**General Subject Didactics**

First edition
T. de Jager
168 pages
Softcover 2014
ISBN: 978 0 627 03193 9
R219.00

**Target market:**
- First year education students at universities and universities of technology.

**eBook**
*This book will be available as an eBook*
elISBN: 978 0 627 03198 4

**LSM**
*Lecturer support material will be available*

---

**Inspection copy requests**
If you would like to evaluate this title for possible prescription, please contact Shé Naidoo at marketing@vanschaiknet.com or 012 342 2765.

We will need the following information:

**Personal details**
- Your name and title
- Institution
- Faculty and department
- Physical address and/or postal address
- Telephone number
- Email address

**Course details**
- Course and course code
- Year/semester for which you would like to prescribe this book
- Which publication you currently prescribe
- Student numbers

**To purchase a Van Schaik Publishers title**
- Go to your nearest academic bookstore
- Buy online at www.kalahari.com
- Contact On The Dot at orders@onthedot.co.za or 0861 668 368

---

**Posbus/PO Box 12681 Hatfield 0028 Pretoria SA**
Francis Baardstraat 1059 Francis Baard Street
Hatfield 0083 Pretoria SA
Tel: +27 12 342 2765 Faks/Fax +27 12 430 3563
E-pos/Email marketing@vanschaiknet.com
**www.vanschaiknet.com**
Every young South African needs quality schooling, and well-trained, capable and confident teachers are very important in imparting knowledge, values and skills to their learners. These teachers therefore need to execute fundamental and challenging tasks in and outside the classroom, meet the diverse needs of South African learners in the 21st century and continually enhance their professional development, performance and competence in the workplace.

In General Subject Didactics, practical guidance is provided for both the experienced and student teacher on how to teach effectively in the challenging South African education system, in order to ultimately contribute to quality education.

Contents include the following:
- Concepts of General Subject Didactics versus Specific Subject Didactics
- Roles and characteristics of competent teachers
- Theory models of learning
- The development of curricula
- Teaching methods and strategies
- Learning barriers and learner support
- Methods, techniques and tools of assessment
- Media and technology in the classroom

General Subject Didactics is aimed at all prospective and practising teachers who need to acquaint themselves with the basic competency requirements for effective and quality teaching in any South African classroom.

### Contents

#### Chapter 1 Introduction to General Subject Didactics
1.1 Introduction
1.2 Why did you choose to become a teacher?
1.3 What is didactics?
1.4 Summary

#### Chapter 2 The teacher
2.1 Introduction
2.2 Characteristics of a competent teacher
2.3 The roles of the teacher in class
2.4 The role of ethics in teaching
2.5 Summary

#### Chapter 3 Curriculum
3.1 Introduction
3.2 Curriculum
3.3 Initiatives and trends in improving the curriculum
3.4 Planning a lesson
3.5 Continuity and implementation of the planned curriculum
3.6 National Qualifications Framework
3.7 Summary

#### Chapter 4 Teaching methods and strategies
4.1 Introduction
4.2 Distinguishing between direct and indirect instruction
4.3 Direct teacher-centred (deductive) methods
4.4 Learner-centred (inductive) methods
4.5 Summary

#### Chapter 5 Inclusive education
5.1 Introduction
5.2 What is inclusion?
5.3 A learning barrier
5.4 Support to facilitate the participation and learning of learners with barriers
5.5 The teacher’s role in implementing adaptations to the curriculum
5.6 How can the basic education system support learners with intellectual impairment to acquire GET and FET certificates?
5.7 How can the school environment provide for learners with learning barriers?
5.8 Summary

#### Chapter 6 Assessment
6.1 Introduction
6.2 The assessment process
6.3 Instruments of assessment
6.4 Forms of assessment
6.5 Differences between assessment methods, techniques and tools
6.6 Feedback after assessment activities
6.7 Building learners’ confidence and motivation when assessing their work
6.8 Assessment methods for learners with diverse needs
6.9 Summary

#### Chapter 7 Media and technology
7.1 Introduction
7.2 What are instructional media?
7.3 When should the teacher use instructional media?
7.4 What should the teacher keep in mind when selecting media for a lesson?
7.5 The advantages and disadvantages of using instructional media in teaching and learning activities
7.6 Different kinds of instructional media
7.7 Communication
7.8 Communication and technology
7.9 Blended learning
7.10 Communication with social media
7.11 Summary