

CONTENTS

Chapter 1: INTRODUCTION

Chapter 2: DIDACTIC PEDAGOGICS

1. **The interdependence of educating and teaching**
2. **Educating through teaching**
3. **What is didactics?**
 - 3.1 The grounding (accounting) of a didactic theory
 - 3.2 What is teaching?
4. **Didactics and the theory of forming (German: Bildungslehre)**
 - 4.1 Formal forming
 - 4.1.1 The theory of functional forming
 - 4.1.2 The theory of methodical forming
 - 4.2 Material forming
5. **Categorical forming**
6. **The balance or equilibrium between form and contents: The lesson structure**
7. **Didactics, subject didactics and orthodidactics**

Chapter 3: DIDACTIC THEORY

1. **Introduction**
2. **Pedagogic categories and their significance for didactic theory**
3. **Didactic categories**
 - 3.1 Unlocking (presenting) reality
 - 3.2 Learning
 - 3.3 Forming
 - 3.4 Orienting
 - 3.5 Accompanying (guiding)
 - 3.6 Objectifying or distancing
 - 3.7 Imperativity (demanding)
 - 3.8 Anticipating
 - 3.9 Formalizing
 - 3.10 Socializing
 - 3.11 Delimiting (demarcating)
 - 3.12 Reducing
 - 3.14 Achieving
 - 3.15 Progressing
4. **Didactic criteria**
 - 4.1 Perspective
 - 4.2 Constituting
 - 4.3 Relationality
 - 4.4 Self-discovery
 - 4.5 Emancipation
 - 4.6 Expectation
 - 4.7 Rationality
 - 4.8 Security
 - 4.9 Transcending
5. **Didactic principles**
 - 5.1 General principles
 - 5.1.1 Sympathy
 - 5.1.2 Clarity
 - 5.1.3 Tempo

- 5.1.4 Dynamism
- 5.1.5 Balance
- 5.2 Particular principles
 - 5.2.1 Stating and formulating the problem
 - 5.2.2 Planning
 - 5.2.3 Illustrating
 - 5.2.4 Systematizing and ordering
 - 5.2.5 Surveyability
 - 5.2.6 Scientific character
 - 5.2.7 Control
- 6. The meaning of the teaching contents**
- 7. Factors that primarily influence the didactic forms**
 - 7.1 Language
 - 7.2 Skills
 - 7.3 Social discipline
 - 7.4 Expression
 - 7.5 Intentionality

Chapter 4: FORMS OF TEACHING

- 1. Introduction**
- 2. Didactic forms and forms of living**
 - 2.1 Play
 - 2.2 Conversation
 - 2.3 Example (exemplar)
 - 2.4 Assignment (giving instructions)
- 3. The relationship between didactic ground-forms and teaching methods**
 - 3.1 Narrating
 - 3.2 Questioning and answering
 - 3.3 The textbook
 - 3.4 Free activity
 - 3.5 Demonstrating
 - 3.6 Experimenting
 - 3.7 Drill work (practice, exercise)
- 4. Principles of ordering (organizing, arranging) learning contents**
 - 4.1 Chronological ordering
 - 4.2 Symbiotic ordering
 - 4.3 Linear ordering
 - 4.4 Divergent ordering
 - 4.5 Spiral ordering
- 5. Methodological principles**
 - 5.1. The inductive principle
 - 5.2 The deductive principle

Chapter 5: THE LEARNING CONTENTS

- 1. Introduction**
- 2. Learning contents in didactic perspective**
 - 2.1 The situation of being a child
 - 2.2 The didactic-pedagogic task
 - 2.3 Learning contents and the teacher
 - 2.4 The authority of the learning contents
 - 2.5 The learning contents and the pupil
- 3. The elemental and the fundamental**
 - 3.1 The elemental (German: das Elementare)

3.2 The fundamental (German: das Fundamentale)

4. The construction of learning subjects

Chapter 6: DIDACTIC PERSPECTIVE ON LEARNING

1. Introduction

2. Intentionality in the course of learning

3. Giving meaning as a precondition for and as a result of learning

4. Learning as a way of being in the original experience of educating (teaching)

4.1 Observing (perceiving)

4.2 Playing

4.3 Talking

4.4 Imitating

4.5 Fantasizing

4.6 Working

4.7 Repeating

5. The parents' spontaneous teaching activities based on the child's spontaneous learning activities

5.1 The child plays—the adult shows him how to play

5.2 The child observes—the adult points out

5.3 The child imitates—the adult demonstrates

5.4 The child talks—the adult prompts

5.5 The child fantasizes—the adult narrates

5.6 The child works—the adult gives assignments (instructions)

5.7 The child repeats and so does the adult

6. The categories of the learning activity

6.1 Perceiving

6.1.1 Pre-objective perceiving

6.1.2 Peerfunctory perceiving

6.1.3 Objective perceiving

6.2 Experiencing

6.3 Objectifying

6.4 Constituting

6.4.1 Communicating with reality

6.4.2 Synthesizing

6.4.3 Revising/changing

6.4.4 Lifestyling

6.4.5 Emancipating

6.5 Criticising

7. A summary of pedagogic-psychological descriptions of categories of learning that directly concern didactic practice

7.1 Memorizing and reflecting

7.2 Fixating

7.3 Analyzing and synthesizing

7.4 Integrating

7.5 Restructuring

7.6 Reducing

7.7 Concentrating

7.8 Actualizing

7.9 Reproducing

7.10 Transferring

7.11 Anticipating

Chapter 7: THE LESSON STRUCTURE

- 1. Introduction**
- 2. The concept “lesson structure”**
- 3. The primary facts that the original experience of educating provides to the lesson structure**
 - 3.1 The teaching aim
 - 3.2 The relationship between teaching aim and learning contents
 - 3.3 Reducing the contents
- 4. Stating the problem**
- 5. Ordering**
- 6. Lesson form**
- 7. The inductive and deductive approach**
- 8. Principles for arranging or ordering contents**
- 9. Teaching methods**
- 10. Types of lessons**
- 11. Lesson contents**
- 12. Didactic modalities**
- 13. Teaching aids**

Chapter 8: LESSON PREPARATION

- 1. Introduction**
- 2. Aspects that must be taken into account in preparing a lesson**
 - 2.1 Pedagogic-didactic categories and criteria
 - 2.2 The child
 - 2.3 The nature of the subject matter
 - 2.4 Methods of unlocking (teaching)
- 3. The aspects of a lesson structure**
 - 3.1 Teaching aim
 - 3.2 The pedagogic-didactic imperative
 - 3.3 Actualizing foreknowledge
 - 3.4 Didactic principles and the phases of a lesson
 - 3.5 The learning activity
 - 3.6 Teaching and learning aids
 - 3.7 Controlling (verifying, monitoring)
- 4. The lesson scheme**
- 5. Scheme for a lesson write-up (Lesson plan)**
 - 5.1 Localizing information
 - 5.1.1 Grade level
 - 5.1.2 Subject
 - 5.1.3 Time
 - 5.2 Grouping
 - 5.3 The teaching aim
 - 5.3.1 The lesson aim
 - 5.3.2 The learning aim
 - 5.3.3 Stating the problem
 - 5.3.3.1 Formulating the problem
 - 5.3.3.2 Solving the problem
 - 5.4 The lesson structure
 - 5.4.1 Form of the lesson
 - 5.4.1.1 Choice of the ground-form(s)
 - 5.4.1.2 Choice of methodological principle(s)
 - 5.4.1.3 Choice of principles for ordering (arranging) the learning material
 - 5.4.1.4 Choice of methods of presentation (unlocking)

- 5.4.2 The course (phases) of a lesson and the didactic modalities
 - 5.4.2.1 Actualizing foreknowledge
 - 5.4.2.2 Stating the problem
 - 5.4.2.3 Exposing (unlocking) the lesson contents
 - 5.4.2.4 Actualizing (controlling) the new content
 - 5.4.2.5 Functionalizing
 - 5.4.2.6 Testing (evaluating)
- 6. **Summary: scheme for writing up a lesson (plan)**
APPENDIX: Some examples of lesson write-ups

Chapter 9: THE PEDAGOGICAL (EDUCATIVE) MEANING OF THE SCHOOL

- 1. **Introduction**
- 2. **The concept “school”**
- 3. **The structure of the school**
- 4. **The fundamental relationship between the adult and the child in the pedagogic-didactic situation and its nature**
- 5. **The interpretation of the norms in school and the relationship of the norms to the community**
 - 5.1 The social order
 - 5.2 The prevailing spirit of the time
 - 5.3 The youths' situatedness
- 6. **The meaning of the school for the child's experience of normative reality**
 - 6.1 The school anticipates the child's future
 - 6.2 The school is an intermediate world for the child
 - 6.3 School activities always are [should be] purposeful and never haphazard
 - 6.4 The school must complete the initial educating in the home
- 7. **The encounter between adult and child in school**
- 8. **The school's task in a child's constitution of a personal life world**

Chapter 10: SYSTEMS OF TEACHING

- 1. **Introduction**
- 2. **Some systems of teaching**
 - 2.1 Programmed teaching
 - 2.1.1 Introduction
 - 2.1.2 Linear and branching programs
 - 2.1.2.1 Linear programming
 - 2.1.2.2 Branching programming
 - 2.1.3 The teaching machine and the programmed text
 - 2.1.4 The language laboratory
 - 2.1.5 The evaluation of programmed teaching
 - 2.2 Computer-assisted teaching (instruction)
 - 2.3 Team teaching
 - 2.4 Project teaching
 - 2.5 Conversation teaching
 - 2.5.1 The learning conversation
 - 2.5.2 The class conversation

Chapter 11: THE CURRICULUM

- 1. **Introduction**
- 2. **General pedagogical considerations for designing and developing a curriculum**
- 3. **The pedagogic-didactic perspective on curriculum design**

4. Criteria for curriculum design

- 4.1 Categorical illumination
- 4.2 Themes of communication
- 4.3 The teacher's command of the learning contents
- 4.4 The teacher's command of the didactic
- 4.5 Positive tendency
- 4.6 Relevance
- 4.7 General readiness of the child
- 4.8 Language readiness of the child
- 4.9 Harmony of the terrains of reality
- 4.10 Pedagogic-didactic accountability
- 4.11 Balance and representative nature of the total possessed knowledge
- 4.12 General and specialized possibilities (subject contents)
- 4.13 Disciplinary coherence
- 4.14 Realization of quality and identity by the learner
- 4.15 Identity and the ideal culture of the community
- 4.16 Aim structure in harmony with a philosophy of life and view of being human
- 4.17 Authority of the teacher's teaching
- 4.18 Formative possibility
- 4.19 Bringing about the elemental
- 4.20 General and specialized (societal) possibilities
- 4.21 Effort

Chapter 12: EXEMPLARY TEACHING

- 1. Introduction**
- 2. Origin of the exemplary approach**
- 3. Exemplary learning**
- 4. The exemplary: a conceptual interpretation and summary**
 - 4.1 "Exemplum" and exemplar
 - 4.2 Exempel
 - 4.3 The paradigm
 - 4.4 The type or typical case
 - 4.5 The pure case
 - 4.6 The classic case
 - 4.7 Pattern and sample
 - 4.8 Model
 - 4.9 Example
- 5. Considerations for an exemplary approach**
 - 5.1 The exemplary as form
 - 5.2 The exemplary and the content
- 6. Practical considerations for an exemplary approach**
- 7. Exemplary phaseology**
- 8. Claims of exemplary teaching**
- 9. Problems of an exemplary approach**

Chapter 13: DIDACTICS AND ORTHODIDACTICS

- 1. Introduction**
- 2. Unbalanced interpretation of the orthodidactic**
- 3. The possibility of an autonomous orthodidactics**
- 4. The relationship between didactic and orthodidactic theory and practice**
- 5. Teaching and learning problems**
 - 5.1 Endogenous factors
 - 5.1.1 Problems in becoming

- 5.1.2 Affectivity (emotionality)
- 5.1.3 Motivational disturbances
- 5.1.4 Talent and temperament
- 5.1.5 Organic defects
- 5.2 Exogenous factors
 - 5.2.1 Asking too much
 - 5.2.2 Overindulging and neglecting
 - 5.2.3 Identification
 - 5.2.4 Skepticism
 - 5.2.5 The school
- 5.3 Forms in which learning problems appear
 - 5.3.1 Refusal to learn
 - 5.3.2 Stagnating in the learning event
 - 5.3.3 A deceleration of the learning event
 - 5.3.4 Selective stagnation in the learning event
 - 5.3.5 Conflicts in becoming and learning
 - 5.3.6 Disintegration of the activities in the learning event

Chapter 14: EVALUATION AND ASSESSMENT: EXAMINATIONS AND TESTS

- 1. Why do we evaluate in education?**
- 2. What aims are valid for education?**
 - 2.1 Certification of pupils' achievements
 - 2.1.1 Grouping pupils
 - 2.1.2 The organization of specific learning programs
 - 2.1.3 To determine aptitude
 - 2.1.4 Changing schools
 - 2.1.5 Research
 - 2.2 Evaluating the effect of teaching
 - 2.3 Encouragement
 - 2.4 Programmed and computer-assisted teaching
- 3. The teacher as evaluator**
- 4. Norm directed evaluation**
 - 4.1 Age norms
 - 4.2 Class or grade norms
 - 4.3 Percentile norms
- 5. Criterion directed evaluation**
- 6. Examinations and tests**
 - 6.1 Informal testing techniques
 - 6.2 Class tests and examinations
 - 6.3 Kinds of aims
 - 6.3.1 Cognitive aims
 - 6.3.2 Affective aims
 - 6.3.3 Psychomotor aims
- 7. Steps in constructing a test**
- 8. Kinds (types) of tests**
 - 8.1 The essay test
 - 8.2 Objective tests
 - 8.2.1 True-false tests
 - 8.2.2 Completion tests
 - 8.2.3 Pairing
 - 8.2.4 Multiple choice questions
 - 8.2.5 The fill-in test or examination