

CHAPTER 1

INTRODUCTORY COMMENTS ON THE LESSON STRUCTURE

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If one does not first attend to the primary task of didactic theory, it probably will be impossible to appropriately differentiate and interpret the basic relationships within a lesson structure. The problems inherent in these relationships are understood in a variety of ways. Briefly, the task of **didactic theory** is to describe the essentials of teaching. This means that a didactician's task is to determine what is knowable and describable about teaching as such. Without this, insight into basic didactic practice is not possible because understanding the essential nature of teaching is necessary for a teacher to really justify what he/she is doing, other than by referring to his/her own experience. Granted, experience is the main and original source of knowledge about what teaching essentially is, still the facts derived from experience must not only be formulated and organized but interpreted. Understandably, such **interpretation** is the first step didactic theorizing takes toward discovering what a lesson structure might mean.

Next, didactic theorizing must investigate **how** teaching occurs in primordial (informal, family) life situations. Research into this aspect of reality offers the possibility of considering in advance or anticipating the practice of teaching in formal situations such as schools. The theoretical reason for this standpoint is that, in addition to its origin, teaching is an experiential matter which is actualized within the boundaries of general human possibilities, and this experience cannot exceed itself in teaching. For the practice of teaching as we know it in school, this implies that the circumstances of a school situation cannot exceed what is at one's disposal in the primordial lifeworld. One can refine, combine, mold, etc., but the data of the lifeworld essentially cannot be exceeded.

Didactic theory next investigates **what** it is which must be taught. This is a matter of **content** which, as far as the school is concerned, results in curriculum theorizing and planning. This is an important matter for didactic practice because without content, the aims of teaching are unattainable.

In didactic theory, the question of **aims** has two facets. The first is a general, comprehensive, remote aim [e.g., adulthood], which is related to educating (bringing up) a child. This is generally known in a variety of ways (e.g., to bring a child up to adulthood, to awaken in him/her a love for his/her language, to help him/her become a useful citizen). This type of aim is of little value for the teaching situation because it is vaguely formulated and lies far in the future. Teaching requires a much more definite aim to initiate the school situation. Therefore, immediate aims are more meaningful for a didactic theory because didactic practice is directed by them.

From these particulars, didactic theorizing builds a **structure** (or structures) by which formal instruction can be planned. This is called a **lesson structure**. It includes all didactic constructions of formal teaching, among which are didactic models, school plans, and pronouncements about implementing practical lesson plans. The significance of a lesson structure is that, essentially, it makes a teaching plan possible. Viewed more closely, this means that any didactic theory results in a lesson structure of some kind. One can verify this conclusion, which might sound categorical in the history of teaching, e.g., with Herbart or Montessori. On the other hand, one can investigate the matter by considering the structure of some modern tendencies such as, e.g., programmed instruction. Herbart's so-called learning stages, and a linear framed teaching program are both lesson structures of a sort. One does not need to agree with the above to recognize that they represent constructions according to which teaching can be planned and executed.

From these few introductory remarks, any lesson structure is a thought construction representing what is deduced from the data made available by basic didactic research and which their didactic possibilities for establishing a teaching situation must be formulated, ordered, and interpreted. Reality, as such, does not offer a lesson structure as a construction or a compiled unity. Any lesson structure acquires its coherence from a didactician's thinking. Hence, the degree to which the structure itself is valid must be verified in practice.

From the above, for anything identified as a lesson structure, careful attention must be given to four things. These are its **aim**, its **form**, its **content**, and its **modalities**. The emphasis and focus on these four matters might differ; also, there might be differences in ordering, and in priorities. However, essentially, the lesson structure involves the relationships among these four components. To provide an orientation, a few general remarks are made about them.

In any situation, the **aim** always has a guiding function. This holds for a scientific investigation, for manufacturing a product, for organizing a sporting event, and for designing a lesson. In each case, the aim guides the direction and the nature of the activities engaged in, the people involved, etc. Without a carefully and precisely formulated aim, an activity acquires a haphazard or casual character and its outcome also is left to chance. Such a casual standpoint cannot hold true for teaching, for the simple reason that a teacher must be able to give an account of the effect he/she intends to achieve by his/her instruction. Therefore, the entire matter of aims has a strictly guiding function in constructing a lesson structure and, unless there are aims, the person designing it cannot make authentic pronouncements about his/her design. Without aims, the other aspects of the lesson structure (i.e., its form, content, and modalities) also have no relevance. In fact, it is unimaginable that anyone could involve him/herself in constructing a lesson without being properly read and practically skilled in setting aims, irrespective of whatever scheme or structure is followed in relation to them. The significance of any design, hence also a didactic design, is contained in and formulated by the aim.

In a lesson structure, **content** is of central value since it is directly related to the aim. Because one can formulate different aims regarding the same content, the relationship between aim and content is extremely important. This is because the aim determines if

the content to be presented is relevant. For example, if the sonata is a theme for music instruction, one can formulate different aims within the framework of the concept "sonata". This formulation is directly related to the pupils' foreknowledge, the teacher's reduction of the content, its exercise, mastery, and evaluation, to mention only some phases of a lesson. As a coherent structure, it is assumed that relevant content in the lesson situation will allow the aim to be attained. Thus, as far as the aim is concerned, one can distinguish between content as end, and content as means. When the focus is on the content as such, it is the aim. When the content is introduced to attain another aim, it is a means. These are not separable but only represent distinguishable aspects of the activities regarding the aim. In an **educative** [e.g., adult-child] **situation**, unusually the content is a means for attaining an aim regarding a child's becoming, rather than an aim itself. In an **instructional** [e.g., adult-adult or child-child] **situation**, this is often reversed because the instructionally defined knowledge itself is assumed to result in a certain mobility of the pupils regarding the matter presented.

An important matter regarding the content is **reducing** it to its elementals (essentials). Without going into detail, as far as the lesson structure is concerned, it is important to indicate that reducing the content to its **elementals** involves the total theme from which a teacher then can select matters related to attaining his/her aim. What is of significance for the structure itself is the designer's ability to know and choose those facts which will convey insight into solving the lesson problem. Here, if the aim degenerates into generalities, vagueness, and indefiniteness, this means not being able to select, from a general reduction, relevant data for designing the lesson. When analysis of meaning is dealt with, it is assumed that, at the end of the presentation, the pupils can analyze a simple or complex meaning. To do this, they must know certain things. Thus, in this connection, the question is a simple, "What must they know and what must they be able to do after the lesson is presented?"

The question of the **form** of a lesson arises in the lesson structure in the way the content appears. The form of a lesson is a matter of modes. As such, it is directly related to the teaching aim, i.e., to that aspect of the aim where a teacher's own contribution to the lesson situation is formulated. The fundamental starting point (in deciding on the form of a lesson) is how to make content available to the pupils or to unlock it for them. These contents can be grasped in a specific way or be presented in a definite form, such as **discussion** (narrating), **play** (dramatizing), **assignment** (giving homework), and **example** (demonstrating). The form a teacher chooses determines and limits, in several ways, the didactic possibilities he/she allows him/herself. This also influences his/her choice of teaching methods (lecture, question-and-answer, etc.), his/her choice of methodological principles (inductive, deductive), and the ways he/she orders the content (chronological, symbiotic, linear, etc.). The form of a lesson is a matter of didactic practice and instructional skill. The form is the dish on which the food (lesson content) is served. Without knowledge of these forms, there is no knowledge of one's teaching possibilities. Refinement of a lesson form, therefore, implies a refinement of teaching possibilities. The choices a teacher exercises in this connection give form to the role he/she takes in the lesson situation and delineates his/her initiative. Hence, a study of the lesson form, in all its possibilities and particularities, is as important to a teacher as is knowledge of his/her subject. Without knowledge of the lesson form, he/she merely works from his/her intuition which, by chance, can be good or poor. The fact that he/she has a formulated

learning aim in view forces him/her to justify how he/she must achieve it. After making a few comments about the lesson phases, this topic is returned to.

With the didactic **modalities** (i.e. didactic principles, modes of learning, teaching- and learning-aids), the focus is on the interaction between teacher and pupil with the aim of attaining the learning aim. One also can think of the modalities as the level on which the lesson design is put into operation. Here, especially the nuances in a teacher-pupil situation are brought to the fore by making an accurate study of the position each of them takes regarding the learning content itself. This is why, here, so much consideration is given to guided- and self-actualization (i.e., principles of actualization) within the context of the question of stimulating the modes of learning and implementing (teaching and learning) aids for optimal learning.

One can state from experience that the positions of the pupil and teacher continually change with respect to the content introduced as the **lesson** moves from **phase** to phase (from actualizing foreknowledge, to stating the lesson problem, to presenting the content, etc.), in formulating the learning aim and in evaluating the learning effect. To mention but one example, the situation always changes when the lesson phase called actualizing foreknowledge is compared with the phase called actualizing (gaining control of) the lesson content, where there is practicing **of** and practicing **to** insight. Consequently, the didactic modalities are a direct bridge between planning the lesson phases and reducing the content, within the comprehensive framework provided by the formulated aims. Briefly, in planning the didactic modalities, there is consideration of the ways the lesson can be set in motion and how the learning aim can be operationalized. The result of the planning which gives rise to a lesson structure is a specific lesson design. A lesson structure offers a practitioner nothing more than a blueprint or plan for converting the basic relationships of the lesson situation into a lesson plan. Thus, there are general data which have validity for designing a lesson. These data, in one way or another, are always particularized in constructing and justifying the reciprocal relationships among the facets of a lesson structure. Therefore, the lesson structure is a skeleton. A teacher gives it flesh and blood by anticipating a future situation in preparing his/her teaching and, thus, his/her own skills, by expanding this blueprint into a complete design which can be implemented in a specified practical way. For this reason, the design itself is the point of contact between didactics and subject-didactics in that a subject-didactic theorist begins his/her contemplations with the facts of a lesson structure, which must be planned and organized for a specific situation. Thus, one can hardly talk of a general design because each lesson is situation-bound and must have a particularized teaching and learning aim. Herein also lies the significance of the lesson phases, beginning with actualizing foreknowledge and ending with evaluating the teaching and learning results.

The validity of any lesson structure can only be tested by whether the lesson design can be put into practice in accordance with the principles contained in that lesson structure. Therefore, knowledge of the lesson structure will not guarantee the success of a practice unless it is interpreted as a fundamental situation from which teaching a subject is initiated in terms of aims.

