

Fundamental

Concepts of

Didactics

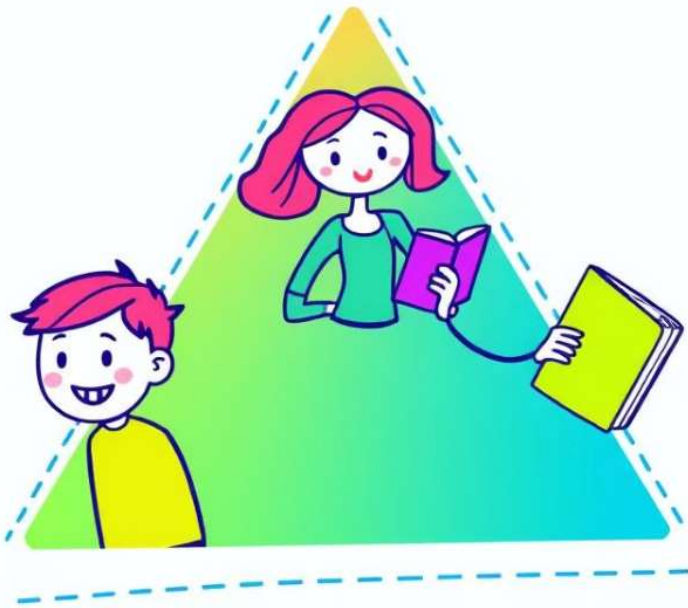
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Outline

1. The Didactic Triangle
2. The Didactic Transposition
3. The Didactic Contract





1. The Didactic Triangle

The didactic triangle is a conceptual model that illustrates the three core elements of the learning process: the **learner**, the **instructor**, and the **content**. This framework highlights the **dynamic relationships** and **interdependencies** between these key components.



Definition and Explanation

Perhaps the best-known model is the Didactic Triangle.

It is an explanatory and classificatory arrangement and correlates the rather general elements of any teaching.

The didactic triangle represents the fundamental triad of teaching and learning. It emphasizes the intricate **balance** and **interaction** between the 3 elements.



The Three Elements

- 1 Learner**
The individual or group actively engaged in the learning process, seeking knowledge and skills.
- 2 Instructor**
The educator or facilitator responsible for guiding and supporting the learner's journey.
- 3 Content**
The subject matter, curriculum, or information that is being taught and learned.

Triadic relationship
educational triangle



The Didactic Triangle

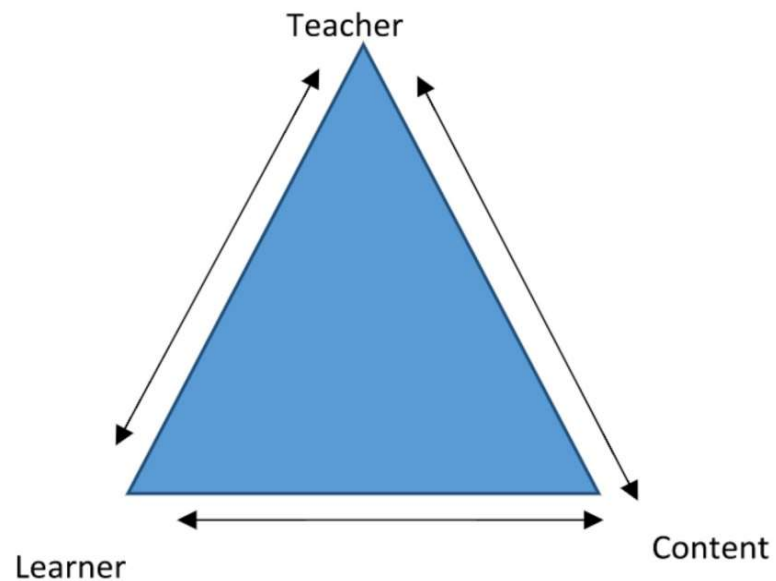


Figure 1: Herbat's didactical triangle and its relationships (Stenberg et al., 2014).

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The Didactic Triangle

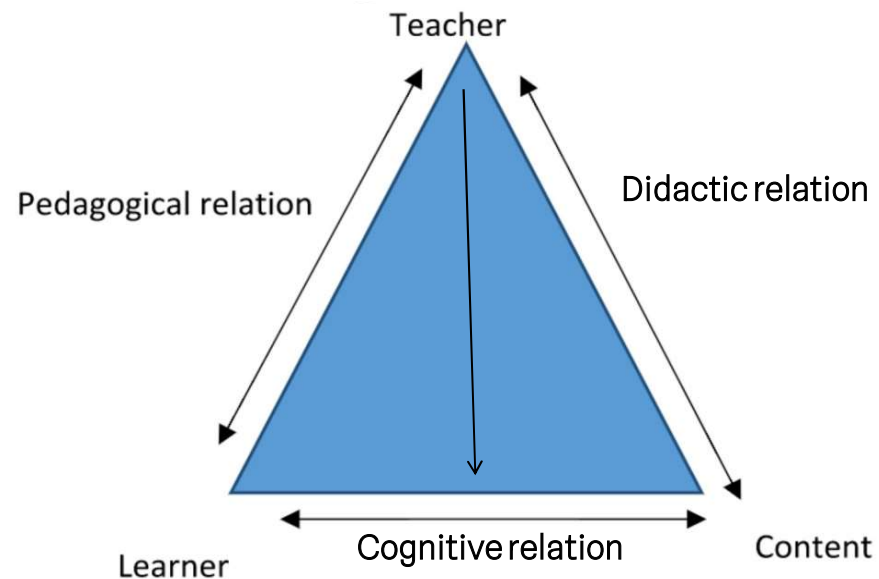
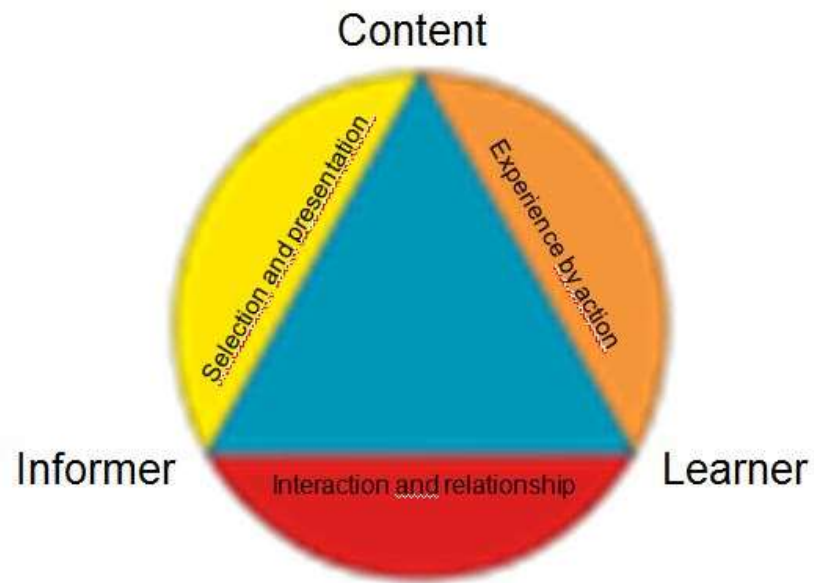


Figure 1: Herbat's didactical triangle and its relationships (Stenberg et al., 2014).

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The Didactic Triangle



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The Learner

Who is the good language learner?



The Good Language Learner

Rubin (1975) suggests some provisional learning strategies, and lists no fewer than seven, that good language learners employ to cope effectively with the new language:

« the good language learner is (1) a willing and accurate guesser, (2) has a strong drive to communicate, (3) is often uninhibited about his weaknesses in the second language and ready to risk making mistakes, (4) is willing to attend to form, (5) practices, (6) monitors his speech and compares it to the native standard, and (7) attends to meaning in its social context ».



The Good Language Learner

Naiman *et al.* (1978: 103) consider the following strategies as essential for success in SL learning:

- (1) Active learning and practice on the part of the learner.
- (2) The learner handles the language as a system.
- (3) The learner must use the language in real communication.
- (4) The learner must monitor his IL.
- (5) The learner must know the affective demands of language learning.



The Teacher

Who is the good language teacher?





The Content

What is a good language content?



Learner

Diverse Needs

Learners come from various backgrounds, with unique learning styles and preferences.

Active Engagement

Effective learning requires the learner to be actively involved in the process.

Intrinsic Motivation

Learners are more likely to succeed when they are intrinsically motivated to learn.



Teacher

Facilitator

The instructor's role is to facilitate the learning process, not just to transmit information.

Subject Expertise

Instructors must have a deep understanding of the content they are teaching.

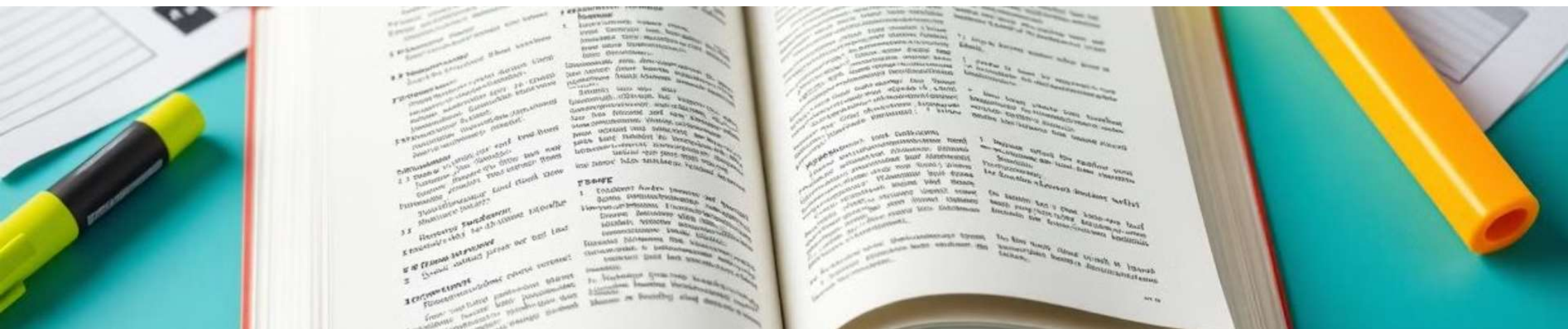
Pedagogical Skills

Effective instructors possess the ability to design and deliver engaging learning experiences.

Adaptability

Instructors need to be able to adapt their teaching methods to meet the needs of diverse learners.





Content



Curriculum

The content encompasses the curriculum, materials, and resources used in the learning process.



Relevance

The content should be relevant and meaningful to the learners' interests and needs.



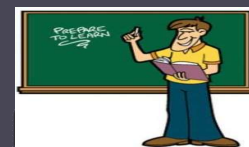
Organization

The content should be structured in a logical and coherent manner to facilitate understanding.



Learning Outcomes

The content should be designed to achieve specific learning outcomes and objectives.





The Relationship Between the Elements

1

Interdependence

The three elements of the didactic triangle are interdependent and interact with one another.

2

Dynamic Interaction

The relationships between the learner, instructor, and content are constantly evolving and adapting.

3

Balanced Approach

Effective teaching/learning requires a balanced approach that considers the needs of all three elements.





Balancing the Triangle

1

Student-Centered

Prioritizing the learner's needs and preferences to create a personalized learning experience.

2

Instructor-Led

Leveraging the instructor's expertise and guidance to effectively deliver the content.

3

Content-Focused

Ensuring the content is well-structured, engaging, and aligned with learning objectives.



Challenges in Maintaining the Triangle

Learner Diversity

Addressing the unique needs and learning styles of diverse learners

Teacher Expertise

Ensuring instructors have the necessary subject knowledge and pedagogical skills

Content Relevance

Keeping the content up-to-date, engaging, and aligned with learners' interests

Resource Constraints

Balancing the availability of time, budget, and other resources to support the learning process



Adapting the Triangle to Different Learning Environments

Traditional Classroom

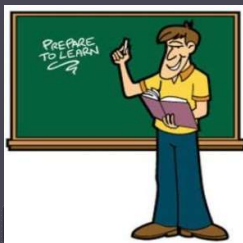
The didactic triangle is well-suited for face-to-face, instructor-led learning environments.

Online Learning

The triangle can be adapted to online and digital learning contexts, with the instructor and content playing a facilitative role.

Blended Learning

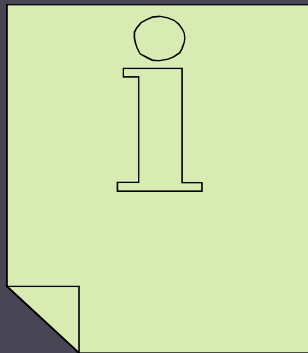
The triangle can be applied to hybrid learning models that combine traditional and online elements.



The End

The Didactic Triangle

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The End

Thank you...

