

## CHAPTER IX

### THE LESSON STRUCTURE AND ITS COMPONENTS: GENERAL GUIDELINES\*

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#### 1. INTRODUCTION

1.1 In the didactic-pedagogic and subject didactic literature there are many references to planning and designing the course of a lesson but there is little discussion of the ground structure/lesson structure that gives a lesson its flavor (Van der Merwe, 1971, p 1). For example, in Hopman et al. (1973, pp 130-133) we find:

- (a) setting the lesson aim
- (b) following didactic principles
- (c) preparing a lesson
- (d) carrying out a lesson
- (e) evaluating the results

The lesson scheme of Van Gelder et al. (1971, p 53) is:

- (a) preparing
- (b) presenting
- (c) deepening
- (d) summarizing
- (e) applying

Quoting from Van Gelder et al. (1971, p 53), Morrison mentions: "exploration, presentation, assimilation, organization, recitation."

1.2 Nowhere to be found is a **detailed** lesson plan in terms of which a practicing teacher is able to design lessons.

1.3 This committee accepts the view of Van der Stoep et al. (1973, pp 139-140) of a chronological succession of aims to be striven for:

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\* Most of the components are dealt with in the previous chapters.

actualizing foreknowledge, stating a problem, exposing new contents, controlling new contents, functionalizing and evaluating what has been learned.

1.4 Along with Van der Merwe (1977, p 2), who keeps in mind this sequential course of aims, the phases of the course of a lesson are viewed in broad strokes as follows:

(a) **The beginning phase** with component aims:

**The lesson greeting**  
**Actualizing foreknowledge**  
**Stating the problem**

(b) **Exposing\*** the new contents by:

**exposing** it by the teacher  
**controlling** [correcting where necessary] by the teacher during exposing  
**actualizing** [practicing] after the exposing is concluded

(c) **Functionalizing** the learning contents by:

**practicing** the new contents  
**applying** in similar and new situations and  
**evaluating** (all of the aims)

1.5 In addition to these aims, the didactic essentials of the lesson structure are taken into account: the ground (fundamental) forms and lesson relationships, methodological principles, principles of ordering the learning material, methods of unlocking (exposing), didactic principles, modes of learning and teaching and learning aids.

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\* The word "exposing" in contrast to "presenting" sounds foreign to us in this context but it reflects an underlying philosophy that gives a child more responsibility and control over learning the content than we usually do, but without negating the necessity for adult guidance and responsibility. As I understand it, the key idea in this context is that "exposing" implies revealing something for someone to give it meaning in a personal way (but under the corrective guidance of an educator) whereas "presenting" implies giving someone a finished product to more or less passively accept such as a gift. [GDY]

1.6 Further it is accepted that no lesson can be successful without a teaching aim and reducing the learning content with regard to that aim.

1.7 In designing a lesson structure (lesson plan), the committee also takes into account "the structural components of a lesson" as compiled by L. P. Calitz and D. A. Gresse at Rand Afrikaans University.

1.8 This final product was accomplished by cooperation among the Head of Gold City Teachers College (Prof. P. J. van der Merwe), the University of Pretoria (Prof. F. van der Stoep) and the Rand Afrikaans University (Messrs R. A. Kruger and L. P. Calitz). The Committee heartily thanks everyone who has contributed.

1.9 Although no claim to completeness is made (for example, it should be kept in mind that we especially are involved with the **primary school**), we are confident that definitive guidelines are offered to the teacher, student teacher and teacher educator that are foundational to practice.

1.10 Attention is given to the lesson plan originating from the lesson structure and which has the latter as its starting point.

1.11 These broad guidelines were elaborated on during a symposium on 1 August, 1978 at the Gold City Teachers College. The previous chapters are the papers presented there.

## 2. COMPONENTS OF THE LESSON STRUCTURE

### 2.1 The teaching aim

An important aim for the teacher is to teach successfully (which includes educating) so the pupil is able to learn fruitfully. Thus, in school **all teaching is purposeful**. "The time when a teacher presented a lesson haphazardly is past forever" according to Van der Stoep et al. (1973, p 26). In Afrikaans the concept "teach" (onderrig) includes the root word "direct" (rig) which means **to indicate, to show** while the component "onder" of onderrig means **together**. Thus, "teaching" literally means "to indicate together". Consequently, both teacher and pupil have an active role in the lesson and thus we heartily preserve Van der Stoep's **lesson aim** and **learning aim**. Gresse and Calitz indicate in a Study Guide for

Rand Afrikaans University that with this view and distinction Van der Stoep stresses their **functionality**. To the above thoughts we add "direct or teaching aims", "indirect or educative aims", "implicit versus explicit" aims, etc. (See Rand Afrikaans Study Guide, pp 6 and 7).

### 2.1.1 The lesson aim

This has to do with the total role played by the teacher regarding exposing particular subject content. This is viewed as the **lesson theme**, for example, unlocking the concept of "direction" in Geography. The lesson aim also can announce particular **types of lessons** such as an appreciation lesson, an experimentation lesson, an explicatory lesson, a demonstration lesson and drill or exercise lessons (Van der Stoep, 1973, p 100). The teacher has to insure that there will be a "functional relationship among the methods used, the contents and the aims" (Rand Afrikaans University Study Guide, p 12).

### 2.1.2 The learning aim

This embraces the new content (essentials) regarding the theme the pupils have to master. At the end of a Geography lesson, e.g., they must be able to answer the question, "What is direction and how can one describe it?" This learning aim should not be stated vaguely. On the contrary, the **operationalization of the learning aim** has to be given attention; i.e., at the end of the lesson, it has to be concrete and measurable (evaluation).

The learning aim also can be viewed as **formulating a problem** (for the child) that arises via two of the six lesson phases, actualizing foreknowledge and stating the problem.

## 2.2 Reducing the learning content

(Note: the word **learning content** is chosen over learning material. This usage is important because **learning** really is acquiring **content**).

Stemming directly from the learning aim, subject contents are reduced to elementals by the teacher making a **micro-analysis** of the lesson theme. The teacher as knower of the **subject** and of the **child** has to highlight the elementals (essentials) for the child. This

has to provide the child with insight and, therefore, the reduction should never exceed aspects of life. Subject contents become **life contents** when, in a moment of insight, the elementals become the child's. The essential is fundamental for him and the tangible is exceeded. Therefore, the aim of the lesson has to be known in detail in order to reduce the content; a learning aim should include a **content** and an **activity** aspect. Thus, aspects of reality are selected for a child (who the teacher understands) such that he can guide him to make the elemental his own fundamental. (In this respect, see Chapter V by Kruger).

During the lesson phase of exposing the new content, these essentials (elementals) can appear gradually as **chalkboard schemes** and as such can serve as a gradual solution to the problem (**problem solution**).

### **2.3 Further planning from the components of the lesson structure**

Depending on the nature of the learning content and with the learning aim indicating the course, the teacher now chooses from different components of the lesson structure. The entire course of the lesson (which is not haphazard) has a beginning that takes into account the child's **level of becoming**. Definitive planning is not possible without considering this entry level.

#### **2.3.1 Choice of lesson relationships and basic forms**

Teaching is a matter of relationships since a person is an initiator of relationships. "The didactician only is interested in those basic forms that, in his view, are identifiable in actualizing basic teaching relationships" (Swart, 1977, p 132). In this connection, Swart mentions the following:

- (i) The language-dialogue relationship with **conversation** as the basic form;
- (ii) a searching relationship with **play** as the basic form;
- (iii) a demonstrative (indicative, showing) relationship with **example** as the basic form (Swart, 1977, p 134).

Van der Merwe (1977, p 18) further classifies the three mentioned basic forms with their relationships and refers to implementing

them in terms of the role of the teacher, the pupil and the learning content as follows:

## BASIC FORM

### 1. Conversation

- (a) Relationship: language dialogue
- (b) Teacher: narrates, converses, tells, asks
- (c) Pupil: listens, talks, says, answers
- (d) Content: narration, discussion, acquire everyday subject-scientific meaning.

### 2. Example

- (a) Relationship: demonstrative
- (b) Teacher: show and narrate, show and say, show and ask
- (c) Pupil: look-see, hear and listen, propose
- (d) Content: in particular examples and/or generalizations

### 3. Play

- (a) Relationship: searching
- (b) Teacher: organize, initiate, role assignments
- (c) Pupil: search, handle, exemplify, imitate, recognize
- (d) Content: investigate, recall, recognize

(Note: **assignment** can be added as a basic form).

## 2.3.2 Methodological principles

With this choice, which in the primary school especially includes **inductive, deductive and transductive principles** (examples are handled for their **own sake** to present the necessary foreknowledge (Van der Merwe, 1977, p 102)), the pupils' potentialities and readiness have to be taken into account. What is the best method for attaining the learning aim? As far as strategy is concerned, it can be both inductive and deductive and it can alternate between the two: one indicates (demonstrates) or one lets the pupils discover. It has to be kept in mind that in the same lesson, inductive and deductive demonstrations can be used. For example, if the teacher deals with an isosceles triangle, he can **indicate** that the two sides are equal and let the pupils measure the

angles so they can **discover** this characteristic themselves. It also is possible that during the level of discovery the teacher again demonstrates. Thus, generally, the teacher's guidance remains important. For example, in teaching, all discovery is guided discovery. In this way the basic form and lesson relationship as well as other didactic principles are linked together.

### 2.3.3 Principles for ordering the learning content

With the reduction of the learning content to elementals, the principles of ordering arise depending on the pupils' level of readiness and the nature and structure of the learning content of the subject. These principles first have to be linked to the subject content. They have to mesh functionally with the way the learning content is to be presented. For example, some principles are more relevant to teaching History than Afrikaans.

Regarding principles of ordering, the Rand Afrikaans University study guide mentions the following:

- (a) Core learning contents and supplementary programs.
  - (b) Principles having the child's life world as the point of departure.
    - 1. The **sybiotic** principle of ordering.
    - 2. The principle of "**local lore/knowledge**".
    - 3. The principle of **integration**.
  - (c) The **concentric** principle of ordering.
  - (d) The **linear** principle of ordering.
  - (e) The **punctual** principle of ordering.
  - (f) The **chronological** principle of ordering.
- (Basson, 1973, pp 2-54).

In particularizing the content to a unique teaching situation, as far as the principles of ordering are concerned, in working with concrete examples there has to be a harmony with the subject, e.g., a harmony that is understood through the chronological principle. It is obvious that the principles of ordering the learning content are not isolated from the basic didactic forms.

### 2.3.4 Methods of exposing (unlocking) contents

One or more **methods** are chosen by the teacher to implement his lesson design: narration, question-and-answer, demonstration,

experimentation. These methods are linked up with the previous as well as the following components.

## 2.4 Things the teacher should take into account in the phases of the course of the lesson

### 2.4.1 Didactic principles or principles of actualization

Here is mentioned the **activity principle** (acting on one's own willful choices, exploring, doing, doing for oneself, devising); the **principle of individualization** (each person is "different" and can **change**, own individuality, uniqueness, originality, etc.); the **principle of socialization** (being-with-each-other, in relationship with, being in communication, etc.) and the **principle of tempo differentiation** (the lesson structure shows movement in the beginning, the course and the end of a lesson and in each there are tempos that necessarily have to be maintained). These principles have to be attended to in the different phases of a lesson. The activity has to be planned.

### 2.4.2 Modes of learning

Sonnekus (1975, pp 41 et seq.) mentions **sensing** and **attending** as accompanying or concomitant, **affectively laden** (i.e., always present) modes of learning. In addition, he mentions the following **cognitive** modes of learning: **perceiving, thinking, remembering, imagining, fantasizing, actualizing intelligence and viewing**. He describes these as particular modes of actualization that refer to an activity (learning event). Although in planning a lesson, a child should not be forced into a rigid "pattern of learning", the careful planning of a mode or modes of learning is necessary. (These modes of learning have been linked up with the basic forms as the role of the pupil [but not in the same terminology]--see section 2.3.1).

### 2.4.3 Teaching and learning aids

Teaching or instructional aids serve to guide the teacher more than the child in order to unlock reality (learning content) for him, while learning aids serve the child "as means for self-actualizing his learning" (Sonnekus, 1975, p 52). However, both types of aids serve the teacher as the child's guide and must be planned for in designing his lesson. Sometimes learning and teaching aids can be

interchanged, e.g., a textbook or a chalkboard. There are many teaching and learning aids at the vigilant teacher's disposal that will not be gone into here. It is extremely important that along with the other mentioned didactic-pedagogic considerations for designing a lesson, he plans his teaching and learning aids "such that they will direct the most meaningful appeal to the self-actualization of the modes of learning by the child" (Sonnekus, 1975, p 52). Also these aids need to be linked to the child's level of becoming, give direction to his willing and, among other things, allow him to perceive and attend. In this way any of the other cognitive modes of learning can be awakened (actualized) and result in stable learning.

### 3. PHASES OF THE COURSE OF THE LESSON

With the above components of a lesson structure in mind, the course of the lesson can be planned.

As mentioned in the introduction, the phases of the course of a lesson of Van der Merwe (1977, pp 87 et seq.) along with Van der Stoep and others are recommended as a point of departure by the Committee. Van der Merwe's pronouncements (somewhat modified) are considered briefly:

#### 3.1 Beginning phase (introduction, beginning of the lesson, beginning situation)

Here three clearly distinguishable **aspects\*** are indicated, namely, the lesson greeting, actualizing foreknowledge and stating the problem. The differentiation, especially between the latter two, is largely for the sake of easier explication because "in the practical course of a lesson the two matters go hand-in-hand and there is continual interaction as well as mutual cross-fertilization" (Van der Merwe, 1977, p 87).

##### 3.1.1 The lesson greeting

This is an expression of a **form of human courtesy** with the primary aim of establishing a **pathic-affective relationship**. In addition, this creates an **atmosphere** (climate) in the lesson situation. At its foundation is a **language-dialogue relationship** that refers to mutually agreeing and assenting to establish a

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\* These are not viewed as separate components

relationship. In addition, this also contributes to a previous attribution of meaning in the beginning phase since it is a manifestation of a human **readiness for contact** and **community** between teacher and pupil. Thus, the pupils' **openness** for what follows already is actualized here.

Lesson greetings are simple forms of conversation such as the **greetings**: Good morning; Good day; as in "Good morning class/boys/girls". A general form of greeting is a **request**: sit, stand, quiet, etc. or a **wish** as: "I want you to sit and take your book out". Van der Merwe mentions further the **warning**, the **question** and the **admonition** as forms of **greeting**.

The lesson greeting thus occurs in a speaking relationship, sometimes with linguistically incomplete sentences, and it is not always an authentic dialogue but rather a monologue. However, it refers to the fact that we are aware of each other's presence (Landman) and that a relationship thus is established. A very important aspect of this phase is creating a **lesson climate**.

### 3.1.2 Actualizing foreknowledge

**Control of** [gauging] the content of **an earlier lesson(s)** plays an important role here. Concepts, terms, propositions, etc. can be queried in order to actualize the pupils' **level of entry** into the new lesson. The teacher's means of control are important because, for example, if ready knowledge is overemphasized, this can cut off the willing readiness for contact and the community created by the lesson greeting.

Control can occur within a **language-dialogue relationship**, e.g., the teacher narrates, the pupils narrate to each other, pupils question each other, etc. and a **searching relationship** can be established. From this class discussion it might appear that the teacher has to replan his lesson, revise it in general, etc. Thus, **concepts** that serve as foundational knowledge for the new content that are going to follow have to be **explicated**.

Foreknowledge has to be meaningfully actualized so that it can function as a **precondition** for motivating the pupils. Then they will **throw** themselves **open** to the new content, an important aim here.

Previously unlocked reality is recalled and thus relationships with the **known** are found (for the pupils). The intention to learn is stimulated while there also is a search for relationships between the new and the known content such that the new theme is lived-experienced as meaningful.

### 3.1.3 Stating the problem

While an increasing line of tension is maintained with the lesson and learning aim in view, **new facts should be lived-experienced** by the pupil **as a problem**. His lived-experiencing however has to include a **wondering** and a **wanting to know** the learning content so that he will **linger** (attend) in order to break through the **resistance** with an **I-can-know**. It is here where fundamental relationships such as trust and understanding explicitly arise because the child knows his teacher will guide him so he will be able to solve the problem provided his sensing of the problem is not labile and blocks him from doing so (lost attending).

A sound **questioning relationship** stemming from the gradually dawning lesson problem is the apex of the increasing line of tension: the child becomes aware of his incomplete knowledge and a **fruitful moment** (i.e., a readiness to learn in order to solve the problem) is created. The activity of unlocking (exposing) the content paves the path between the questioning relationship and the fruitful moment (this unlocking is where the teacher and child search together for the elementals--the essentials). The fruitful moment arises when the pupil sees into and appropriates the elementals (the matters of concern). The **tension** that arises here is between what the teacher presents as an achievable aim and what the child doesn't know but needs to know (in order to achieve that aim). This is not a tension between the teacher and the child. Rather, by this tension the child is **stimulated to open** himself to the new content that is going to be unlocked (introduced) in the following lesson phase. Thus he strives to get rid of the tension (burden) of not knowing by a **willingness to learn**. Here, the **security** that the child lived-experiences in the **teaching** situation is important.

In summary, the beginning phase can determine the success or failure of the lesson because it is a necessary precondition for a good lesson. Van Dyk (1977, p 186) says that the weakest lessons are weak precisely because of a weak beginning phase.

### 3.2 Middle phase/exposing the new content

Here the teacher especially directs the pupils to those **learning content essentials** (learning aim) he has arrived at in **reducing the learning content**. "Through supportive guidance and clarification the teacher has to gradually make these learning content essentials perceptible to the pupils" (Rand Afrikaans University Study Guide, p 21).

Here Van der Merwe (1977, p 93) refers to three aims:

- (i) a subject-specific or content aim;
- (ii) striving for a change in relationship not only with reference to the subject but also to personality change;
- (iii) to actualize forming as an elevation in level regarding the child's involvement (competence, knowledge, skills and techniques) with reality.

Three distinguishable aspects also are noticeable here:

#### 3.2.1 Exposition by the teacher

The teacher has to know how his exposition of the new learning content is progressing. How are the essentials going to be made perceptible and placed in logical relationships? How are the **learning essentials** (as they appear as chalkboard schemes or on transparencies) gradually going to make the solution to the problem more evident? (A planning strategy with the help of a **chalkboard scheme** is required in preparing a lesson for the primary school and it is felt that such a scheme should appear in the student teacher's journal). Because of the nature of the matter, to make the exposition more meaningful the foreknowledge has to be recalled continually. (Therefore, the phases should not be viewed as watertight, delimited compartments!).

Exposing the new content primarily involves concept formation. In planning, the concepts aimed at by the lesson aim have to be written down.

Although, as appropriate, the components of the lesson structure must be considered in planning **all** phases, it is especially in this

phase that the teacher's initiative and professional knowledge must show. In this respect, the following are mentioned:

- (1) Plan strategies (heuristic-ostensive continuum) (Rand Afrikaans University Study Guide, pp 21-22).
  - (2) Select learning content.
  - (3) Choose basic didactic forms.
  - (4) Select principles of ordering.
  - (5) Reduce learning content to essentials.
  - (6) Unlock learning content by lecturing, explaining, etc.
  - (7) Choose teaching and learning aid(s).
- (Thus, the teacher plans as thoroughly as possible the successful exposition of the new learning content).

### 3.2.2 Control by the teacher during the exposition

The pupils should continually **actively participate** in the lesson. (Here there is a continual evaluation by the teacher, see section 3.3.3). During this phase the pupils remain actively engaged in the lesson through, among others, the question-and-answer method, class discussion, etc. "The teacher continually directs the pupils' perceiving to the essentials of the learning material" (Van der Stoep, 1973, p 174). The pupils' active involvement is necessary during this phase--this active involvement gives this phase a particularly dynamic character (Van der Stoep, 1973, p 174 and Rand Afrikaans University Study Guide, p 21).

The lesson tempo will be slower than during the other phases because **together with** the teacher the pupil has to reduce the learning content to its essentials and understand the connections among the essentials.

Modes of learning that are controlled by the teacher, among others, are **perceiving** and **thinking**.

### 3.2.3 Actualizing during and after the exposition

Here the teacher **controls** [gauges] the pupils' **insight** into the essentials. Ordinarily during the exposition, use is made of **varying questions**; now opportunities are given to the pupils to themselves **handle** the new insights. Example exercises (e.g., in Science) are shown by the teacher in terms of which there can be a break-through to insight. According to Van der Stoep (1973, p 176), this

phase especially is aimed at stimulating and directing productive thinking. Also, here there is not merely mention of the differentiation of content because the aim still is that **all** pupils understand the same essentials. The main idea here is exercising (practicing) **to insights**.

### 3.3 The ending phase/functionalizing the learning content

Insights that the pupils acquired during exposing the new content are, in this phase, thoroughly **pinned down** and made **functional**. The **main aspects** that are distinguished are:

- (1) Exercising the new content;
- (2) applying it to similar and new situations and finally these are followed by
- (3) evaluating.

#### 3.3.1 Exercising (practicing) the new content

In contrast to **practicing to insights** during the exposition phase, what follows here is a **practicing of insights** or new content. This is **functionalizing guidance** (Rand Afrikaans University Study Guide, p 22), i.e., the pupils have to use (bring into function) the new content and are led/guided until they can. The new knowledge has to be integrated into their foreknowledge before they can use the new insights.

With respect to functionalizing, Landman (1974, p 178) says, "Acquiring insights serves exercising insights. A person cannot exercise insights that have not yet been acquired! Insights have to be acquired before they can be used".

#### 3.3.2 Applying the new content in similar and new situations

"Functionalizing really implies applying" (Van der Stoep, 1973, p 178). However, here we refer to the difference between general application (e.g., where the pupil puts to use what he has learned in school in the life world outside of the classroom) and application in this lesson phase. In the latter, the knowledge/new content/insights acquired in a specific lesson (i.e., **learning effects**) are applied to similar or related problems. Before a pupil can ever apply

externally what he has learned from his teacher, he has to learn how and where it can be applied. This occurs in this lesson phase.

Consequently, the teacher has to create the opportunity for exercising such applications in his preparation and in the problems that might arise during the course of the lesson. Should the pupils succeed in making such applications, this gives the teacher an indication of their insightful mastery of the learning content and also of the **success** of his **activities of unlocking** (exposing) the content. For example, he might find that he has to return to practicing the new contents or even go back further in the course of the lesson. This means **intervening** and the child again is **guided** to the learning aim.

In this lesson phase, the principle of **self-activity** particularly is in force because each pupil **has to actively demonstrate** his **insights**. Thus, he gives evidence of participating in reaching the (learning) aim.

For example, by asking questions, the teacher can determine whether the pupil has attained the expected level. The pupil has to distance himself from a particular example so he can acquire a more general and objective grasp of the matter. Common essentials that have come to the fore from a particular example during the exposition phase can be used as a rule or principle.

A variety of possibilities can be used by the teacher to help the pupils' make their insights functional, e.g.:

- (a) Repeating the insights in the pupils' own words;
  - (b) Questioning that will lead to a clarification of subject-matter terminology;
  - (c) Solving problems similar to those exposed (unlocked);
  - (d) Comparing two aspects/phenomena;
  - (e) Completing outlines by adding missing aspects, etc.
- (Rand Afrikaans University, Study Guide, p 23).

As in the following lesson phase, there also has to be differentiation. During functionalizing and evaluating there has to be differentiation for the weaker, the average and the more intelligent pupils. Therefore, the teacher also needs to **know** his target group.

### 3.3.3. Evaluating

Evaluating has three functions for the teacher: to evaluate the teaching, the learning and the curriculum.

This particularly important aspect in the course of a lesson follows the completion of a lesson **or** series of lessons. Pupils' insights into the essentials of the learning content are tested especially with the aim of ascertaining if they understand and grasp the content that has been unlocked in the previous lesson phases. Also their own thoughts, creations or activities regarding the matter are evaluated. **Is the learning aim attained?** Has the learning aim been realized? To ascertain this, testing and evaluating always are necessary and in his lesson preparation the teacher has to make provision for them. This is an **orienting activity** for teacher and pupil: the pupil's **readiness** to progress further in the subject is determined and at the same time the teacher apprises himself of the **quality** of his **unlocking of the learning content**. In addition, it can be determined if a pupil needs **remedial** help and indeed where the bottleneck is. Thus, testing and evaluating are orienting for the pupil in the sense that the teacher determines for him that his knowledge/understanding is adequate or not, the problematic area is pointed out, etc.

In concluding **evaluating and assessing**, De Lange and Gresse (Study Guide on Didactic Design, pp 30 and 31) refer to **continuous evaluating and assessing**. "During the course of the lesson there arise questions that are asked, work that is done by the pupils, class and pupil discussions, thus many opportunities to evaluate and to acknowledge learning successes or movements in that direction by affirming, encouraging, etc." This continuous evaluating is a **moment of individualization** (where the teacher teaches in a group situation) which creates the possibility of evaluating and assessing each pupil's learning success within the context of his personal involvement, his potentialities and the quality of their actualization. Two criteria hold here, namely, the "objective" minimum achievement required and demonstrated for learning success and the "subjective" criterion of the degree to which the child actualizes his potentialities in the learning activity. This latter criterion holds particularly in the junior primary phase but also within the context of evaluating dispositions (Christian-National principles), the educative aim, etc. There is continuous evaluating by which the teacher gradually knows the extent to which the relationships of understanding, trust and authority have been

actualized and also whether the child's Christian philosophy of life has been formed (aspects that are not empirically measurable).

Here the following concepts are distinguished:

(a) **Evaluating:** a broad and comprehensive term that includes determining the teaching-pupil gains with respect to the expected learning gains as well as value-judgments regarding the nature and desirability of changes in the pupils. For example, this answers the question, "What methods are best?"

(b) **Testing:** this is a precondition for evaluating that determines if a change has occurred and indeed, "How much and in what direction?" This is a more general term that includes "measuring". The latter includes a scale according to which a person can be classified with respect to his level of knowledge or intellectual capability. (Rand Afrikaans University, Study Guide, p 25).

#### 4. CONCLUDING REMARKS

"As such, the lesson structure remains ... really a lifeless construction unless or until subject didactics takes up the pronouncements about the lesson structure and actualizes their possibilities in terms of particular learning content" (Van Dyk, 1977, p 141).

Regarding the lesson structure, subject didactics starts with general pedagogic theory. Guidelines are established by which a specific lesson in a subject can be prepared or designed. In preparing this particular lesson, it is the task of subject didactics to look for ways and means by which the particular relationships of the meaning and the matter (subject specific learning aims) can be made into life content for the child (Van der Merwe, 1977, pp 2 and 3).

Thus, it is clear that a **lesson** has to be **designed** in terms of a proposed **lesson plan** (see appendix) with the **lesson structure** as the point of departure. Lesson structure essentials or components have to be "brought to life" in practice by a **lesson design**. There has to be reflection on the teaching and learning relationships in terms of particular contents (e.g., History, Geography) with their unique structure and nature and for a particular group/class within a specific cultural milieu.

Summary: Here we have the task of the subject didactician giving rise to a particularized theory (i.e., when the general concepts of the particularized theory are brought to life through particular nuances) for a lesson design by which the teacher gives "life" to schooling (Van der Stoep and Van Dyk, 1977, p 35).

Finally, according to Van der Merwe (1977, p 111), a **general lesson plan** represents what is didactically-pedagogically founded. However, it should be kept in mind that the course of a lesson must be viewed as a **unity**. Indeed the **components** are **distinguishable**, but in **didactic practice** they are exercised as an interrelated **whole** (Van Gelder, 1971, p 38).

## 5. APPENDIX TO THE LESSON STRUCTURE: A PROPOSED GENERAL LESSON PLAN

### 1. Localizing information

Grade/Group: (Indicate child's level of becoming)  
Subject: Time: Grouping: (homogeneous/  
heterogeneous)

2. **Teaching aim** (a) Lesson aim (theme or type of lesson)  
(b) Learning aim (problem formulation - new contents)

3. **Reducing learning material** (Microanalysis of lesson theme/learning aims).

### 4. Lesson structure

4.1 **Phases of the course of a lesson** (Each phase as a learning aim):

(a) **Beginning phase** (Introduction, beginning of the lesson, beginning situation)

#### (i) Lesson greeting

(Forms of lived-experiencing, creates pathic/affective relationship, attunement, language-dialogue relationship, early giving of meaning, readiness for contact, community between teacher and pupil, greeting, wish, question, warn).

(ii) **Actualizing foreknowledge**

(Control of previous lesson(s), entry level, language-dialogue relationship, searching relationship, concepts clarified, meaningfulness of foreknowledge, precondition for stimulating pupils, linking up with the known).

**(iii) Stating the problem**

(New facts lived-experienced as problem, awaken wondering, relationship of wanting to know, will linger (attend), break through the resistance with I-can-know, stable sensing fruitful moment, opening up of pupils, willingness to learn).

**(b) Middle phase (Exposing new content)**

**(i) Exposition of content by the teacher**

(Essentials of learning material/learning aim as determined by reduction of learning material, subject-specific aim, change relationships/personality, level elevation, chalkboard schemes, professional knowledge and initiative of teacher, determining strategies).

**(ii) Control by teacher during exposition**

(Active participation by pupils, question-and-answer method, direct pupils' perceiving, pupils' active involvement gives dynamic character, together teacher and pupils reduce contents, perceiving and thinking).

**(iii) Actualizing during and after the exposition**

(Control pupils' insights, varying questions, handle new insights, direct pupils' productive thinking, exercise to insights).

(View moments (i), (ii) and (iii) as a **unity** in the course of the lesson).

**(c) The ending phase (functionalizing the learning content)**

**(i) Exercising the new contents**

(New insights are pinned down and made functional, exercise new insights/new contents, functionalizing guidance, integrating new knowledge with foreknowledge, control of pupils' "understanding").

**(ii) Applying in similar and new situations**

(Learning effects/learning results are applied to similar or related problems, exercise application, control insights, mastery and success of teacher's unlocking activities, intervention, learning aim reached?).

**(iii) Evaluating**

(Testing/evaluating/measuring after the course of a lesson or series of lessons, pupils give reasons, own thoughts, creations, activities for teacher and pupils ready to go on with work, remedial help).

## **STRUCTURAL COMPONENTS THAT HAVE TO BE INTEGRATED IN THE PHASES OF THE COURSE OF A LESSON**

**4.2 Basic form** (ways of teaching/lesson relationship/modes of learning)

**Choice from:** (a) **conversation** (teacher: questions, narrates, says, discusses) with language-dialogue relationship (learner: answers, listens, says oneself, discusses oneself). (b) **play** (teacher: organizes, initiates, assigns roles) within a searching relationship (learner: searches, handles, imitates, recognizes, etc.). (c) **example** (teacher: indicates and narrates) within a demonstrative relationship (learner: looks, sees, hears, listens). (d) **assignment**.

**4.3 Methodological principles:** choice from or combination of inductive and deductive principle in the beginning, middle and end phases (as with all components).

**4.4 Principles of ordering learning material:** choice (combination) of (i) core learning material, (ii) symbiotic, (iii) "local knowledge", (iv) integrative, (v) concentric, (vi) linear, (vii) punctual, (viii) chronological, (ix) spiral (This holds especially for reducing the learning material and the chalkboard scheme).

**4.5 Methods of unlocking (exposing):** Choice from 4.2 of question-and-answer, narration, demonstration, experimenting, etc.

**4.6 Didactic principles or principles of actualization:** (i) Tempo differentiation: Particular tempo in each phase of the course of a lesson. (ii) Activity principle: handling, exploring, doing with, doing oneself. (iii) Principle of individualization: own uniqueness, originality. (iv) Principle of socialization: being-with-each-other, communication.

**4.7 Modes of learning:** Which the teacher aims to actualize: sensing, attending, perceiving, thinking, imagining and fantasizing and remembering (Implemented with the lesson relationship).

**4.8 Teaching aids:** Chalkboard, prints, audio-visual media, models, diagrams, graphics, tables, schemes, etc. (Can be

interchanged with 4.9). Serve more the teacher. Linked now to the modes of learning - guided actualization.

**4.9 Learning aids:** Textbook, library, notebook, numbers, prints, etc. (Can be interchanged with 4.8). Serve more the child with teacher as guide. Actualizing modes of learning - self actualization.

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