

# TABLE OF CONTENTS

## PART I: ESSENTIALS OF THE LESSON STRUCTURE

By F. van der Stoep

### CHAPTER 1: THE ORIGIN OF THE LESSON STRUCTURE

Introduction

What is a lesson structure?

The origin of the lesson structure

The original experience in which the lesson structure is grounded

The relationship between form and content

    Content in the educative situation

    Form in the educative situation

The teaching task

### CHAPTER 2: THE TEACHING AIM

Introduction

The teaching aim and the learning content

    Reducing the learning content

    Stating the problem

    Ordering the learning content

Some brief comments on the essentials of the lesson structure

The learning aim and the learning content

Summary

## PART II: THE FORM OF THE LESSON

By A. Swart

### CHAPTER 3: THE FORM OF THE LESSON

Ground forms

    Introduction

    Conversation

    Play

    Assignment

    Example

Inductive and deductive approaches

Ordering the learning material

Types of lessons

## PART III: THE DIDACTIC MODALITIES

By C. J. van Dyk

### CHAPTER 4: THE DIDACTIC MODALITIES

#### Introduction

- The concept “didactic modality”
- An etymological conceptual analysis
- Principles of actualization in didactic-pedagogic perspective
  - General perspective
  - General principles of actualization
    - Principle of activity
    - Principle of individualization
    - Principle of socialization
    - Principle of tempo differentiation
  - Particular principles of actualization
    - Guided actualization (from the perspective of teaching)
      - Guided activity
      - Guided individualization
      - Guided socialization
      - Guided tempo
    - Self-actualization (from the perspective of learning)
      - Self-activity
      - Self-individualization
      - Self-socialization
      - Personal tempo
- Modes of learning: sensing and the choice of teaching aids
  - Teaching aids
  - The distinction between teaching and learning aids
  - The meaning of teaching aids
    - The principle of activity and teaching aids
  - Modes of learning and teaching aids
    - Sensing and teaching aids
    - Perceiving and teaching aids
    - Thinking and teaching aids
    - Remembering and teaching aids
  - Teaching aids and the phases of the course of a lesson

## PART IV: LESSON PREPARATION

By W. J. Louw

## CHAPTER 5: PREPARING A LESSON

### Introduction

In preparing a lesson, what factors must the teacher consider that ultimately have to be evident in the lesson write-up?

### Aspects of the lesson structure

#### The lesson scheme

A scheme for a lesson write-up (lesson plan)

Localizing information

Grouping

The teaching aim

The lesson aim

The learning aim

Stating the problem

Formulating the problem

Solving the problem

#### The lesson structure

Form of the lesson

Choice of didactic ground forms

Choice of methodological principles

Choice of principles for ordering (arranging) the learning materials

Method(s) of presenting (unlocking) the content

The course of the lesson and the didactic modalities:

the phases of the lesson

Actualizing foreknowledge

Didactic principles

Modes of learning

Teaching and learning aids

Stating the problem

Didactic principles

Modes of learning

Teaching and learning aids

Exposing the new content

Didactic principles

Modes of learning

Teaching and learning aids

Actualizing (controlling) the learning content

Didactic principles

Modes of learning

Teaching and learning aids

Functionalizing

Didactic principles

Modes of learning

Teaching and learning aids

Testing (evaluating)

Didactic principles

Modes of learning

Teaching and learning aids

Summary: the lesson scheme

Some examples of lesson write-ups

BIBLIOGRAPHY