phases. As an example, take the phase **functionalizing**. After the phases dealing with content as aim (i.e., as elemental), one proceeds to the further application and practice of the newly acquired content (content as means, i.e., as fundamental)). Functions such as practicing, applying, creating, and testing enter the foreground. Subject specific knowledge, skills and techniques now must be practiced. Here it also can happen that these functions must be carried out with the help of a teaching aid; for example, computing with the use of a hand calculator, interpreting a text with reference to a commentary on it; determining direction with a compass; sketching, e.g., with watercolors.

Thus, each aim of the sequence of the lesson can be taken up and the teacher can plan how the teaching aid can contribute to effectively attaining each specific aim.

Previously, reference is made to the roles of both the teacher and the child (See once again Chapter 3, Section 2.3). It is necessary that, in his/her design, the teacher determines in what ways a teaching aid will support him/her in his/her instructional function (guided-actualization) and the pupil in his/her learning function (self-actualization) or during joint-actualization.

Teaching aids and the teaching activity





Examples of the support of instructional activities are:

- *clarifying with the help of a model;
- *demonstrating with the help of an experiment.

Examples where teaching aids support the learning activity:

- *calculating with the aid of a hand calculator;
- *perceiving with the help of a microscope.

With the concept **task division** (functional division), Van Dyk (1976: 25) makes an additionally important distinction which makes it possible to facilitate the instructional and learning activities of the teacher and pupil, respectively, or even to take them over (in part or entirely). For example, the teacher can record information and use a tape-recording. Then, the aid takes over his/her instructional activity. Also, consider the above example of the hand calculator. The aid takes over the learning activity of the pupil, i.e., computing (e.g., multiplication). One thinks here especially of the use of a calculator to support and direct arithmetic teaching.

Basson (1980: 46) indicates clear relationships among aims, functions and choices of teaching aids in the following scheme.

Summarized classification of principles for choosing teaching aids for a lesson

Learning aim (achievement aim)

1. Pupils must revise certain concepts with which they are familiar.
2. Acquire insight into two specific concepts.
3. Acquire insight into a specific concept.

Instructional aim

1. Orient the pupils, direct their insights into concepts.
2. Unlock (present) the new concepts.
3. Unlock (present) the new concept.

Function of instructor

1. He must initiate, motivate through purposeful questions.

2. By herself systematically and purposefully clarifying (dominant-subjective).
3. To clarify with the help of a teaching aid (dominant-objective).

Function of pupil

1. Active participation in the class or group discussion.
2. Is dependent on instructor and must observe accurately.
3. Is dependent on the instructor's interpretation as well as the content reflected in the teaching aid.

Choice of teaching aids

1. Systematize and order concepts on chalkboard or overhead projector or several appropriate slides.
2. The teacher still must interpret, clarify media that in themselves do not reflect the concepts; e.g., slides, prints, models, chalkboard.
3. Real examples, models, audiovisual aids, etc. The media must show (reflect) certain concepts or relationships that the pupil himself can observe.

Consequently, it is the responsibility of the teacher in her design to execute purposeful choices with the aim of attaining the optimal effect via his and the pupils' particular activities.

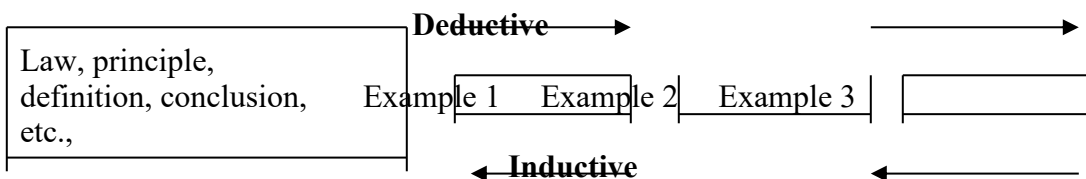
9. Teaching aids and the forms of a lesson

With respect to the lesson form, reference here is to the methodological principles (inductive and deductive) and the principles of ordering the content. Then, in Section 10, the ground forms and the methods are treated because they are closely related to the lesson modalities and especially to the modes of learning.

9.1 Inductive and deductive approaches

A summary overview of the approaches follows:

Methodological principles



The deductive approach departs from a generalization (law, rule, etc.) and applies this to tests, illustrations, etc. in terms of specific **examples**. The inductive is the opposite: from several **examples**, the generalization (characteristic, principle, etc.) is inferred or

discovered. In his/her design, the teacher plans how he/she is going to present his/her **examples**:

- (a) **Real phenomena.** The phenomena of some subject areas can themselves be shown in class, e.g., samples of material, kinds of wood; _____
- (b) **Three-dimensional imitations of phenomena.** This includes all models: enlarged, reduced, moving, static, etc.
- (c) **Copies of the reality.** Visual: print, poster, slide, etc. Audio: record, tape recording, etc. Audiovisual: sound film, video film.
- (d) **Language-symbolic production.** This includes letters, words, signs, symbols, etc. that represent reality.

From the above, the teacher chooses the teaching aids which he/she deems are the best **examples** to use for attaining the best effect.

9.2 Principles of ordering

The principles for ordering the content are the symbiotic, linear, chronological, etc.

As a variant of ordered content, reference usually is to the **chalkboard organization (scheme)**. This immediately brings up the teaching aid (i.e., the chalkboard). Here a variety of teaching aids can be used, e.g., transparencies, flash cards. However, these need not only be linguistic presentations, even though they generally prevail. What is of importance is that the essentials of the phenomenon, as well as its structure, be reflected in the aid(s).

10. Teaching aids, form of the lesson (continued) and lesson modalities

The grouping of these aspects indicates that there is a mutual relationship between the form of the lesson and the lesson modalities of any lesson. (See Chapters 3 and 4).

Swart (1977: 132) refers to the correlations among the modes of instructing and learning. For each ground form, with its nuances, the correlated modes of learning are indicated. Basson (1978: 86) also points to their reciprocity.

Modes of instructing	Modes of learning	
Talk	hear	
Say (meaningful talk--semantic)	listen (meaningful hearing)	
Read-talk-say (symbolic-phonetic-semantic)	hear	listen
Write	look	see
Draw (indicate)	look	see

Point out	look	see	
Fixate	look	see	
	hear	listen	

However, he goes further and indicates their relationship to teaching aids.

Modes of teaching	Teaching/learning aids	Modes of learning	
Narrates	microphone	hear	listen
Explains	chalkboard	hear	listen
		look	see
Communicates	prints	hear	listen
		look	see
Dictates	sound recording	hear	listen
Reads	textbook	hear	listen
		look	see
Demonstrates	apparatus	hear	listen
		look	see
		touch	feel
		sniff	smell
Presents	model	hear	listen
		look	see
		touch	feel
Shows	real example	hear	listen
		look	see
		touch	feel
		sniff	smell
Constructs	chalkboard	hear	listen
		look	see

Based on the **repetition** of the correlated teaching and learning activities, supported by instructional and learning media, **patterns** or forms become discernible. Once again, this shows the coherence of lesson modalities, lesson forms, and the use of teaching aids.

What is of particular importance, however, is that the modes of learning also have relevance for choosing teaching aids. If the teacher has knowledge of the modes of learning, he/she can plan for specific teaching aids. (For a description of the modes of learning see Sonnekus (1973: 67).

Example: perceiving

"Perception is the ordered, actual, factual, objective perceiving of the perceivable. Perceiving can occur across the entire range of the senses (vision, hearing, taste, touch, smell)." This means that many teaching aids can be used for one or more of the senses with which we perceive. (See once again the classification in Section 5 of this chapter).

Van Dyk (1973: 134) provides a detailed exposition of other modes of learning and specific teaching aids. He emphasizes that each mode of learning provides a good guideline for what the teacher must keep in mind and which can help him/her in choosing teaching aids.

11. Conclusion

In the foregoing, teaching aids are put in the perspective of designing a lesson. A synopsis is provided of the aspects which are of particular concern for designing a lesson and for choosing teaching aids, e.g., the teacher, the child, the content, the forms of the lesson, the lesson modalities, and the aims of the sequence of the lesson. These aspects of planning a lesson have relevance for choosing teaching aids, and the teacher must consider them in his/her design.