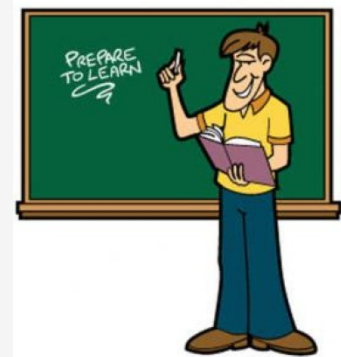


By Dr. F. Boulkroun

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Fundamental Concepts of Didactics

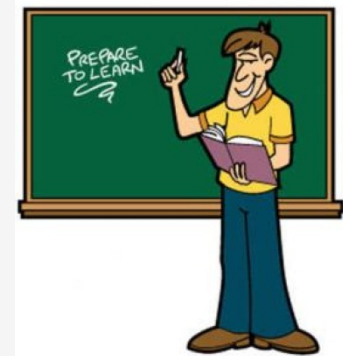


Outline

1. The Didactic Triangle

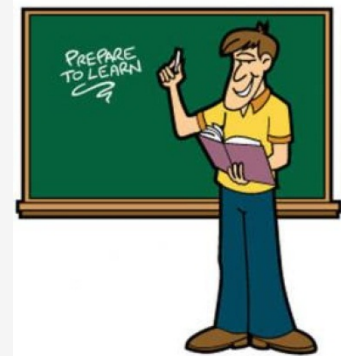
2. The Didactic Transposition

3. The Didactic Contract



3. The

Didactic Contract



The Didactic Contract

Introduction

- The term “didactic contract” is a translation of the French contrat didactique created by Guy Brousseau.
- Actually, the term appears only one time in his book.
- He places this concept within what he calls the “Theory of Didactical Situations.”

The Didactic Contract

Introduction

- Teachers manage *didactic situations* where *linguistic content* is presented and exploited, where practices are tested, and where students' *linguistic* knowledge is developed.
- The study of the *didactic contract* concerns the *compatibility* (on this precise subject) of the aspirations and requirements of the *students*, the *teachers*, the *parents*, and the *society*.

Definition

- The author himself defines the term as:

A translation: “It is the set of the reciprocal **obligations** and **sanctions** that **each partner** in the didactic situation **imposes**, or believes to impose, explicitly or implicitly, **on others**, and those that are imposed on him or her, or he or she believes that they are imposed on him or her” (2003, p. 5).

Definition

- Put another way, it is a **relationship** which determines—explicitly to some extent, but mainly implicitly—the **responsibilities** of each partner, the **teacher** and the **student**. It is a system of reciprocal obligation resembling a contract.
- A “*didactic contract*” is, then, an interpretation of the **commitments**, the **expectations**, and the **penalties** envisaged by one of the partners of a *didactic situation* for him- or herself and for each of the others, *about the knowledge being taught* (Brousseau and Otte [1989](#); Brousseau [1997](#)).

- The **objective** of these interpretations is to account for the **actions** and **reactions** of the **partners** in a didactical situation.

EXAMPLE...

- The **teacher** is supposed to create **sufficient conditions for the intake of knowledge** and must “recognize” this intake when it occurs.
- The **student** is supposed to be able to meet these conditions.

- The teacher therefore assumes that earlier learning and the new conditions provide the student with the possibility of new learning.
- If learning does not occur, the **student** is **accountable** for not having fulfilled what was expected of him, but so is the **teacher** for not having fulfilled what was expected (implicitly) of him.

To cut it short...

- In defining itself, teaching must draw on socially and culturally accepted concepts.
- Essentially it defines itself as a process by which people who *do not know* some *knowledge* will be made to *learn* it, and thereby come to *know* it.
- Such is the *social contract* by which the teaching institution, whatever its concrete institutional forms, binds itself to society.

Thank You

