

## Lesson Notes in the Humanities: From Erroneous Conceptions of the Logical Framework to the Misuse of the Steering Instrument by Teachers and Pedagogic Inspectors

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**Abstract:** The present study examines the logical framework of the current humanities lesson note sheet, its structuring, interpretation and implementation by the teachers and pedagogic inspectors concerned. It was carried out on the basis of documentary sources, oral information gathered from teachers, Pedagogic Animators and Regional Pedagogic Inspectors, as well as participant observation of facts in the field since 2005. The data collected was analysed using a qualitative and quantitative approach. At the end of the study, the results highlight the misconceptions that teachers and humanities inspectors have about the relationship between the elements of the teaching sheet and the content to be included. At the level of the logical framework of the instruction sheet, the “live issues” identified relate to the formula used to justify lessons, the design of teaching-learning activities, the role and number of didactic situations required in a teaching sequence, and the perception of the links between the elements of this pedagogical management tool. The results also show that the misconceptions held by pedagogic inspectors and humanities teachers about the content and articulation of the elements of the pedagogical data sheet lead to shortcomings in its elaboration. Weaknesses can be found in almost every compartment of this document, from justification to lesson conclusion, including the identification and formulation of internal resources, external resources, teaching-learning activities, milestone assessment and summary. To ensure that this instrument plays its full role in pedagogical guidance, the study suggests that it be read through the prism of both horizontal and vertical concordance.

**Key points:** lesson note sheet, lesson notes, pedagogic piloting, pedagogic piloting instrument, Human Sciences.

### Introduction

Pedagogical management is an essential component of the overall system for managing the quality of education. It concerns disciplines, schools and teachers at the same time. This is referred to as the pedagogical management of school disciplines, establishments and teachers. A sovereign aspect of the mission of the pilots on board, which is the inspectors, is the pedagogical management of school disciplines, which is reflected in the definition of curricula, the choice of teaching and evaluation methods, the determination of textbooks, the design of didactic resources and the development of the framework for the piloting instruments (Panya Padama, Enoka and Menye Nga, 2023). These are strategic planning tools, in the sense that they are used to analyse didactic situations, define pedagogic objectives, order actions and plan their implementation and evaluation. This planning operation is fundamental in that it avoids improvisations and visual navigation throughout the teaching-learning process. Among the management tools are the progress schedule, the educational project and the educational sheet. While the first two types of documents are used to plan the entire teaching programme and must all be developed at the beginning of the year, the last one relates specifically to the Teaching Units (UE) in the programme in terms of lessons, tutorials (TDs), practical work (TP) or files (Panya Padama, 2021). It is in principle drawn up gradually during the year. The frameworks of all these steering instruments developed by the inspectorates thus play a

crucial role in the management of school disciplines. They constitute standards and prescriptions to be respected by all teachers concerned, throughout the national territory. However, it is clear that they are not always optimally designed. Their reading varies from one inspector to another, which creates confusion in the minds of teachers who no longer know which saint to turn to. These observations raise the problem of the coherence of the pedagogical discourse and the relevance of the frameworks of the management tools prescribed by the inspectorates. How is the logical framework of the Humanities pedagogical sheet structured, interpreted and implemented by the actors concerned? How could it be improved and made explicit to enable it to optimally play its role as a common thread in the teaching-learning process? This study attempts to answer these questions. The results obtained first highlight the erroneous conceptions that teachers and inspectors of the Human Sciences have of the relationship between the elements of the lesson note sheet and the content to be indicated. They then explain the fragility induced by these fakes in the assembly of this management tool. To ensure that the latter can fully play its role, the study proposes an innovative approach to its reading, design and implementation.

**1. Materials and methods**

This study tries to decipher the lesson note sheet in force in the disciplines of Human Sciences in Cameroonian secondary school. It insists in particular on its logical framework as defined by the Pedagogic Inspectorate in charge of Human Sciences (**Table 1**), its interpretation and its implementation by the actors of the educational chain, which are mainly inspectors and teachers. The lesson note sheet is the document on the basis of which the courses must be prepared and conducted in class. "It is the roadmap for a lesson, a rigorous programming tool for the conduct of teaching-learning activities during a given time slot" (Kouna Bah, 2012, p. 40). The possession of this duly formalized document is an obligation recalled by Circular No. 16/17/MINESEC/IGE of September 18, 2017. It testifies to the fact that the teacher has prepared his lesson beforehand. The reason for this is that it is organized around certain fundamental and interrelated information (**Table 2**) that makes it possible to gauge the quality of the courses, especially in the current context marked by the endorsement of the Competency-Based Approach with an Entry by Live Situations (CBA-ELS). These are mainly the contextualisation framework<sup>1</sup>, the different didactic sequences, internal resources (knowledge, know-how and interpersonal skills) to be taught, the didactic material or learning objects to be used, the didactic situations or teaching-learning methods and techniques, the stage assessment and the related summary.

**Table 1. Logical framework of the lesson note sheet for a lesson in EPA**

ESTABLISHMENT:	FAMILY OF SITUATIONS:	
CLASS:	CLASS OF ACTIONS (JURISDICTION):	
TOTAL STAFF:	MODULE NO.:	
BOYS:	CHAPTER NO.:	
DAUGHTERS:	LESSON NO.:	DURATION:
NAME OF TEACHER:	NOTIONS:	
	PREREQUISITES/REMINDER OF THE LAST LESSON:	

**Justification of the Lesson :**

Example of a situation:
Example of an action:
Formulation of the justification:

<sup>1</sup> The contextualisation framework is the part of the lesson note sheet that gives information on the school, the teacher, the situation of the lesson concerned in the program and its justification, with the added bonus of the example of the life situation, the family of the situation and the formulation of the justification.

Didactic sequences	Internal resources			External Resources	Teaching-learning situations	Formative Assessment	Duration
	Knowledge	Know-how	Interpersonal skills				
Introduction							
Summary:							
Summary:							
Summary:							
Summary:							
Conclusion :							
Summary:							
Final Evaluation:							
Homework:							
Bibliography:							

Source: Inspector's personal archives.

Table 2. The essential elements of the Humanities lesson note sheet

No.	Elements	Explanations	Work expected of teachers
1	The family of situations	Set of life situations sharing at least one common property	Identify the family of situations in the program and indicate it
2	The class of shares	Set of shares sharing at least one common property	Identify the category of actions in the curriculum and indicate it
3	The module	Theme or part of the program	Identify the number and title of the module in the program and indicate them
4	The chapter	A component of a module that includes interrelated lessons	Identify the chapter number and title in the program and indicate them
5	The lesson	Component of a Chapter	Identify the lesson number and title in the syllabus and indicate them
6	Concepts	Concepts around which the lesson is organized	Identify the key concepts of the lesson and report them on the following points
7	Prerequisites/reminder of the last lesson	Prerequisites and students' knowledge of the last lesson studied	Identify the prerequisites and essential knowledge about the last lesson studied, transform them into questions for the learners to verify their possession
	The example of a situation	Example of a circumstance in which a person is in their context	Formulate an example of a situation that is congruent with the family of situations and contextualized to begin the lesson
8	The example of action	Example of an act taken by a person to successfully overcome a given situation	Have an example of action formulated that is congruent with the category of actions and relevant to deal with the problem raised by the example situation proposed by the learners
9	The Rationale for the Lesson	Interest or practical importance attached to the lesson to be studied	Show the practical usefulness of the lesson to be studied to the learners, based on the example of a situation and the example of an action previously selected

10	Didactic sequences	Different parts of the lesson	Decline the numbers, if any, and the titles of the parts of the lesson
11	Knowledge	Fundamental or theoretical knowledge	Identify, formulate and indicate the knowledge to be taught
12	Know-how	Practical disciplinary skills or competencies	Identify, formulate and indicate the skills to be taught
13	Interpersonal skills	Attitudes and behaviours expected of learners	Identify, formulate and indicate the soft skills to be taught
14	External resources	Teaching materials and resource persons	Select and indicate the types of materials and resource persons to be used during the active phase of the teaching-learning process
15	Teaching-learning activities	All the methods and techniques to be implemented by the teacher	To select and indicate the methods and techniques to be implemented during the active phase of the teaching-learning process and the related activities
16	Interim evaluation	Verification of the extent to which internal resources have been reached	List the questions to be asked to learners at the end of each didactic sequence to gauge their degree of acquisition of the targeted knowledge
17	Duration or timing	Time allotted to each of the didactic sequences of the lesson	Set the time allotted to each didactic sequence
18	Summary	Objective text that succinctly presents what the student needs to remember at the end of the lesson	Succinctly describe the knowledge that the student must retain at the end of the lesson
19	The final evaluation	Verification of the degree of attainment of the targeted competency or level of competency	Measure the degree to which the objectives of the lesson have been achieved in terms of problem-solving ability
20	Homework	Exercise or other hands-on activity to do at home	Prescribe any homework to be done
21	Bibliography	List of books, articles, and other sources used to prepare the lesson	Identify the books, articles, and other types of sources actually used to prepare the lesson

**Source: Our summary.**

Historically, the lesson note sheet based on the CBA currently in force follows on from the one that prevailed in the Pedagogy by Objectives (PBO) between 1998 and 2012. The inspectors were inspired by this to develop the model based on the CBA. In addition to the chapeau, this old model of lesson note sheet (**Table 3**) was based on the general or terminal pedagogical objective which gave way to the justification of the lesson, specific content or didactic sequences, operational pedagogic objectives which were transformed into the term "internal resources", the learning material, the learning activities, the stage evaluation, etc. the duration, the summary, the final evaluation, any homework to be done and the bibliographical references. The PBO-CBA paradigm shift has not changed the general design principles of the lesson note sheet.

**Table 3. Logical framework of the PBO's lesson note sheet**

ESTABLISHMENT:	Part No.:
CLASS:	
ACTUAL:	Lesson No.:
BOYS:	
DAUGHTERS:	Notions:
TEACHER NAMES:	Prerequisites/Reminder of the last lesson:
<b>Terminal Instructional Objective: By the end of this lesson, the student will be able to .....</b>	
.....	
.....	

Specific content	Operational Learning Objectives	Learning materials	Learning activities	Evaluation	Duration
Introduction					
Summary:					
I-					
Summary:					
II-					
Summary:					
Conclusion:					
Summary:					
Final Evaluation:					
Homework:					
<b>Bibliography:</b>					

**Source: Personal archives of the Regional Pedagogical Inspector of Human Sciences.**

To carry out this study, various primary and secondary sources were used. Scientific articles and books were consulted. The same applies to the prescribed outlines and the lesson note sheets drawn up by the teachers. The study was also based on the pedagogical manual published by Kouna Bah (2022) as well as on the lesson note sheet of the Citizenship Education lesson of the 6th grade class on " **judicial power** " contained therein. This manual was crucial in the sense that it is the work of a key player in the implementation of CBA in Cameroonian secondary schools, particularly with regard to the humanities<sup>2</sup>. It has benefited from the contribution of several National Pedagogic Inspectors (NPI) and, what is more, it has been prefaced and therefore endorsed by the General Coordinating Inspector of Human Sciences in person. This means that the positions that the author defends in it summarize the official position of the Inspectorate of Pedagogy in charge of the Human Sciences.

The documentary sources thus used were supplemented by oral information collected through a questionnaire sent through a *Google Forms* link and semi-structured individual interviews with ten teachers and three Regional Pedagogic Inspectors (RPI) of the Human Sciences spread throughout the national territory. Moreover, our personal experiences as a field teacher (1998-2005) and RPI of History-Geography-Citizenship Education (2005-2020)<sup>3</sup> as well as that of teacher-researcher in educational sciences have been capitalized. The data from the documentary and empirical sources thus mobilized were exploited according to the method of content analysis, more specifically

<sup>2</sup> Kouna Bah Jean Didier is a professor of history and geography, a graduate of the HTTC Yaoundé where he obtained the DIPES I and II in 1989 and 1991 respectively. He was RPI from 2004 to 2010. Since 2011, he has been a National Pedagogic Inspector at MINESEC.

<sup>3</sup> We have witnessed and played a role in the transition from the Content-Based Approach (CBA) to the Pedagogy by Objectives by Objectives (PBO) on the one hand, and between the OBA and the Competence Based Approach (CBA) on the other. The fifteen years spent in the inspectorate have allowed us to draw on the knowledge of several generations of NPIs. It gives us a panoramic and diachronic view of both the invariants and the dissonances of the pedagogical discourse held by teachers since 2005.

thematic analysis. This made it possible to highlight the diversity of interpretations of the essential elements of the lesson note sheet in question, the lack of knowledge of the links of congruence that should exist in them, as well as the didactic weaknesses in the information of the logical framework prescribed by the inspectorate and its implementation in the field.

## 2. Results

The results of this study are organized around two main points: the understanding of the content and the articulation of the elements of the lesson note sheet by teachers and educational inspectors on the one hand, and, on the other hand, the weaknesses observed in the creation of this management tool.

### 2.1. Understanding of the content and articulation of the elements of the lesson note sheet by teachers and pedagogic inspectors

In order to identify precisely the conceptions that teachers and inspectors of the Human Sciences have of the elements of the pedagogical sheet in force in these disciplines and their articulations, various questions were asked of them. They relate in particular to the identification of these elements, the meaning given to the example of a situation and the example of action, the way in which the justification for a lesson is formulated, the definition of internal and external resources, the difference between knowledge, know-how and interpersonal skills, the information of external resources on the teaching sheet, the definition, the role and number of teaching-learning activities required in a didactic sequence, the explanation of the mention "formative assessment" in this sheet and the possible existence of links between the constituent elements of the lesson note sheet. While the answers to some questions are correct and identical for all respondents, others are more controversial and raise questions about their relevance. These are reflected in **Table 4** below, which indicates the "lively questions"<sup>4</sup> and the answers of two Regional Educational Inspectors, one from Adamawa and the other from the Far North.

**Table 4. "Lively questions" on the understanding of the outline of the lesson note sheet and answers from two RPIs of the Humanities**

No.	Questions	Answers	
		Inspector 1	Inspector 2
1	How is the justification of a lesson normally formulated? Provide an example of some kind.	This lesson allows <b>you to implement or install resources</b> to appropriate the functioning of the courts in order to participate in the life of the State.	This lesson will enable the learner to <b>mobilize resources</b> to protect their environment by fighting deforestation.
2	To refer teaching-learning activities? What is their role in the teaching-learning process and how many could be foreseen in a didactic sequence?	Their role allows them to conduct teaching-learning activities with ease, dexterity and in a dynamic and interactive manner. <b>As much as possible, but generally they should not exceed three in a didactic sequence.</b>	Teaching-learning activities are the essential element of the conduct of a lesson. This is the process by which learning takes place. Thus, the teacher proposes to the learners, activities through which the internal resources are installed. In other words, without activities, there is no teaching-learning process. <b>For my part, the ideal would be to plan only one, but exceptionally we can plan two,</b>

<sup>4</sup> The concept of "living questions" is used here by analogy with Socially Lively Questions (QSV), which are complex, open and give rise to important debates in society, due to their scientific, social and didactic nature. These are issues on which opinions differ and which have implications in one or more areas. They involve a variety of issues, divergent points of view, and implications for values, practices, and knowledge.

			<b>but no more than three.</b>
3	Is there a link between the internal resources and the external resources referred to in the lesson note sheet below? If YES, which one?	YES. To promote congruence.	The link between internal and external resources is that it is from the latter that we draw the elements that make it possible to nourish the former. This is why, once the internal resources have been identified, the teacher must find the external resources capable of achieving the desired objective (the installation of the identified internal resources).
4	Is there a link between external resources and the teaching-learning situations referred to in the lesson note sheet below? If YES, which one?	YES. To carry out teaching/learning activities.	External resources are the elements whose analysis during the teaching-learning process allows learners to install new knowledge, know-how and interpersonal skills.
5	Is there a link between the internal resources and the teaching-learning situations referred to in the lesson note sheet below? If YES, which one?	No answer proposed	The teaching-learning situation makes it possible to install the internal resources previously identified.
6	Is there a link between the teaching/learning situations and the stage assessment referred to in the lesson note sheet below? If YES, which one?	No answer proposed	The stage assessment makes it possible to validate the teaching-learning situation. In other words, the stage evaluation makes it possible to know whether the teaching-learning situation has been well conducted and whether the objective has been achieved. A step-by-step assessment that is not aligned with the internal resources identified and the intended purpose of the teaching-learning situation is irrelevant.
7	Is there a link between the internal resources and the stage assessment referred to in the teaching sheet below? If YES, which one?	No answer proposed	The stage evaluation must be in congruence with the knowledge and know-how to be installed.
8	Is there a link between the internal resources and the lesson summary referred to in the teaching sheet below? If YES, which	No answer proposed	The summary allows you to highlight the essential knowledge to be retained by the learner.

	one?		
9	Is there a link between the stage assessment and the lesson summary referred to in the teaching sheet below? If YES, which one?	No answer proposed	The elements that make up the summary are the answers to the questions of the stage evaluation.

Source: Field surveys. Our summary.

This table reveals nine "lively questions" relating to the understanding of the logical framework and the links between the elements of the lesson note sheet that need to be explained.

### 2.1.1. The time-honored formula to justify lessons and other teaching units

To justify the lessons and other UEs, two formulas are used by the inspectors and teachers of the Human Sciences. For Inspector 2 as well as for some of the PAs and teachers interviewed, this formula, known from the first years of CBA in Cameroonian secondary schools, is as follows: "This lesson will allow the learner to mobilize resources to ... ». The resources referred to here are knowledge, know-how and interpersonal skills. As for mobilization, it refers to the activity of the learner consisting of taking advantage of these resources learned in class to solve concrete problems in life. It is therefore an action subsequent to the lesson given; it is part of what is called the transfer of learning. In this sense, we can conclude that it is not adapted for the classroom context.

On the other hand, for Inspector 1 and other informants, it is more a question of: "this lesson will allow the learner to implement or install the resources to ... ». In this new way of doing things prescribed by the PI/SH, the verb "mobilize" has been replaced in favor of the verbs "implanter" and "install". But there is a kind of failed innovation; because, as we can read on *Dico en ligne Le Robert*, these two concepts, which respectively mean "introducing and developing in a sustainable way" in a new environment" and "inducting, putting someone in the place that is destined for him" do not refer to any real stage in the teaching-learning process.<sup>5</sup> At the stage of justifying a lesson to be taught and to be learned, the challenge is above all to get learners to conceptualize the object of study. From this perspective, the appropriate verbs to formulate justifications should refer to the acquisition of knowledge which must then be integrated and reused. It would therefore be more didactically appropriate to say: "this lesson will enable the learner to acquire, conquer or appropriate the resources for . . . ».

### 2.1.2. The design, role and number of teaching-learning activities required in a didactic sequence

According to Inspector 2, teaching-learning activities are the essential element of the conduct of a lesson. This is the process by which learning takes place. Thus, the teacher offers learners activities through which internal resources are "installed". In other words, without activities, there is no teaching-learning process. "For my part," he adds, "the ideal would be to plan only one, but exceptionally we can plan two, but no more than three." Inspector 1 is vague about the meaning and role of teaching-learning activities. He notes that their role is to "conduct teaching-learning activities with ease, dexterity and in a dynamic and interactive manner". Regarding their number per didactic sequence, he insists: "as much as possible, but generally they should not exceed three".

Three problems thus emerge. The first two concern the meaning and role assigned to teaching-learning activities, which are obscured. In fact, teaching-learning activities are what is conceptualized as " didactic situations". These are ideal opportunities to teach and to have others learn, reference activities in which what the student does has a character of necessity in relation to the knowledge to be learned. There is a didactic situation whenever it is possible to characterize an

<sup>5</sup> Learning is done in three successive stages: the acquisition phase, which aims to understand the learning object, the retention or integration phase, which ensures the encoding, storage and recall of information in long-term memory, and the transfer phase, which pursues the ultimate objective of reusing what was originally learned at a later date.

intention to teach knowledge by a teacher to a student and socially defined mechanisms are instituted for this. The opposite, the non-didactic situation, is one where the intention to teach is hidden from the eyes of the student (Ben Kilani Shiraz and Zaïed Mustapha, 2020). Clearly, teaching-learning activities are not an end in themselves or a simple opportunity to occupy students, but detours to provoke learning in them. This is why, in this part of the lesson note sheet, it is prescribed to indicate the learning methods and techniques to be implemented by the teacher as well as the tasks to be made of the learners to enable them to acquire the internal resources referred to in the didactic sequence concerned.

The third problem raised by the answers of the two inspectors is related to the required number of activities to be proposed in a didactic sequence. One speaks of one and the other of two or at most three. Such reasoning tending to limit the number of learning activities is paradoxical, especially when one wants to do active pedagogy, if one really wants to move from the expository paradigm to a constructivist paradigm first, then a socioconstructivist paradigm. In the wake of these new paradigms, learning now means building and organizing one's knowledge through one's own action or confronting one's representations with those of others. The role of cognitive conflict and sociocognitive conflict is thus valued in learning and in the emergence of new knowledge. In other words, the quality and density of didactic situations are the most eloquent proof of the practice of active pedagogy. The teacher must be particularly careful about this, otherwise he would fall into the fiasco of scholastic education, which is what the limitation of these situations inevitably leads to. If the teacher remains the main holder of knowledge and skills that define him or her as an expert in his or her field, the challenge in the Competency-Based Approach is to no longer limit his or her role to reporting on this knowledge and skills, even if, of course, lectures and practical demonstrations still have their place in the panoply of means that he or she can deploy to promote learning. The perspective changes:

"From now on, the teacher must develop and implement pedagogical situations in which the learner is confronted with more or less complex tasks that lead him to build his knowledge and to become aware of the methods he uses. He must seek out and make available relevant resources that the student may need. It provides students with learning situations developed according to their potential to foster learners' ability to take charge of their own development, acquire knowledge, develop appropriate skills and attitudes. Anything that promotes this care is valued" (Tremblay, 2003, p. 27).

### **2.1.3. The design of the links between the elements of the lesson note sheet**

A lesson note sheet is in principle a synoptic table; Its different elements are integrated into each other in a congruent way so that a flaw in one place automatically leads to inconsistencies or distortions elsewhere. However, the analysis of the responses obtained from the surveys of this study shows that these relationships are not well understood by all the actors in the pedagogical chain in the Human Sciences. Of the seven questions of concordance asked, Inspector 1 answered only two. His answers are very laconic. Inspector 2 dealt with all seven questions. All the answers he proposed are relevant.

In fact, external resources are rigorously selected learning objects that we propose to use in class, with the students, so that they can achieve the targeted pedagogic objectives in terms of knowledge, know-how and interpersonal skills. They are normally chosen in relation to the internal resources to be developed. The teaching-learning situations are determined according to the knowledge to be learned. They integrate the learning methods and techniques to be implemented by the teacher in order to enable the learner to acquire the knowledge, know-how and interpersonal skills targeted in a didactic sequence. It also includes the questions that the teacher proposes to ask the students in order to exploit the external resources mobilized to give quality to the teaching-learning process. The stage assessment or formative assessment consists of questions aimed at verifying the degree to which the pupils have achieved the knowledge, skills and interpersonal skills they expect. It must be congruent with the internal resources of each didactic sequence. Finally, the summary is an objective text that succinctly presents what the student must remember at the end of the lesson. A

good summary is one that clearly and accurately answers the questions of the Milestone Assessment. However, this interim assessment is congruent with internal resources. So, it has to have a link between the internal resources and the lesson summary. Clearly, in a given lesson note sheet, we must ensure a triple concordance of internal resources-evaluation, evaluation-summary, internal resources-summary.

However, with regard to the question of whether there is a link between the teaching-learning situations and the stage assessment referred to in the lesson note sheet, if YES, which, the answer proposed by Inspector 2 lacks an essential clarification. Although the stage assessment verifies the degree to which the knowledge, know-how and interpersonal skills targeted by the pupils have been achieved, it is not intended to "validate the teaching-learning situation". Rather, it is their culmination. In other words, if learners are to be taught "S" knowledge, active pedagogy would require learners to be subjected to complex and meaningful tasks so that they can achieve this goal themselves through their own cognitive efforts. In this perspective, the teacher must ask them questions in a rational and progressive way in order to lead them to develop the "S" knowledge. The question of the interim evaluation should therefore be the last in the series, the one that should be used to verify that they have conceptualized the knowledge in question. It would be, for example: "what is S?" It is this congruence that Kouna Bah (2022, p. 40) also tries to demonstrate, which unfortunately errs in indicating that know-how "stems from the methodological approach implemented". In a given didactic sequence, it is the teaching methods and strategies that should be chosen according to the knowledge to be taught and not the other way around. The consequence of this erroneous conception "coming from above" is the imprecision of the know-how indicated in the lesson note sheets and, more seriously, their total decontextualization in relation to the lessons given.

## **2.2. The weaknesses observed in the preparation of lesson notes**

The weaknesses observed in the development of the lesson note by teachers and inspectors of the Human Sciences concern almost all the compartments of this steering document, from the justification to the conclusion of the lesson, including the identification and formulation of internal resources, external resources, teaching-learning activities, the stage evaluation and the summary.

### **2.2.1. The weaknesses observed in the justification of lessons**

At the level of lesson justification, the problems observed among actors generally relate to the formulation of situation and action examples and the mobilization of the action example identified in the lesson justification. In the curricula backed by the CBA, the examples of situations are facts, realities, events that an individual could face in his or her living environment or work. It is to be identified on the basis of the family of situations prescribed by the programme. Ideally, it is desirable that it should also be congruent with the lesson of the day. However, in practice, the family of situations that should be the basis of the example situation is neglected in favor of the lesson of the day. In the lesson note of the Citizenship Education lesson for the 6th grade class on "**judicial power**" that he proposes as a model to follow, Kouna Bah (2022, p. 41) refers to "**a trial involving a family member**". However, the family of situations to which this lesson belongs is "**state-building**". The congruence between this family of situations and the example chosen is not obvious.

As for the examples of action and their mobilization in the justification of the lesson, there are problems of identification and formulation. In the lesson mentioned above, Kouna Bah (2022, p. 41) proposes the following action: "attend **the trial as a witness or as an accompanist**". The verb "assist" does not refer to a true and authentic action. Its link with the category of actions (participation in the life of the State) does not seem clear. Moreover, the justification for the lesson is formulated as follows: "**this lesson will allow the learner to appropriate the functioning of the courts in order to participate in the life of the State**". It poses three problems. The first relates to compliance with the formula prescribed by the inspectorate itself, whether it is a question of "mobilizing" or "implementing" resources. The second is the substitution of "resources" by "the functioning of the courts". This distorts the formula and gives the impression that the content of the

day's lesson should be part of it. Finally, thirdly, the example of action formulated at the outset has been forgotten and abnormally replaced by the category of actions: "**participation in the life of the State**". Logically, this justification should be formulated as follows: "this lesson will allow the learner to appropriate the functioning of the courts in order to attend the trial as a witness or as an accompanist". For the example of action chosen is the one that must be placed at the end of the formulation of the justification.

### **2.2.2. The weaknesses observed in the identification and formulation of internal resources**

The internal resources present in the lessons can be knowledge, interpersonal skills or interpersonal skills. These should be appropriately identified and clearly worded, so as to indicate unequivocally what you would like to learn in this lesson. But this is not always the case among teachers and even among their educational inspectors. In the Citizenship Education lesson cited above, particularly with regard to **the types of courts and their roles** (didactic sequence 1), Kouna Bah (2022, p. 42) cites as knowledge to be taught: "common law jurisdictions (courts and courts), the military court, the special criminal court and the high court of justice". While this knowledge is relevant, it is nevertheless incomplete and formulated in a way that could be improved.

Indeed, the author of the lesson notes has subdivided this didactic sequence of the lesson into two sub-parts: "the ordinary courts" and "the exceptional courts". In terms of the identification of knowledge, we note the concealment of relevant knowledge such as "courts", "types of courts", "ordinary courts", "ordinary courts", "special courts", "special courts", "the role of ordinary courts" and "the role of special courts". The presence or absence of the articles "the" or "the" at the beginning of this knowledge is not didactically insignificant. It directs the objective towards the definition or enumeration of the elements of the object of study. The term "ordinary jurisdiction" thus means that the learner should know what is meant by this concept. On the other hand, "the ordinary courts" would mean that the student should know which courts are the ordinary courts. In other words, it is a question of quoting them. The author of the fact sheet does not seem to have understood this nuance, which leads to the random use of the articles as in "the military tribunal" or its abandonment as in "ordinary jurisdictions".

At the level of know-how, the problem of relevance and clarity is more acute. In the didactic sequence of its lesson on **the types of courts and their roles**, the NPI cites, among other things: "defining, identifying, speaking, reading, extracting information from a document, conducting a field investigation, reproducing information, teamwork" Kouna Bah (2022, p. 42). In this series, it is possible to note that "defining" (theoretical knowledge relating to memory) does not really translate a know-how, which refers to a technical skill, to a practical skill. The same is true of "teamwork". Moreover, while the know-how on this list may be valid in the sense of the transfer of learning, it is in no way relevant to today's lesson on the types and roles of courts. There is a kind of headlong rush in the teaching-learning process, the stages of acquisition and retention being obscured in favor of the later reuse of what has been learned. Such a conception of skills is all the more simplistic because they could be applied and reproduced in all the lessons on the curriculum. It poses a serious danger to the quality of the "real curriculum"<sup>6</sup> in the classroom. "Learning to do", which aims to show the learner how to put his or her knowledge into practice, but also how to adapt education to future work (Reboul, 1991), is particularly marginalized.

Far from being voluntary, the concealment of the internal objectives or resources of the lessons denotes the inability of the teachers concerned to answer this fundamental question of any teaching-learning itinerary: What should I learn in this lesson, tutorial, practical work or file? Or, what will my students have to know at the end of this lesson, tutorial, practical work or file that they were not

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<sup>6</sup> The "real curriculum" (Paun, 2006) is the result of the transformations that the teacher makes to the formal or prescribed curriculum during the teaching and learning process. It refers in particular to "the knowledge taught" in the words of Yves Chevallard (1985). It leads to the "curriculum achieved" or the "knowledge learned and retained" by the students.

able to do at the beginning? What specific behavior will they have to show? The failure to clearly identify the objectives of the teaching units thus raises the problem of didactic transposition, in particular that which consists in the teacher moving from knowledge to be taught to knowledge actually taught in the classroom. Its corollary is visual navigation, the systematic reproduction of textbooks in the summaries given to learners and, finally, the inextricable problems of assessing learners' learning (Panya Padama, 2021).

### **2.2.3. The weaknesses observed in the choice and presentation of external resources**

External resources or learning materials are existing or future means that the teacher must have at the teacher's disposal to effectively implement the didactic process. In concrete terms, these are resource persons invited to the classroom or written, sound, video or image documents. Documents are all the more important because their study constitutes in the eyes of the Human Sciences "what experimentation is to the physical and natural sciences" (Stouder, 2004, pp. 19-20). According to Cornu and Vergnioux (1992, p. 91), the document is essential in the sense that "it ensures the relationship between the student's work and the teacher's project. The student questions, analyses and understands the documents, builds the problem and scientific knowledge from them." The didactic use of the document follows three models that do not exclude simultaneous uses, namely: illustrating, putting knowledge in order and initiating the method. But whatever the model identified, the working methods on the document would have the teacher put the students to work. Working on documents at school is indeed a different school work from the work of the specialist in the humanities, even if the document makes it possible to show how these sciences are constructed. The teacher should choose the document(s) according to the age of his pupils and the knowledge or method objectives he sets for them. The document is rarely given *in full* for the youngest, it is simplified. The document must be "groomed", even if it is taken from archives (Dancel, 1999).

In practice, external resources are reduced to learning materials. The latter themselves are confused with the bibliography, if they are not chosen at random. In his Citizenship Education lesson, for example, Kouna Bah (2022, p. 42) chose the " *Encarta Dictionary 2019* " and " *The Legal Dictionary* " as learning material to define "judicial power" and "justice". The choice of these dictionaries, which are otherwise interesting, does not seem relevant. The first reason is that they cannot be read in their entirety during the lesson. What was expected in the lesson notes is the indication of the exact portions of these dictionaries to be used during the active phase of the teaching-learning process. In addition, the problem of relevance would remain, even if these portions were specified. The explanation for this is that all dictionaries offer knowledge that has already been established; Reading a dictionary definition is not likely to elicit a cognitive effort on the part of learners. Such a didactic situation is therefore inappropriate for learning purposes. In the didactic sequence devoted to the types of courts, it mobilizes Article 53 of the Constitution of 18 January 1996 and Decree-Law No. 2012/011 of 16 July 2012 on the creation of a Special Criminal Court. The extract of the constitution to be exploited has been pertinently identified. However, the portion of the 1996 Act to be used has not been specified. It looks like this law was going to be read in its entirety, which does not seem plausible.

### **2.2.4. The fragilities observed in teaching-learning activities**

At the level of teaching-learning activities, the problems noted in the lesson notes are the laconic use of learning materials, impertinence, the lack of meaning and imprecision of the activities to be made by the learners, the reduction of activities to the development of knowledge alone.

In the introduction to his 6th grade Citizenship Education lesson, where the stated objective is to define "judicial power" and "justice" for example, Kouna Bah (2022, p. 42) has planned the following activities: "brainstorming with a view to defining judicial power or use of the dictionary: present the document; have the definition of the word justice identified and read in the dictionary". Continuing with the same logic, in the part of the lesson devoted to the types and roles of the courts,

he proposed two analyses of documents. The related activities consist of: "presenting documents", "having the document read in order to identify the courts", "having the role of the courts and their territorial jurisdiction determined", "having the courts read and recorded", "having the role of the courts and their territorial jurisdiction determined". In this way, it appears to be a problem of imprecision in teaching-learning activities. The exact tasks to be carried out by the students are obscured; There is total silence on the specific questions that should enhance the implementation of document analysis. Clearly, the teacher will proceed at random, by trial and error, hence the visual navigation that must be avoided through the preparation of the lesson notes. Generally speaking, observations of facts on the ground show that even when questions are formulated, they are limited to knowledge alone. "Questions about know-how and interpersonal skills are neglected" (Panya Padama, 2021, p.71).

The second problem raised by the examples of activities proposed above relates to their relevance and significance. Reading the definition of a term in a dictionary is not likely to arouse the cognitive effort required of the learner to conceptualize it. Normally, learner tasks should be formulated in such a way that they are challenging, neither too easy nor too difficult for the student. They should require some cognitive commitment from him. They should lead the learner to use learning strategies that help him or her to understand, to make connections with concepts already learned, to reorganize the information presented in his or her own way, and to formulate proposals. The consequence of this situation is the approximate implementation of the active methods prescribed by the CBA.

#### **2.2.5. The weaknesses observed at the level of the stage evaluation, the summary and the conclusion of the lessons**

At the level of the stage evaluation and the summary of the lessons as observed in the lesson notes, the weaknesses arise in terms of congruences. The first is the congruence between the questions of the stage evaluation and the knowledge targeted<sup>7</sup>. In the introduction of the Citizenship Education lesson on the judiciary, the author organizes the interim evaluation around the definition of the judiciary and justice. There is a perfect congruence here, the knowledge referred to at this level being effectively "judicial power" and "justice". On the other hand, in the didactic sequence dedicated to the types and roles of the courts, it asks the learners to name two ordinary courts, two special courts and their respective roles. The first problem with this example is that all these questions are unfortunately inadequate, because they are not congruent with what the students should have known in this part of the lesson. Indeed, the ordinary and emergency courts and their roles are not knowledge listed on the educational sheet. Rather, it refers to "ordinary courts", which refers to the definition of the concept. The second problem of congruence observed between knowledge and stage assessment is that some knowledge is not the subject of any questions in stage assessment. These include "military court, special criminal court and the high court of justice". Finally, there is a double problem of congruence: knowledge-evaluation congruence on the one hand and, on the other hand, evaluation-knowledge.

The second question of congruence observed in the lesson notes concerns the progress assessment and teaching-learning activities on the one hand, and on the other, between these activities and the lesson summaries. The questions of the stage assessment are in principle the culmination of the teaching-learning activities. But as demonstrated above, these activities are often not specified. They are not listed as questions or tasks. Therefore, there is no way to link them to the milestone evaluation questions. Very often, when didactic situations are translated into specific questions, these are duplicated at the stage assessment. Moreover, between the interim evaluation and the summary of the lessons, the congruence would require that the latter provide all the answers to the evaluation questions, in a clear, precise and succinct manner. A summary that does not respect this

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<sup>7</sup> The stage evaluation is limited to knowledge. They do not address the skills that would normally be directly managed during teaching-learning activities. As for interpersonal skills, they are a long-term task, to be carried out in a synergistic manner by all the teaching teams. While they should not be neglected during the teaching-learning process, it is utopian to evaluate the change in learners' behaviours and attitudes after a didactic sequence or a lesson.

principle would be partial. On the other hand, all parts of an abstract that do not contribute to answering a question in the Stage Assessment would be irrelevant. This is the most recurrent problem, inherent in the difficulties associated with the identification of internal resources to be acquired, and the inefficiency observed in the identification and formulation of the questions of the interim evaluation. However, while the internal resources present are only partially identified and pursued, and the tasks assigned to the students are very basic, the summaries of the lessons are paradoxically long. There is thus a fraudulent shift towards a dogmatic approach to teaching (Panya Padama, 2021, p. 72). In fact, the content of the lesson note sheet is not taken into account when the summary is drawn up. This is the result of the effortless veneering of the content of textbooks, handouts and other sources. Yet, in principle, the lesson summary "stems from the students' responses"<sup>8</sup> to the questions in the milestone assessment. In other words, the teaching-learning activities sanctioned by the evaluation questions aim to lead learners to access the knowledge in the curriculum through their own cognitive efforts, under the support of the teacher-facilitator. Finally, instead of "making people learn", which means making known, making people act, making people understand (Reboul, 1991), teaching is thus reduced to a simple transmission of knowledge.

Finally, with regard to the conclusion of lessons, inspectors and teachers forget that it is a didactic sequence in its own right, like the introduction and the parts of the lesson development. As such, it should address specific internal resources, even if they are limited, rely on external resources if necessary, be the subject of didactic situations, give rise to a progress evaluation and a summary. This is a logical way of doing things that is not new. It dates back to the days of traditional pedagogy and prevailed in the OPP era. But the tendency among some teachers and inspectors is to reduce the conclusion to a vain appendage. In his Citizenship Education lesson, for example, Kouna Bah (2022) did not formulate any knowledge to be taught at the level of the conclusion. Paradoxically<sup>9</sup>, he has planned as learning activities a discussion of the dangers of private justice. These dangers could validly be targeted as relevant knowledge to be learned. The explanation for this paradox lies in the fact that, for him as for many actors, the conclusion is rather perceived as the place of assessment, of the verification of the knowledge learned by the students or of the final evaluation of the lesson.

### **3. Discussion**

The objective of this study was to examine the structuring of the logical framework of the lesson notes sheet in the Humanities, its interpretation and its implementation by the teachers and pedagogical inspectors concerned. The long-term ambition was to propose innovative reading grids so that this pedagogical steering instrument could optimally play its role as a common thread in the teaching-learning process.

Despite the quality of the results obtained, their scope can be discussed at two levels. The first is that of their validity. The study was based on fundamental documentary and empirical sources as well as on the personal experience of the author. However, it gave primacy to the conceptions of the "people from above" that are the RPIs and the NPIs, rightly considered as the designers and guarantors of the coherence of the pedagogical discourse. This should in principle be observed by all teachers, throughout the national territory. In this logic, an error made upstream, at the level of the pedagogic inspectorate, would be automatically duplicated downstream, in the classrooms, by teachers who are supposed to scrupulously apply the ministerial instructions. Such reasoning could have limits. Because, on the ground, there is resistance not only to change but also to erroneous pedagogical discourse. Indeed, some RPIs and wise teachers, as reflective practitioners and aware of their pedagogical responsibilities, do not always obey these discourses. It is therefore not impossible to find educational sheets in the field that have been developed in the right way. This is all the more plausible as the sources of information and training have diversified. In addition to the

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<sup>8</sup> Inspectorate of Pedagogy in charge of Human Sciences (School year 2009-2010). "How to succeed in your lesson?" Presentation presented on the occasion of the capacity building seminar for Pedagogic Facilitators and teachers of History-Geography and Citizenship Education.

<sup>9</sup> There should be no activities until there is anything to teach and to teach.

Higher Teachers Training College (HTTC), the educational field is marked by the emergence of the Faculties of Education Sciences (FSE) with departments addressing pedagogical and didactic issues. Open Distance Learning (ODL) training courses also exist. Teacher-researchers travel and capitalize on various other ways of doing things around the world.

The second level of discussion of the results obtained is that of their generalization. The study drew on the deposit of a NPI; He made use of a pedagogical manual and a model of a lesson notes sheet developed by an undisputed pedagogical authority. These teaching materials have been distributed in all regions of the country. In terms of oral data and field surveys, the study benefited more from the contribution of inspectors and teachers from the northern regions of Cameroon. Nevertheless, the results obtained corroborate those of Panya Padama (2021) who critically analysed about twenty lesson notes and handouts of History, Geography, and Citizenship Education produced by teachers from various regions of the country. It shows that the programmes backed by the CBA/ELS are not yet a panacea for the problems of the Cameroonian education system. Because, he notes, classroom practices betray, among other bottlenecks, the concealment of certain relevant internal resources, the approximate choice and laconic exploitation of learning materials and the implementation of any active methods.

### **Conclusion**

The purpose of this study was to examine the logical framework of the lesson note sheet in force in the Human Sciences, the structuring of its logical framework, its interpretation and its implementation by the teachers and pedagogic inspectors concerned. It was conducted on the basis of data from documentary and empirical sources, analysed according to a thematic approach. The results of the study first highlight the erroneous conceptions that teachers and inspectors of the Humanities have of the relationship between the elements of the lesson note sheet and the content to be indicated therein. At the level of the logical framework of the sheet, the "living questions" identified relate to the formula used to justify the lessons, the design of the teaching-learning activities, the role and number of didactic situations required in a didactic sequence, as well as the perception of the links between the following elements of the lesson note sheet: resources internal-external resources, external resources-teaching-learning situations, internal resources-teaching-learning situations, didactic situations-stage assessment, internal resources-stage assessment, internal resources-summary, stage assessment-summary. The results obtained also show that the erroneous conceptions that educational inspectors and teachers of the Humanities have of the content and articulation of the elements of the lesson notes sheet lead to inadequacies in the development of this steering tool. There are weaknesses in almost all the compartments of this document, from the justification to the conclusion of the lesson, including the identification and formulation of internal resources, external resources, teaching-learning activities, the progress assessment and the summary. In order for the lesson notes sheet to fully play its role, the study suggests that it be read through the prism of the following triple concordance: the horizontal concordance of internal resources-external resources-didactic situations-stage evaluation-duration of didactic sequences; the vertical concordance of knowledge-summary and the vertical concordance of stage-summary evaluation. It also suggests scrupulous respect for the spirit of the curricula and the avoidance of considering teaching-learning activities as a mere means of occupying learners and the conclusion as a vain appendage to the lessons.

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