

Good Teaching

Unit 3_3

Today's goals

- **Combine 'Good teaching' with lesson plan**
- **Arrange the 'Didactic Hexagon'**
- **Evaluate a lesson plan**

At the end of this lesson you can...

combine 'Good teaching' with lesson plan.

arrange the 'Didactic Hexagon'.

evaluate a lesson plan.

Steps of today's lesson

- Good teaching
- Didactic Hexagon
- Lesson plan
- Evaluation

**A fundamental question in didactics is:
'Who should learn what, from whom, when, with
whom, where, how, with what and to what end?'**

Lesson Plan

Task 1

Task: Create a **mind map** from your own personal perspective about the criteria of a lesson plan for **good** teaching. Underline the **three** most important criteria. Then sit together with those how are finished.
Compare: What did you underline? What did your partner or group members underline? Share your opinions. What should be presented?

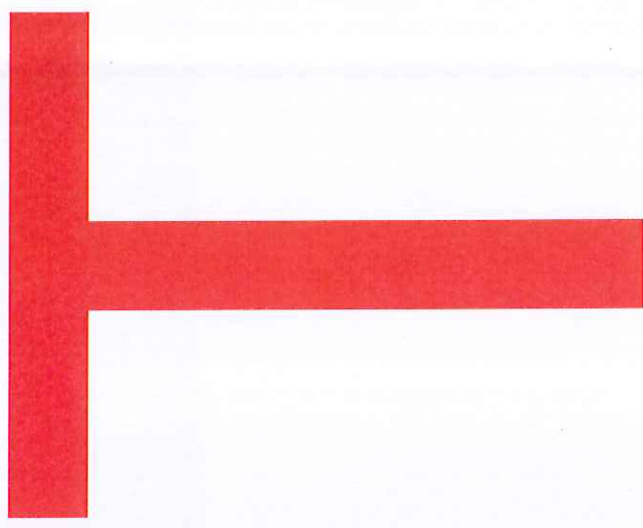
Interaction pattern: 1: Individual / 2: Group work (3/4)

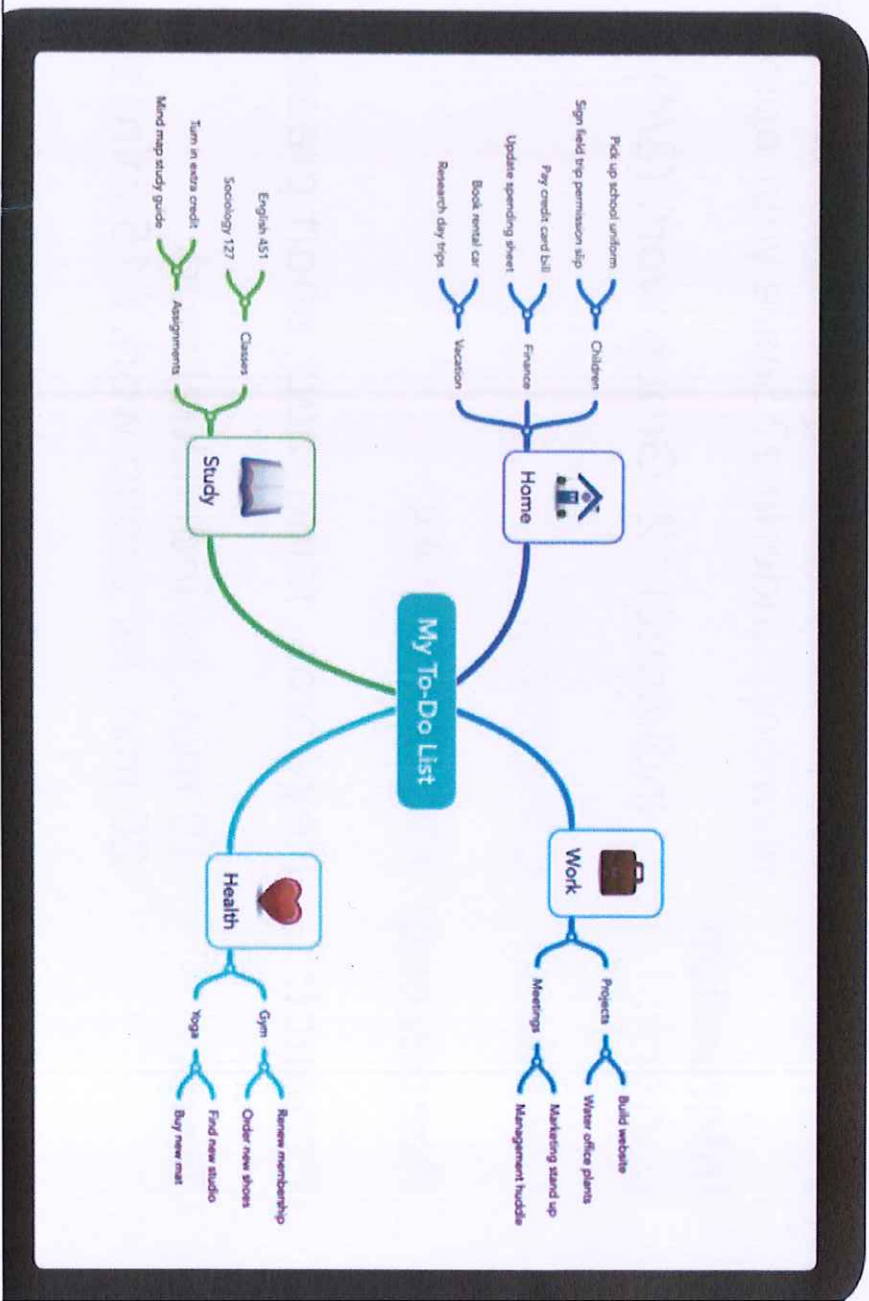
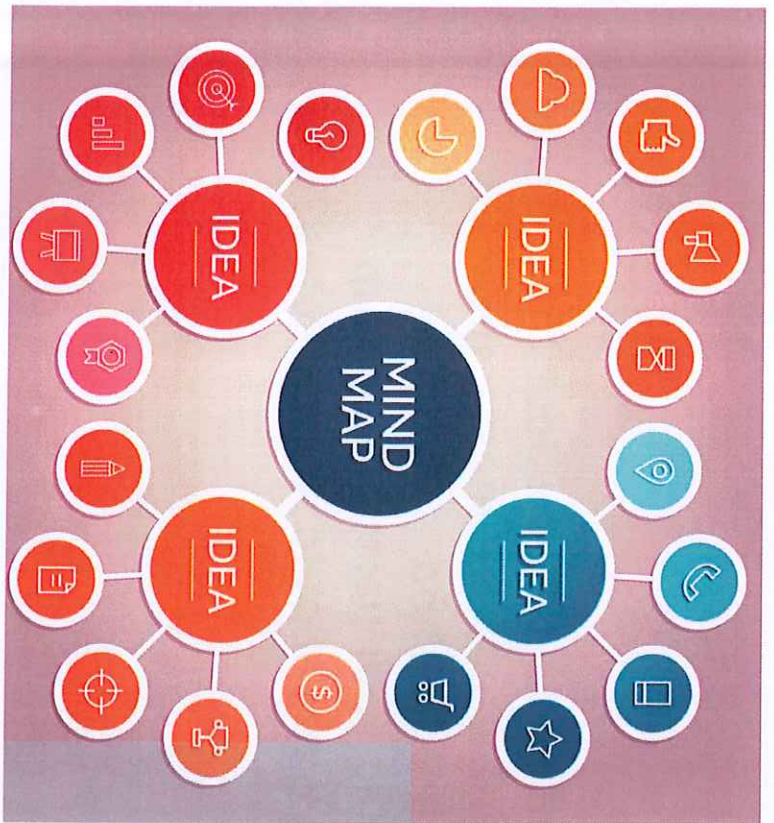
Location: Classroom

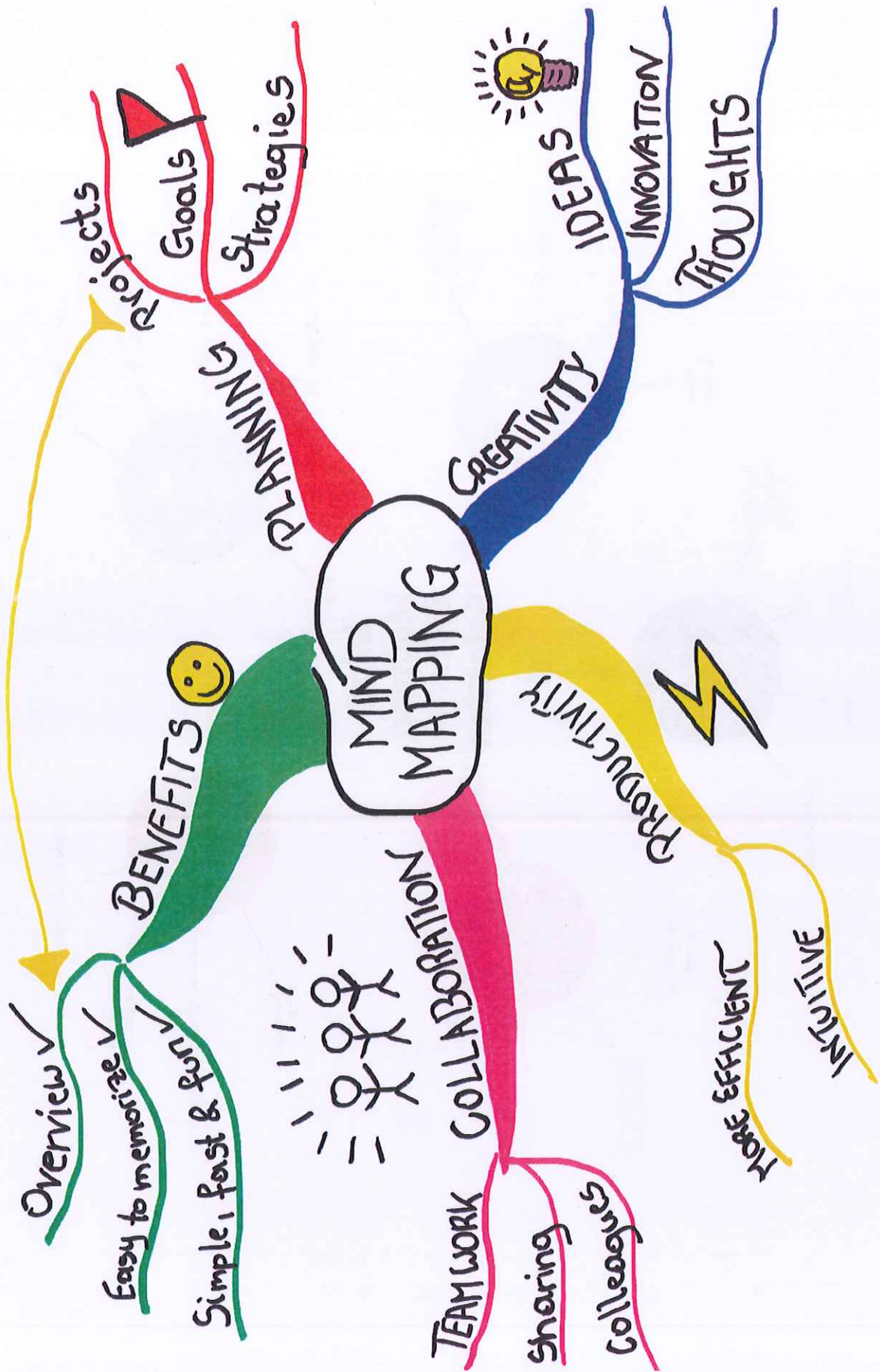
Resources: Flip chart or A4

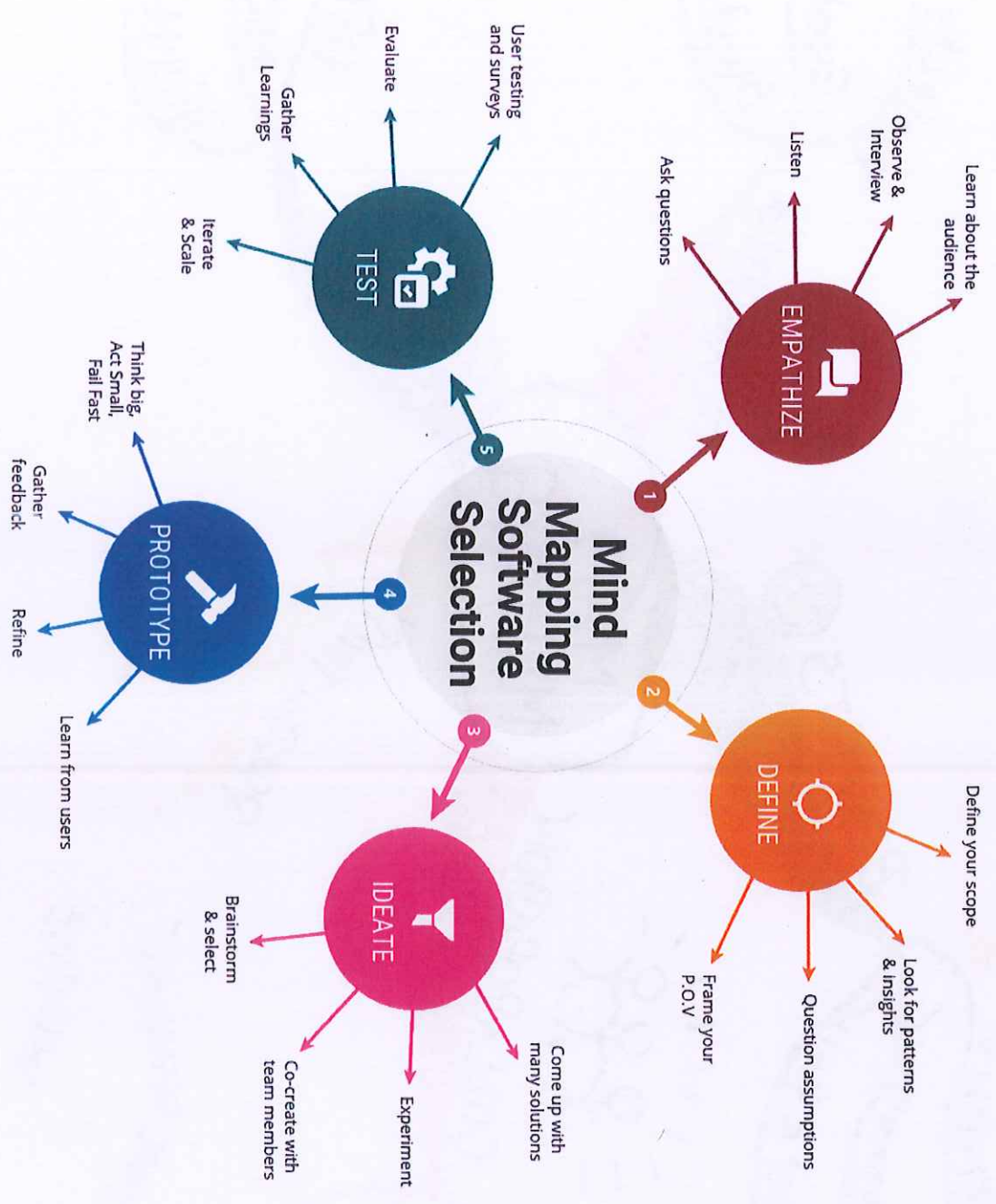
Product: Keywords, mind map, short presentation

Time: 10 min. for individual work
20 min. for group work / 15 min. presentation

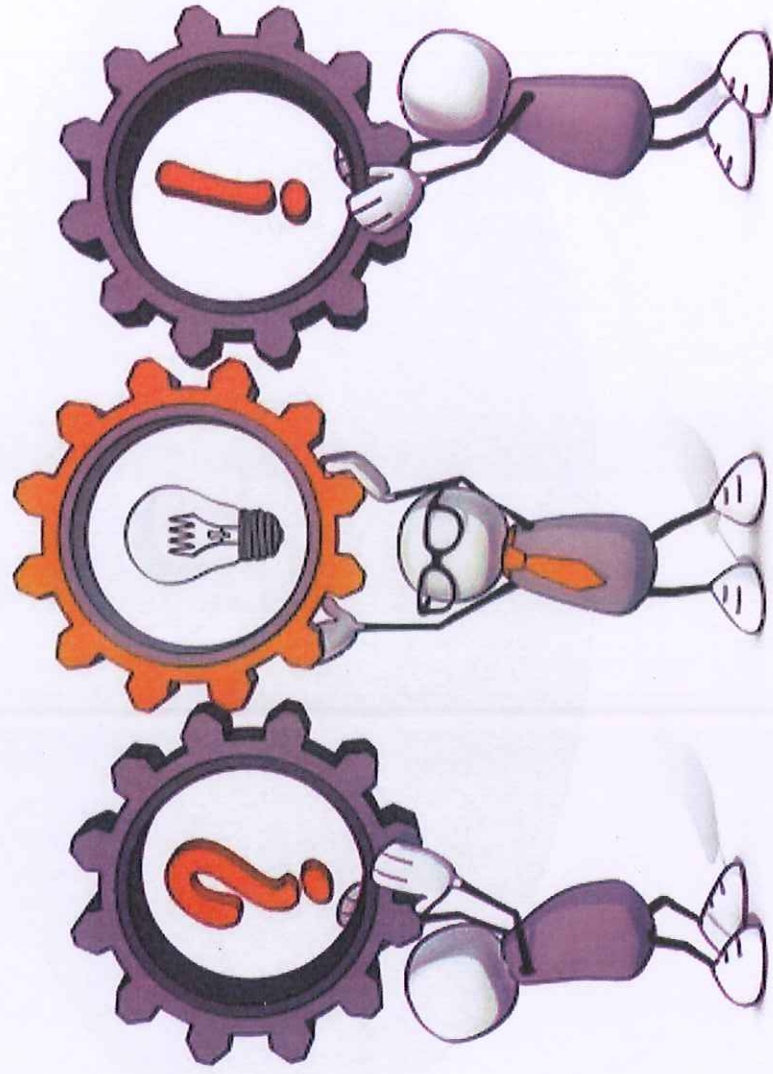








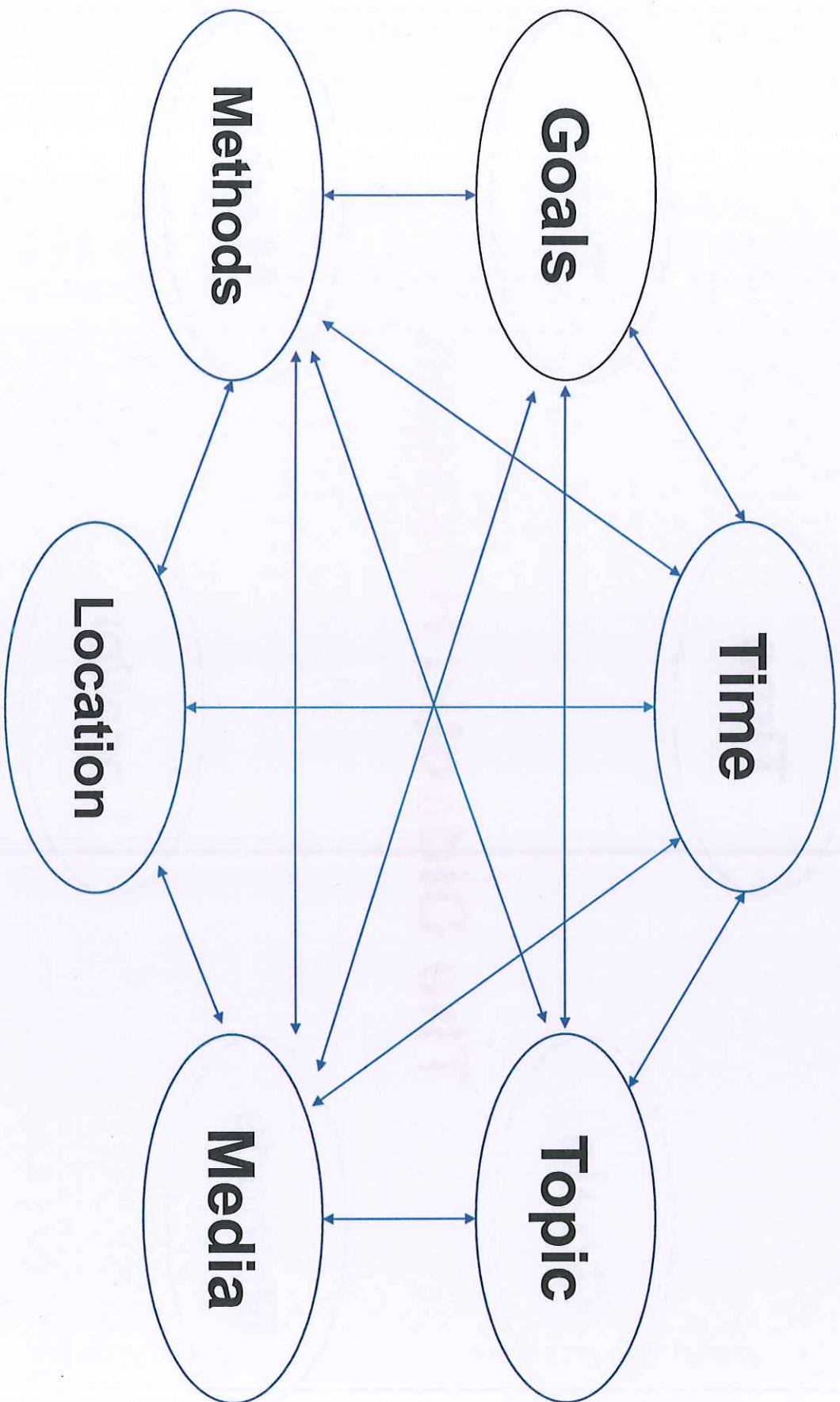
Time for statements, reflections, questions

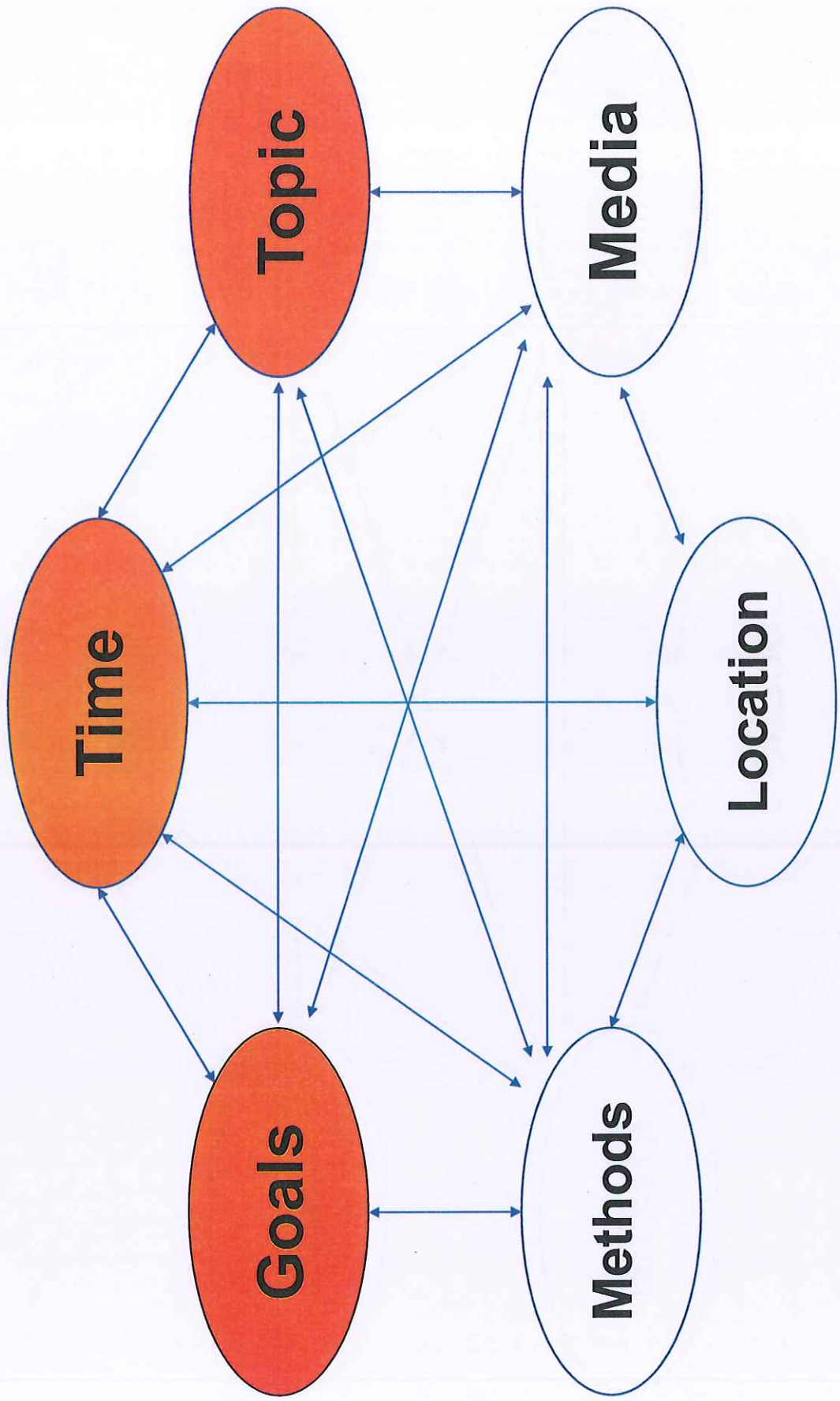


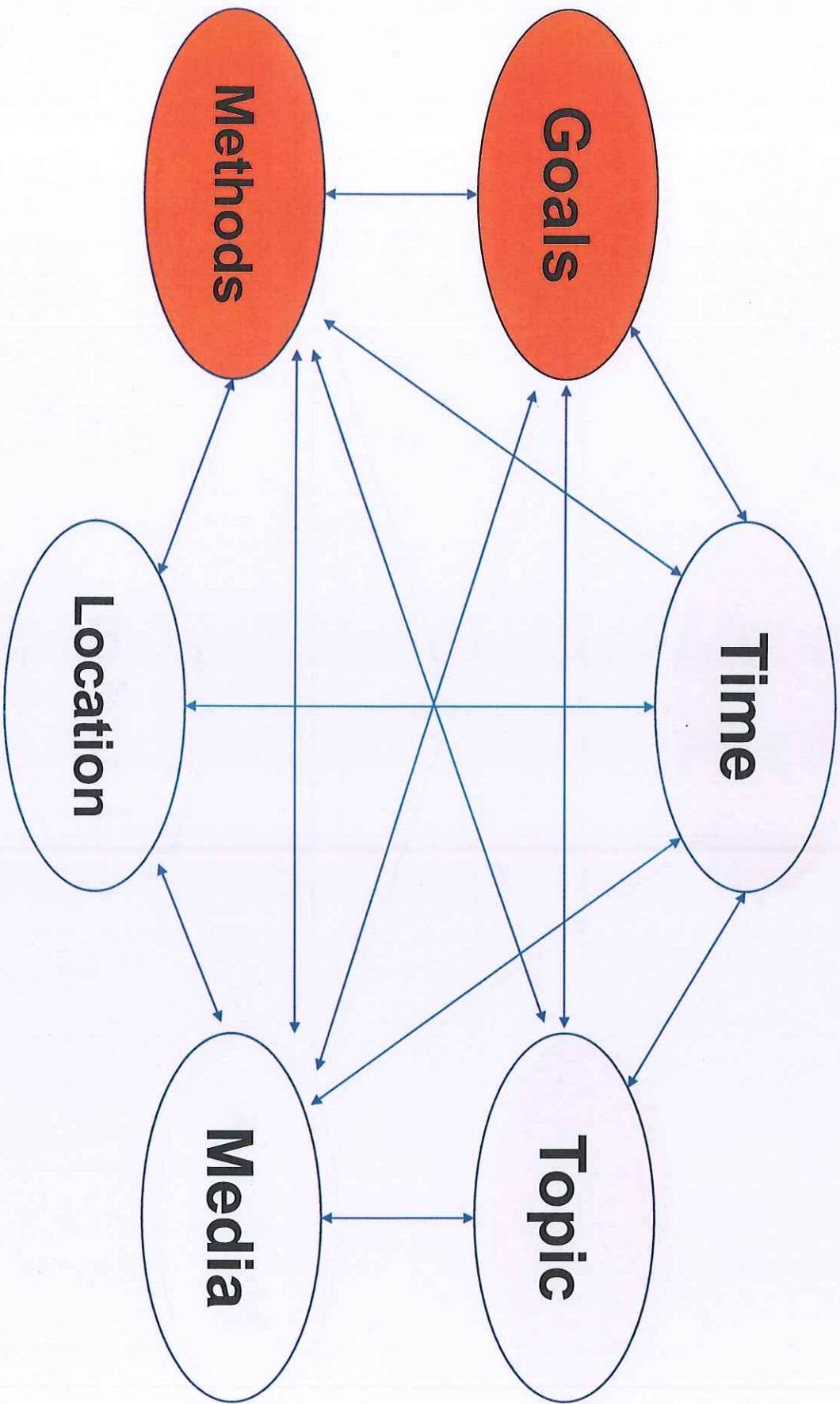


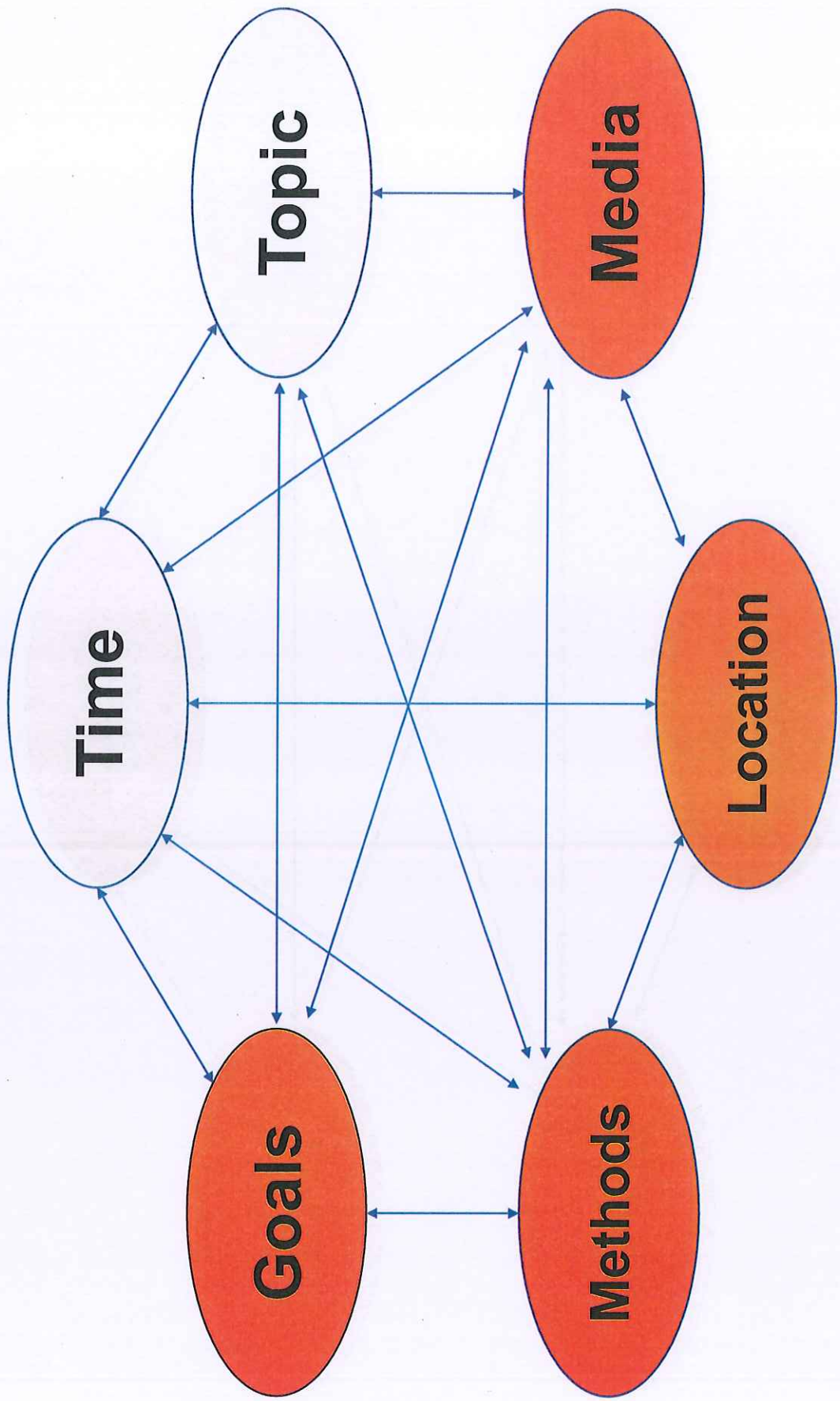
Good Teaching

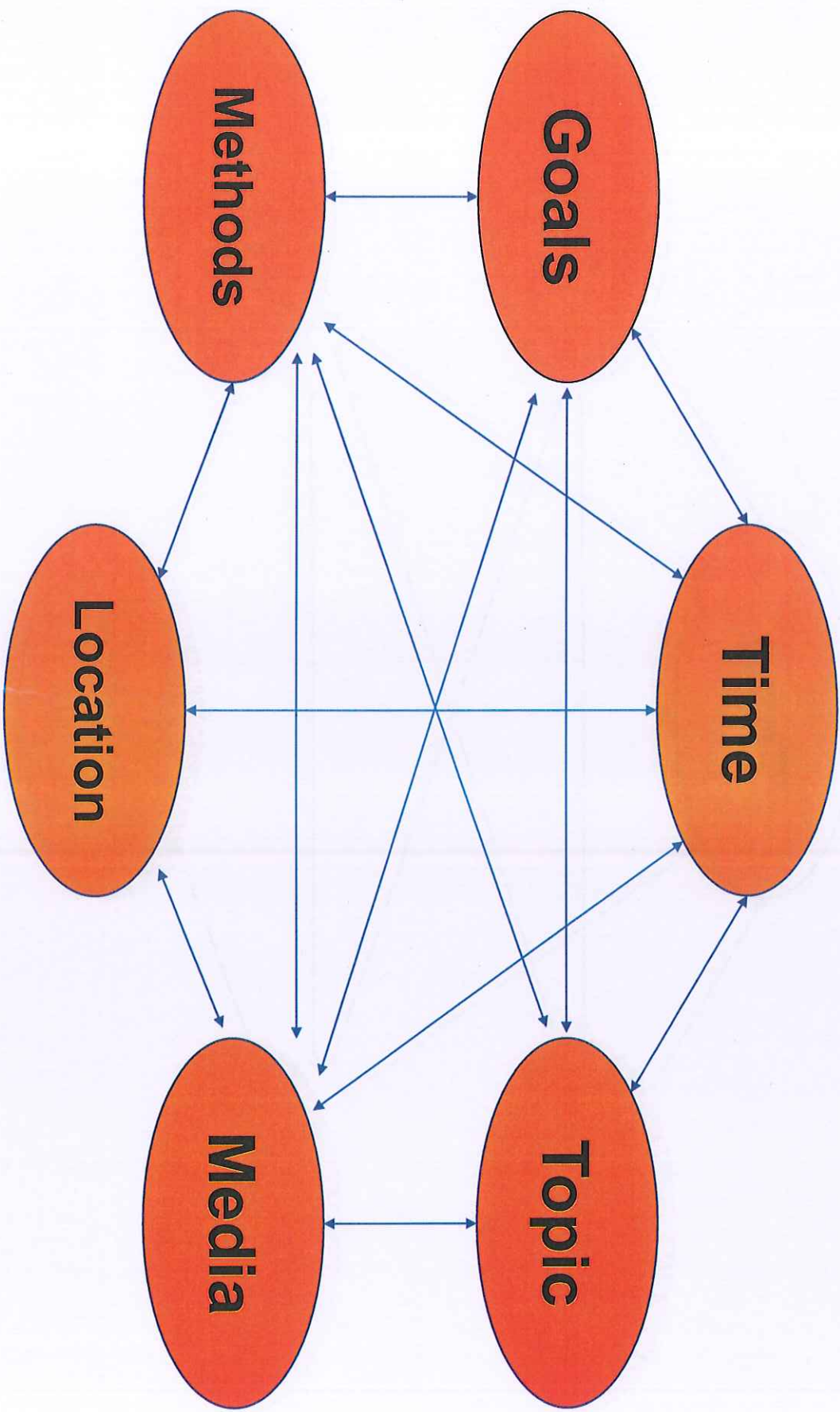












Interaction pattern > Method

Product > Goals

Systemic Thinking: ALL elements are connected!

Changing one element influences the others!

Example: A change in **method** (e.g. using group discussion) might affect **time**, **space**, and **media**.

Task 2

Task: In the script 3_3, you find on page 2-3 a summary of 'The didactic hexagon'. On page 4 you find a list of six scenarios. In small groups (3-4), discuss two of the scenarios. What would change? What impact would this have **on the other elements**? What hidden assumptions or routines are being challenged?

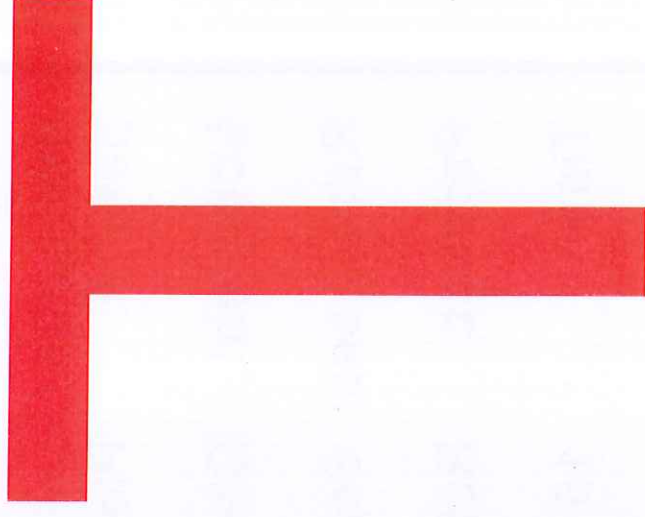
Interaction pattern: Group work

Location: Classroom

Resources: Script

Product: A new lesson plan

Time: 30 Min.



Task 3

Task:

Reflection Round Choose one of the situations from Task 2.

Briefly respond to the following questions:

- Which other elements would you need to rethink or adjust immediately?
- What bothers you about the scenario – and why?
- What does that say about your own identity as a teacher?

Interaction

pattern:

Plenary

Location:

Classroom

Resources:

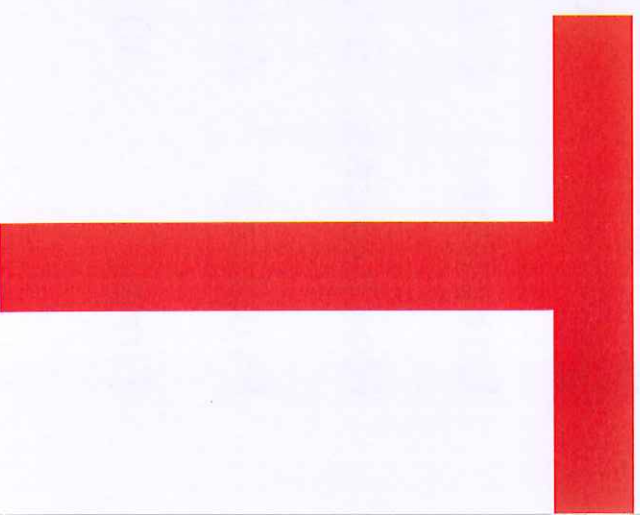
Script

Product:

Reflection

Time:

15 Min.



Steps of today's lesson

- Good teaching ✓
- The Didactic Hexagon ✓
- Evaluation

Closing Impulse (Plenary) - Evaluation

Formulate **one** key insight together:

1. What did you learn today about the interplay of the six elements?
2. Which habitual thinking do you want to question in your future teaching?
3. Which two important categories are missing in the 'Didactic Hexagon'?

A fundamental question in didactics is:

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Goals achieved? 

Task 4

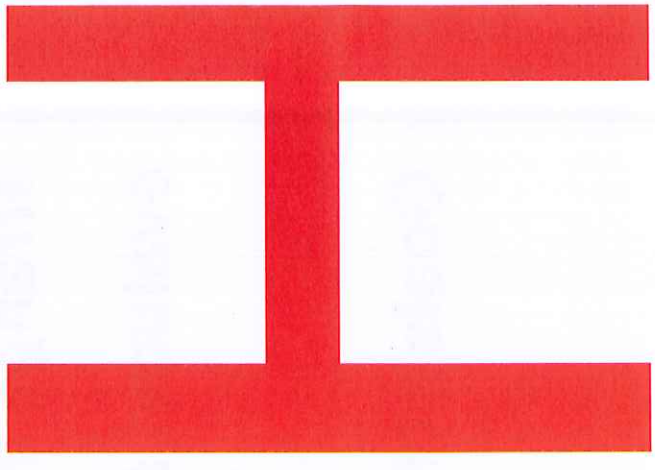
Task: You want for a 100 Minute lesson a clear, action competence-oriented plan. With different interaction patterns. According to **AKIDE**. Formulate with ChatGPT a prompt. In this prompt **all** elements of the **,Didactic Hexagon' plus two** should be clarified. Use one of your lesson contents/topics.

Interaction pattern: Individual / Partner work

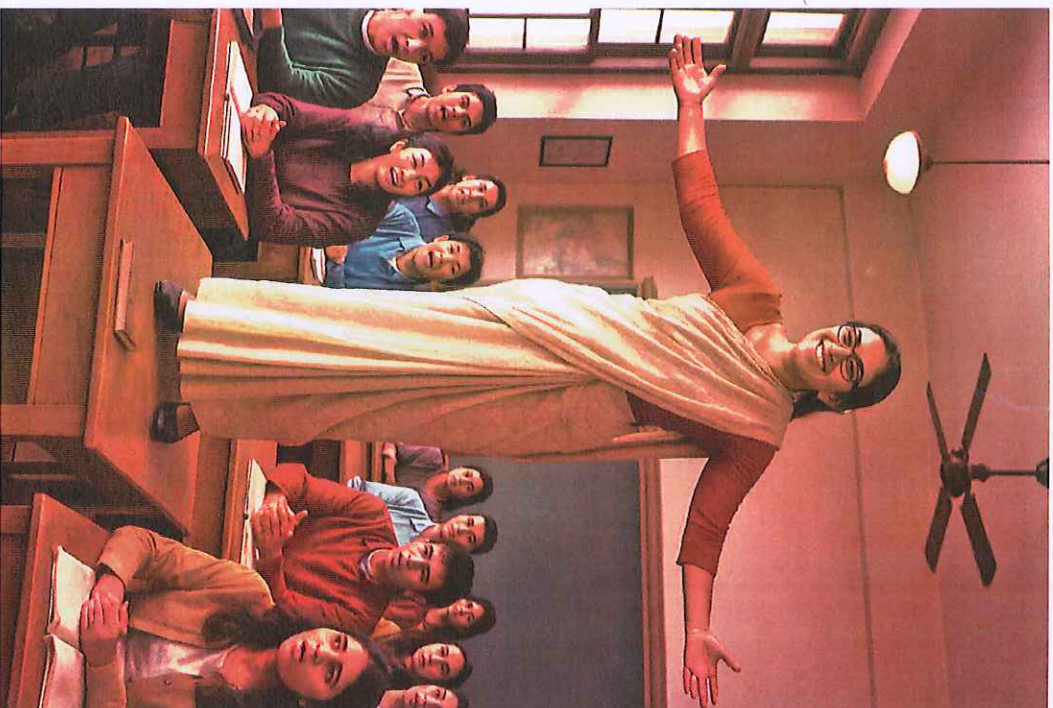
Location: free

Product: Lesson plan

Time: 20 Min.



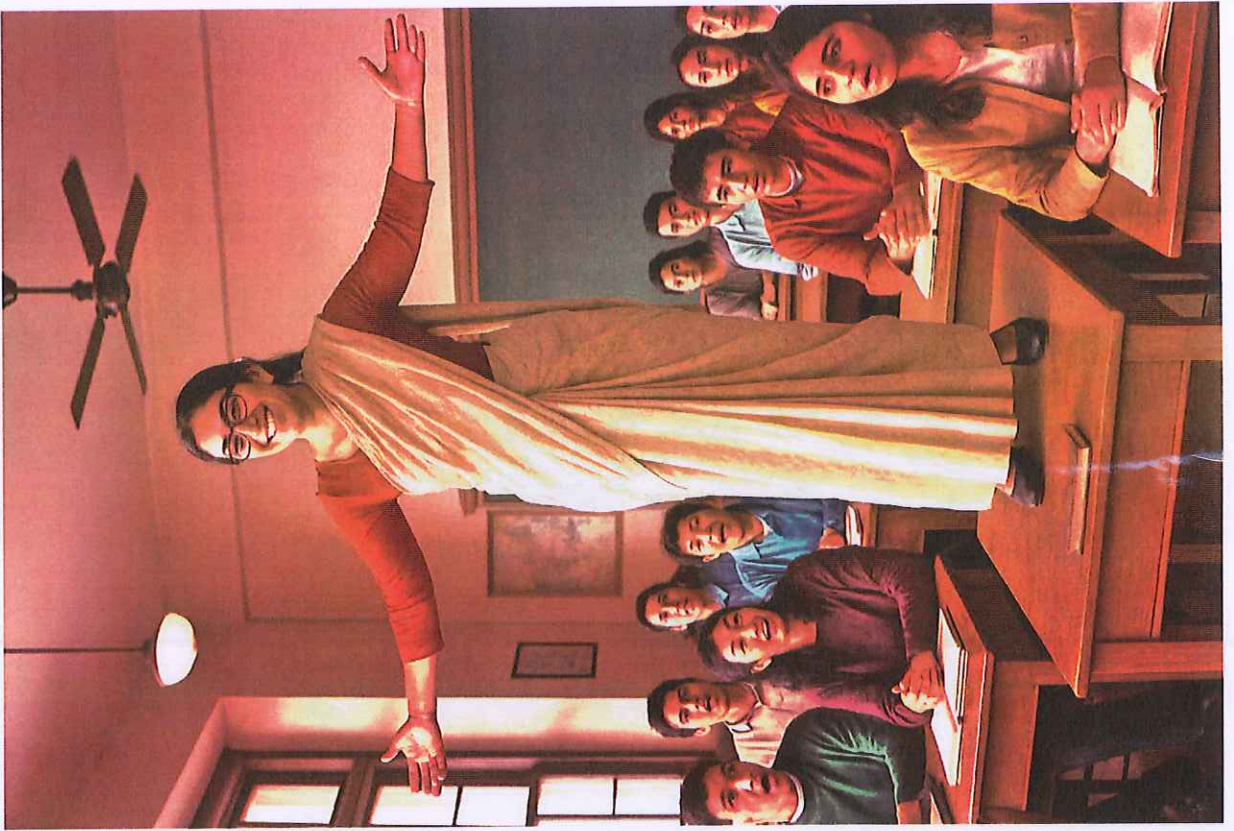
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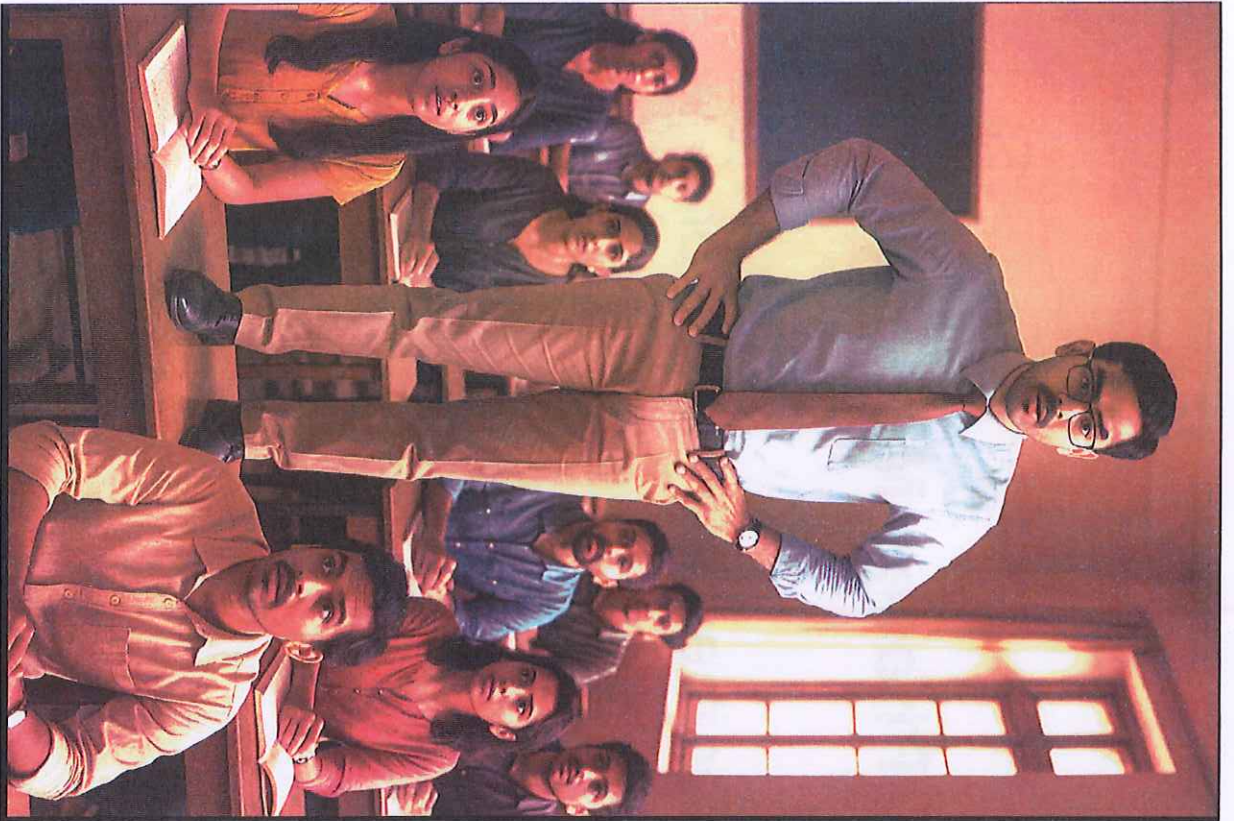


AKIDE

Arriving / Prior Knowledge activating > Provocation







AKIDE

Why the A & K Phases Matter

- Sets the **tone** for the entire session
- Builds **emotional** connection to the topic
- Encourages **active** participation
- Supports the shift from **passive** listening to **engaged** learning

AKIDE

Best Practice: Make **A** & **K** Active!

- Playful
- Relevant
- Surprising
- Emotionally engaging
- Short and effective (5-8 minutes)

AKIDE

Tips for all Faculties

- Always link the entry to the professional world
- Keep it **short and focused**
- Encourage student voices
- **Change** A&K types regularly (**avoid routines!**)



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Interaction

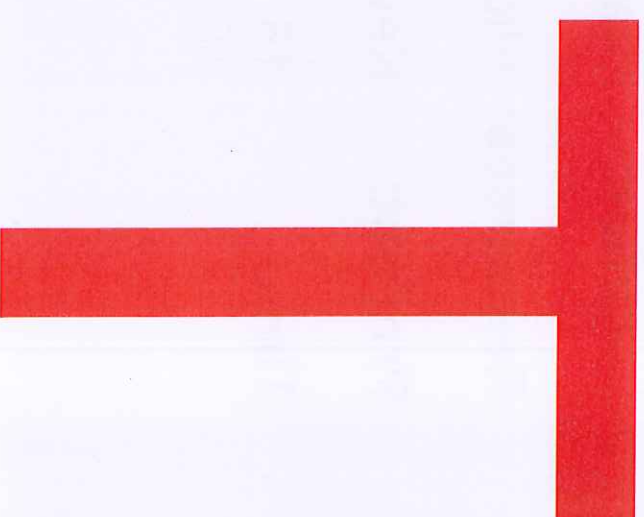
pattern: 1: Individual / 2: Group work (3/4)

Location: Classroom

Resources: Flip chart (if available), markers

Product: Keywords, short presentation

Time: 5 min. for individual work
10 min. for group work



Task 2

Task: Try to make an arrangement with the cards. How do you arrange them in your group? Try to share your opinion, try to discuss the arrangement.

Interaction pattern: Group work (3)

Location: Classroom

Resources: Flip chart (if available), markers, cards

Product: Keywords, short presentation

Time: 15 min. (group work)
10 min. (short presentation)





Good Teaching

Time

Goals

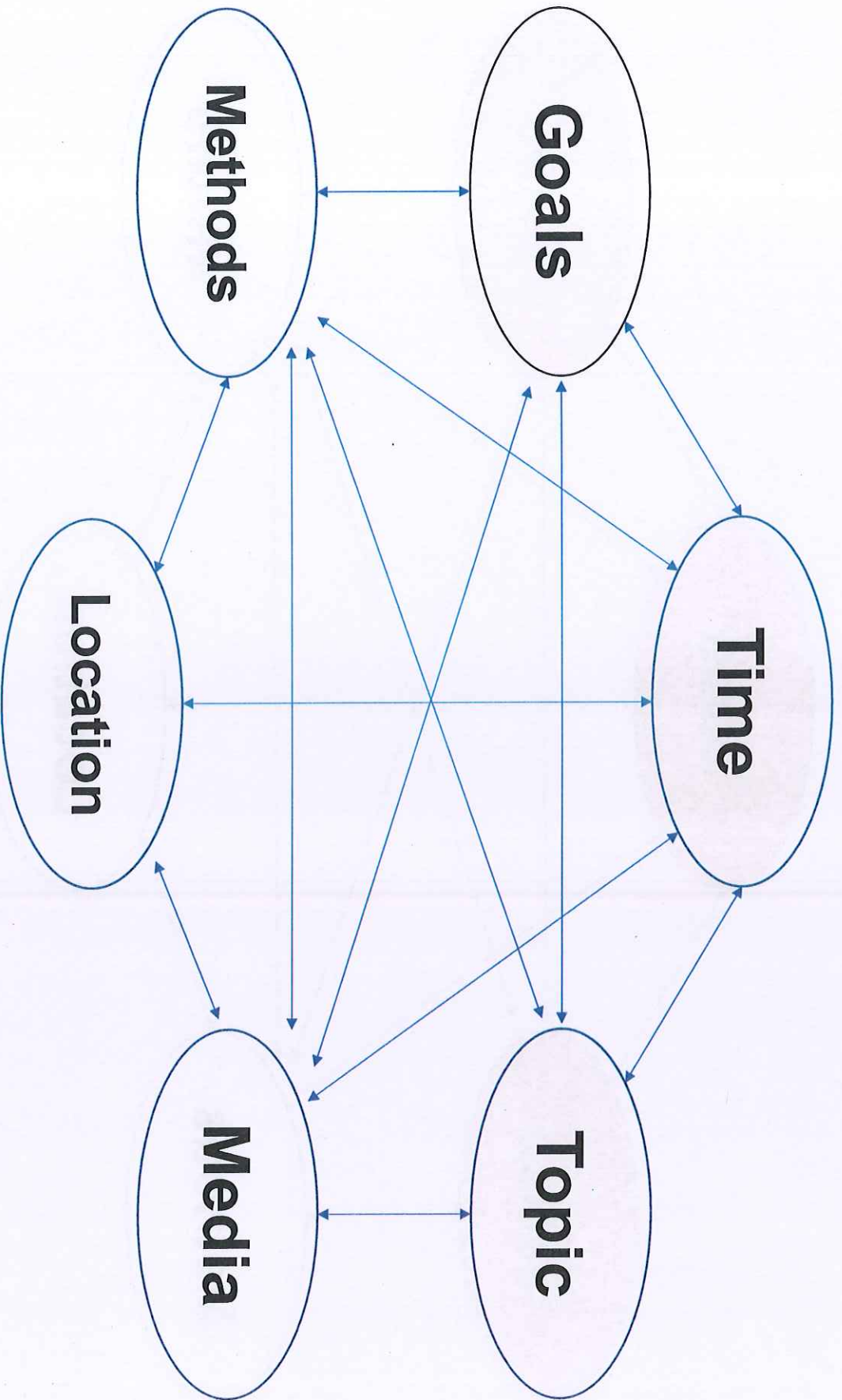
Topic

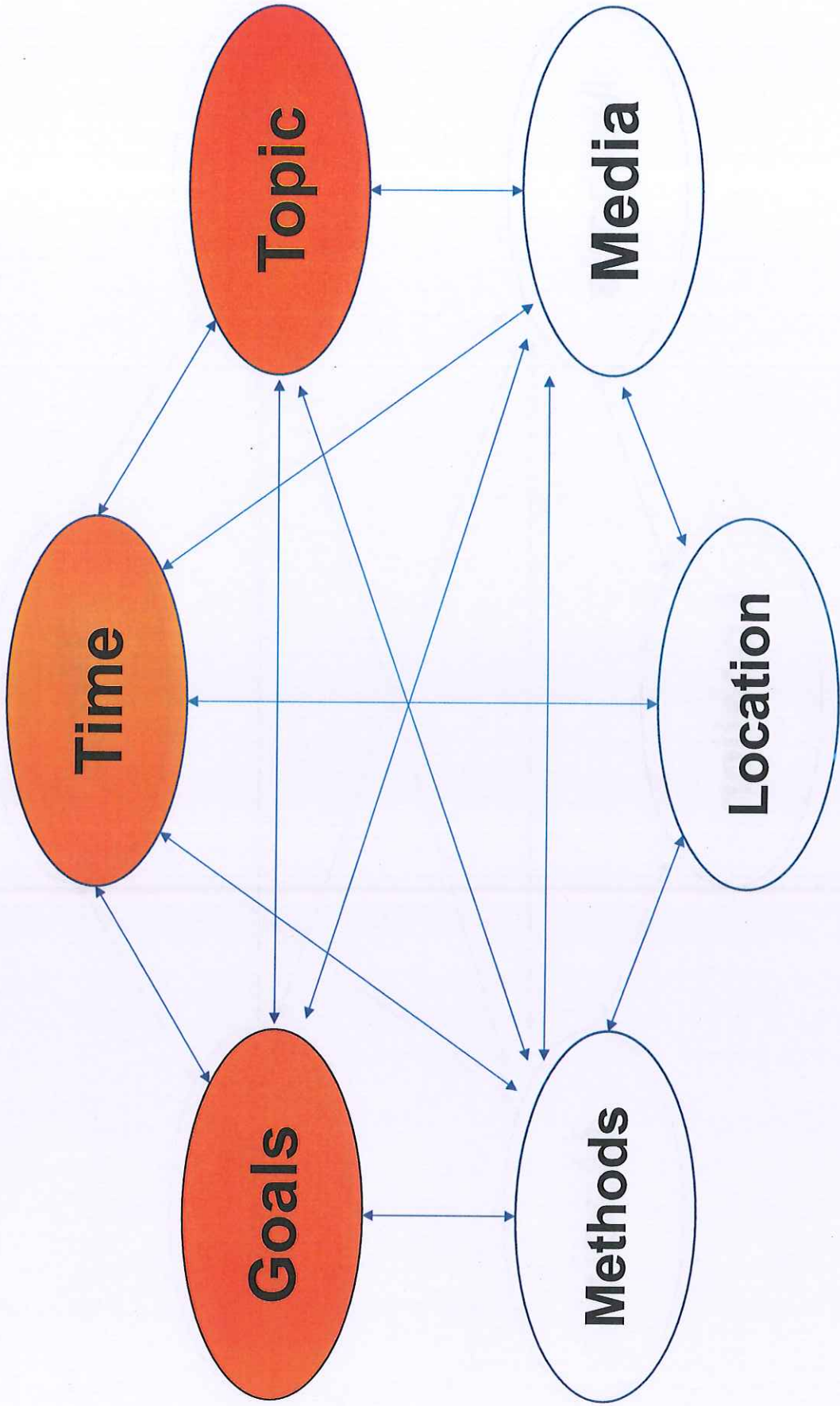
The Didactic Hexagon

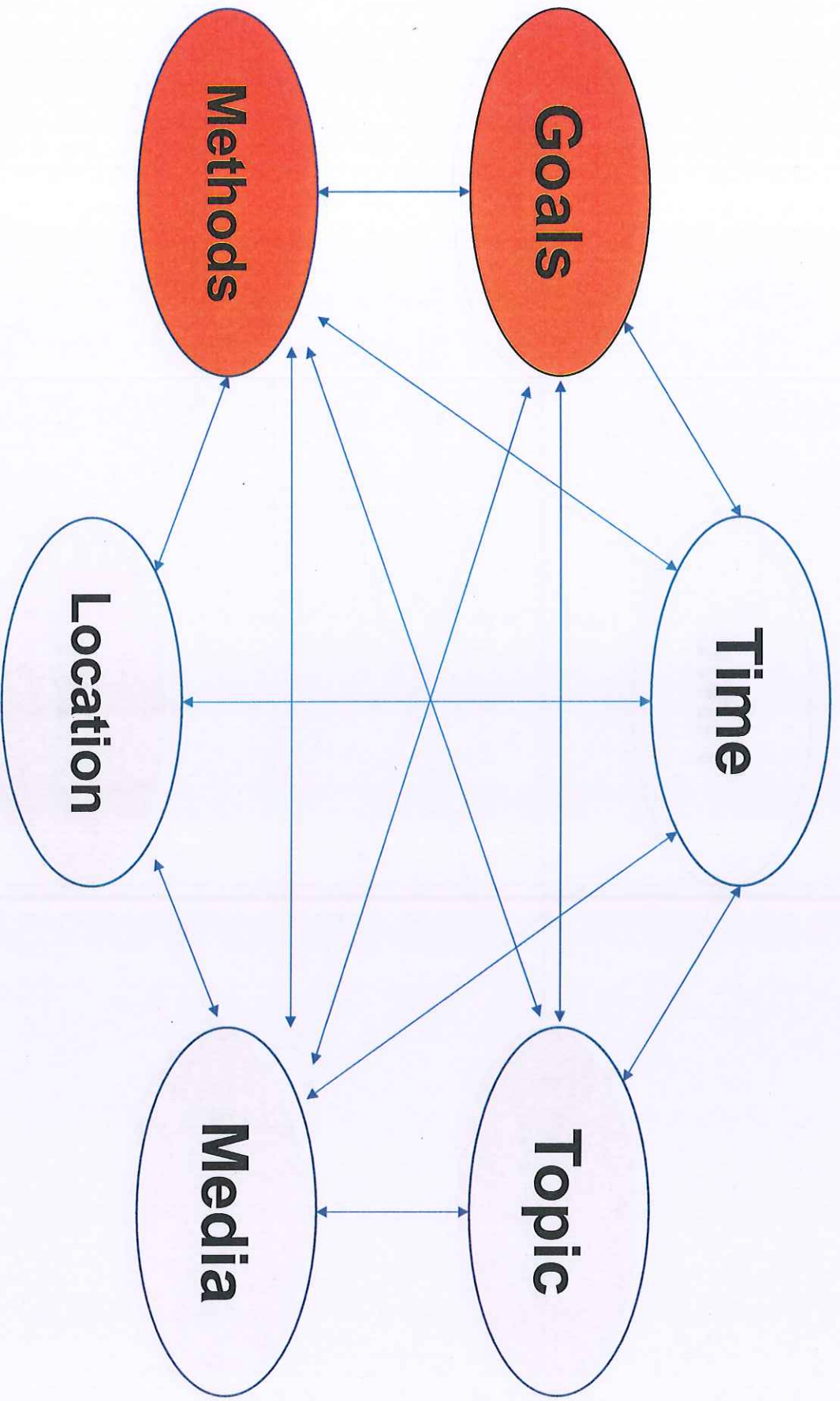
Methods

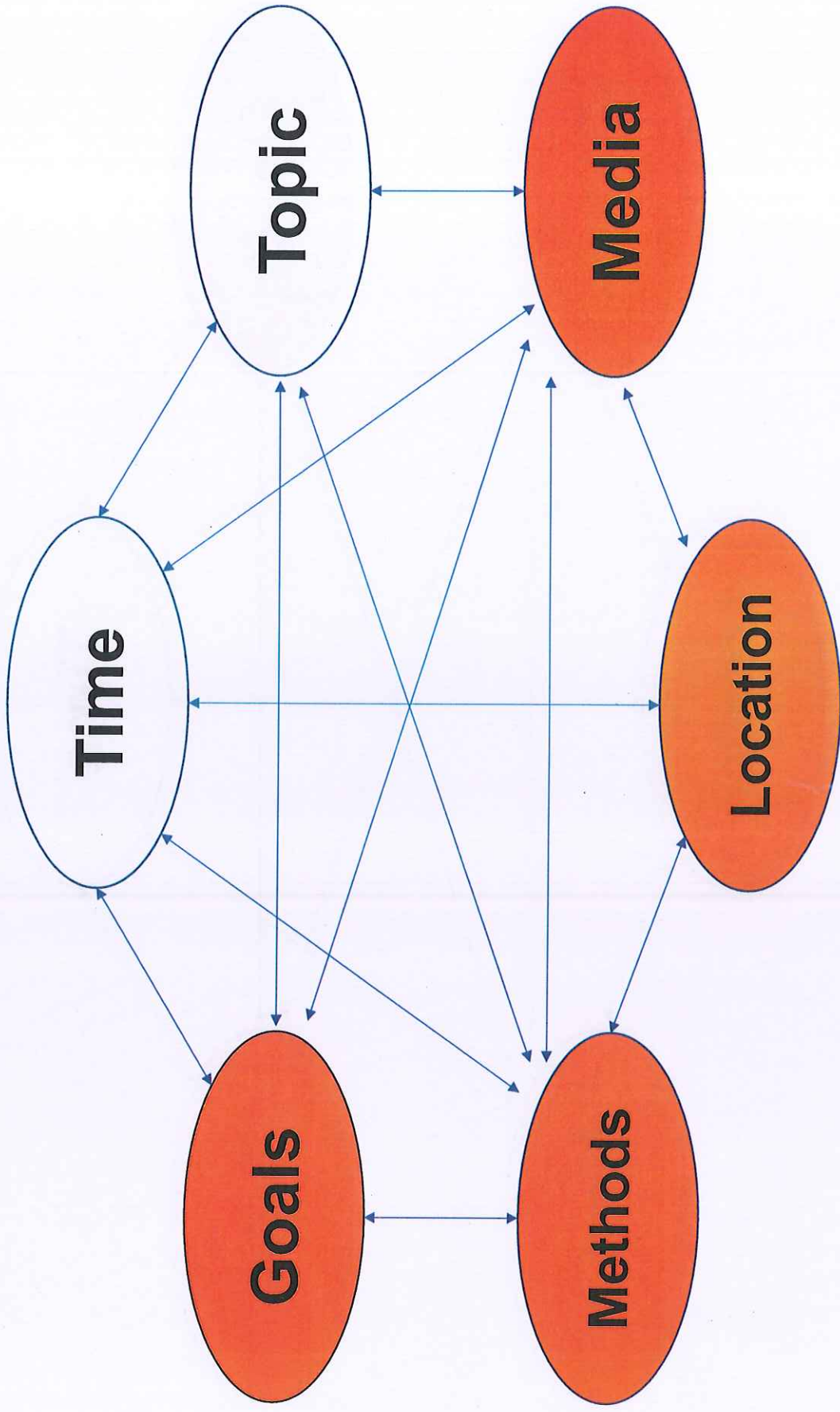
Media

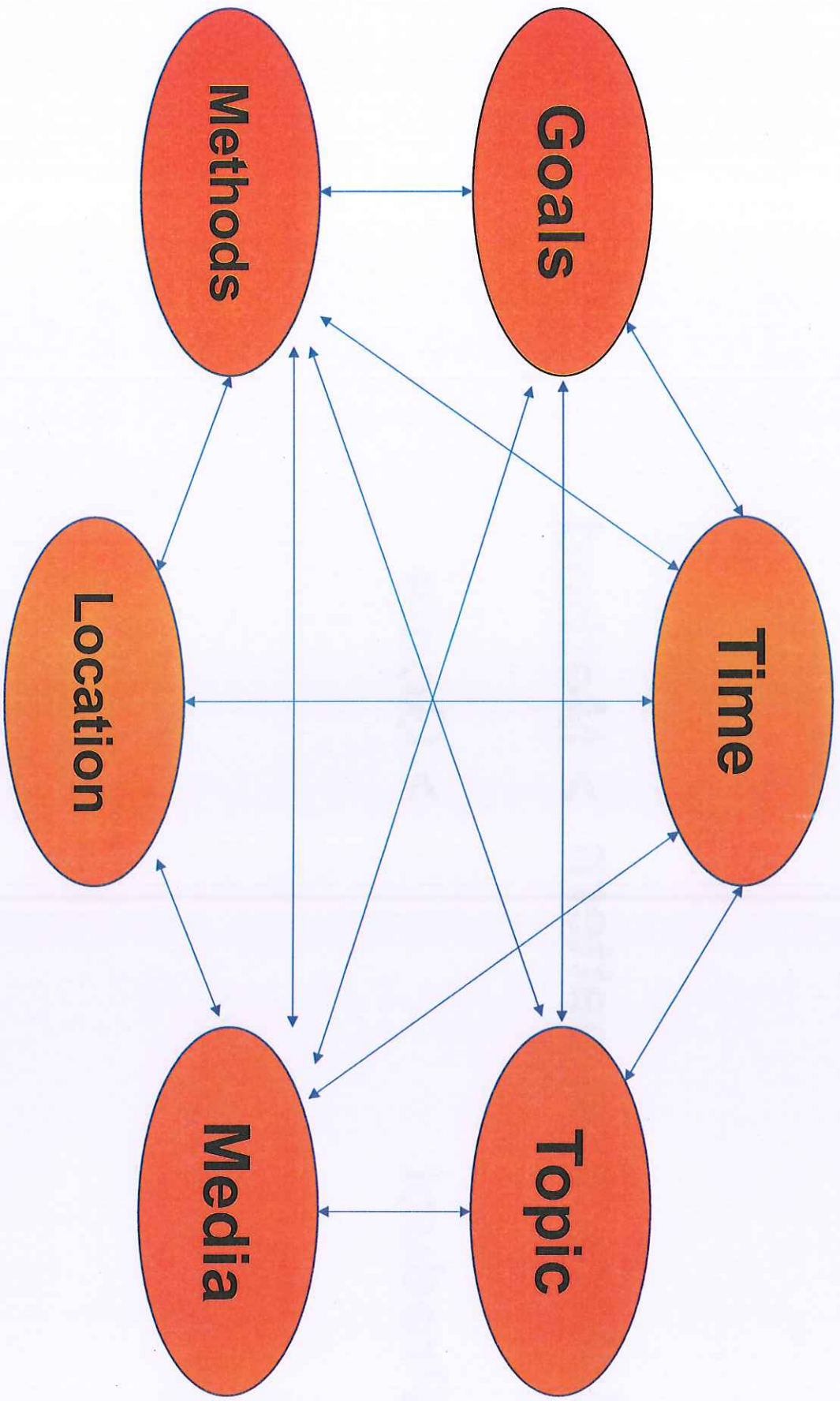
Location











Interaction pattern > Method

Product > Goals

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Changing one element influences the others!

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Task:

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Time: 30 Min.



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Interaction

pattern:

Plenary

Location:

Classroom

Resources:

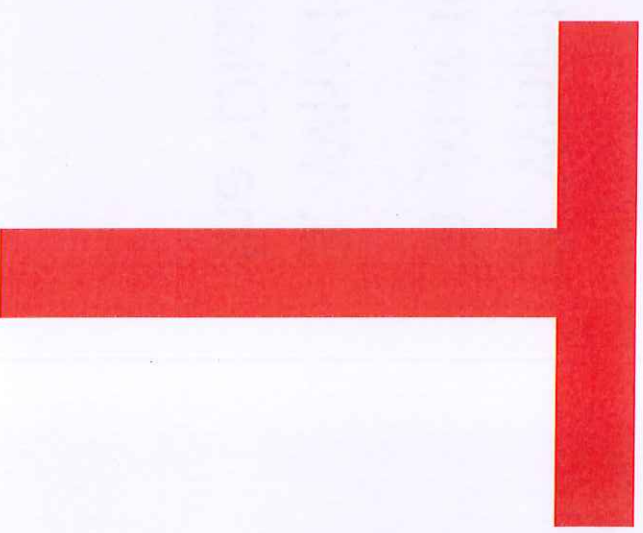
Script

Product:

Reflection

Time:

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Closing Impulse (Plenary) - Evaluation

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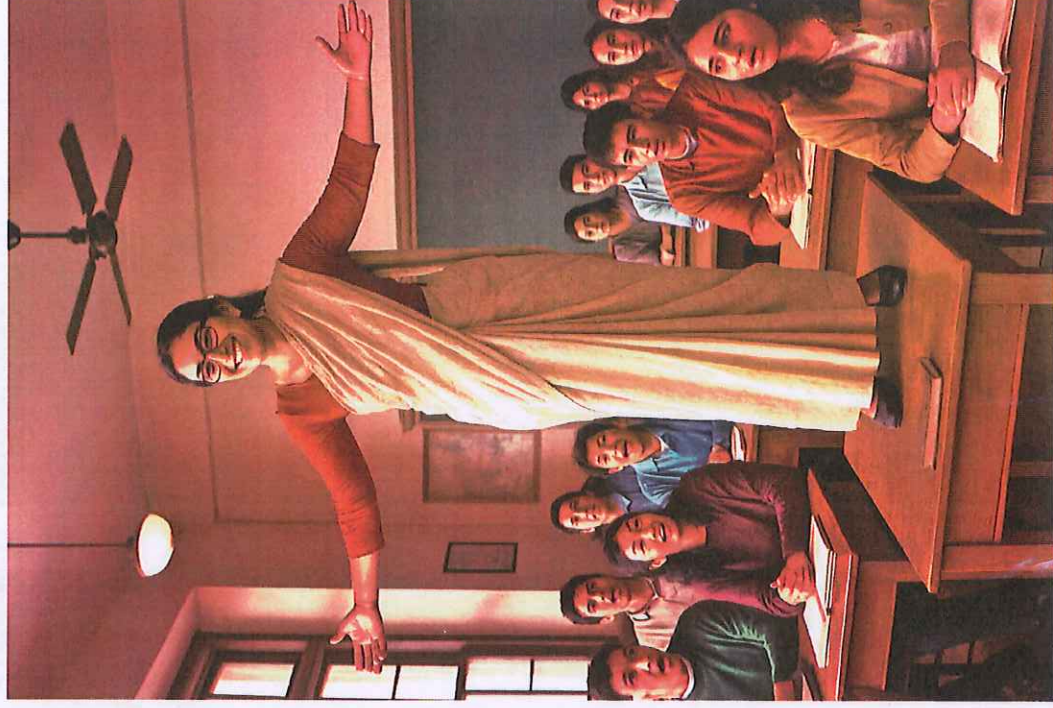
Location: free

Product: Lesson plan

Time: 20 Min.

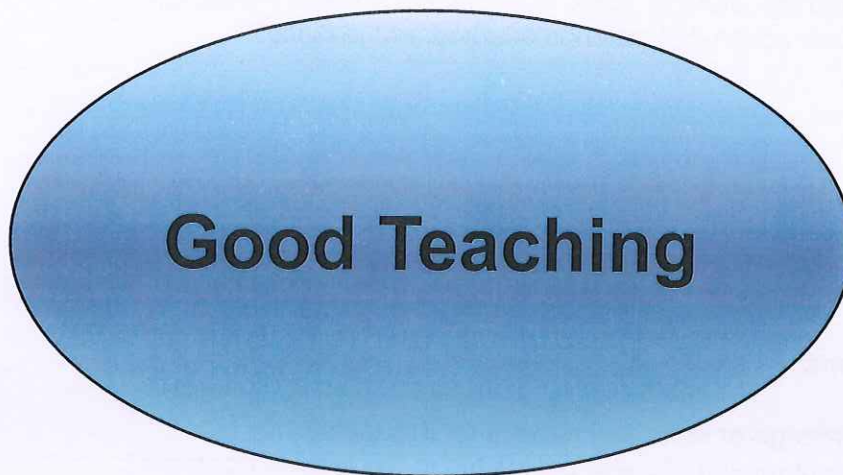
LE

Thank you for your attention!





Good Teaching / Didactic Hexagon



The Didactic Hexagon

The Didactic Hexagon (Hattie & Zierer)

The six interrelated elements of every learning situation

1. Goals

Definition:

What learners are expected to achieve – the intended learning outcomes.

Guiding Questions:

- What should the students know or be able to do after the lesson?
 - Are the goals action-competence oriented and realistic?
-

2. Topic

Definition:

The subject matter, skills, or values to be taught.

Guiding Questions:

- What knowledge or skills are relevant for this topic?
 - Is the content meaningful and connected to the learners' context?
-

3. Methods

Definition:

The way the content is taught and how learners are engaged and motivated.

Guiding Questions:

- Which teaching strategy is appropriate (e.g. group work, presentation, problem-solving...)?
 - Do the methods activate learners and promote interaction?
-

4. Media / Tools

Definition:

Resources and materials that support the learning process.

Guiding Questions:

- Which media/tools enhance understanding?
 - Are they accessible and suitable for the learning goals?
-

5. Time

Definition:

The amount of time available for the learning activity.

Guiding Questions:

- How much time is needed for preparation, activity, and reflection?
 - Is the timing realistic and aligned with the complexity of the task?
-

6. Location

Definition:

The physical or virtual environment where learning happens.

Guiding Questions:

- Is the space appropriate for the method and activity?
 - Can learners move, collaborate, and focus?
-

>> **Systemic Thinking: ALL elements are connected!** <<

Changing one element influences the others!

Example: A change in **method** (e.g. using group discussion) might affect **time**, **space**, and **media**.

What Happens When I Change JUST ONE Element?

A Provocative & Deconstructive Worksheet on the Didactic Hexagon

The Didactic Hexagon at a Glance

The Didactic Hexagon consists of six core elements of every learning situation:

- Goals
- Topic
- Methods
- Media/Tools
- Time
- Location

These elements are systemically connected: changing **one** influences **all** the others.

Six scenarios

- 1. Your method suddenly changes: Instead of lecturing, you must use a jigsaw method – but the room is still a fixed computer lab.
 - 2. You lose your classroom: You are asked to teach spontaneously in the corridor.
 - 3. All media fail: No power, no devices – you must teach without any technology.
 - 4. Your goals are changed externally: Instead of face-to-face teaching, the focus is now on problem-solving and action competence-oriented didactic.
 - 5. Your available time is cut in half: You must deliver your 100-minute session in just 50 minutes.
 - 6. The content is dictated from outside: An industry partner insists on topics that don't align with your usual course flow.
-

Reflection / Planning Task

Think of one lesson you teach (or plan to teach). Fill in the didactic hexagon elements for that lesson:

Element	Your Notes / Decisions
Goals	
Topic	
Methods	
Media/Tools	
Time	
Location	
Product	
Interaction pattern	

