



## 5th Meeting in Fribourg / Switzerland

March 6 to 10, 2013

Peter Moddel, Teacher

### GRUNDTVIG Learning Partnership

Project Title: Visualisation – Highlights in Language Teaching  
Project Number: 2011-1-DE2-GRU06-07839 1

# Antoine de la Garanderie

(1920 – 2010)



The leitmotif:

Your role as a teacher:

What is your task?

What do you intend to accomplish?

# Programme

## *Thursday morning session*

- Personal goals and expectations
- The Mind : Looking outwards; looking inwards
- “Attention” – the portal to learning
- Evoking and the activity of the mind
- Experimenting with learning in the light of what has been sh

# Programme

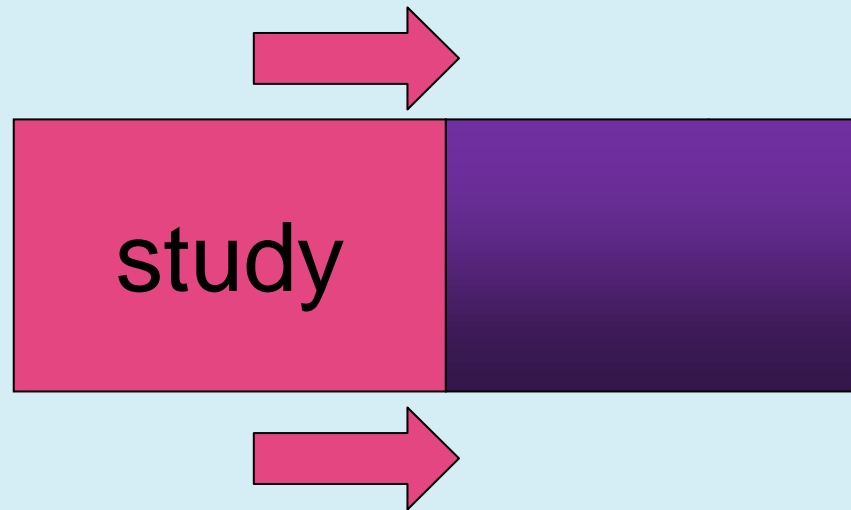
## *Thursday afternoon session*

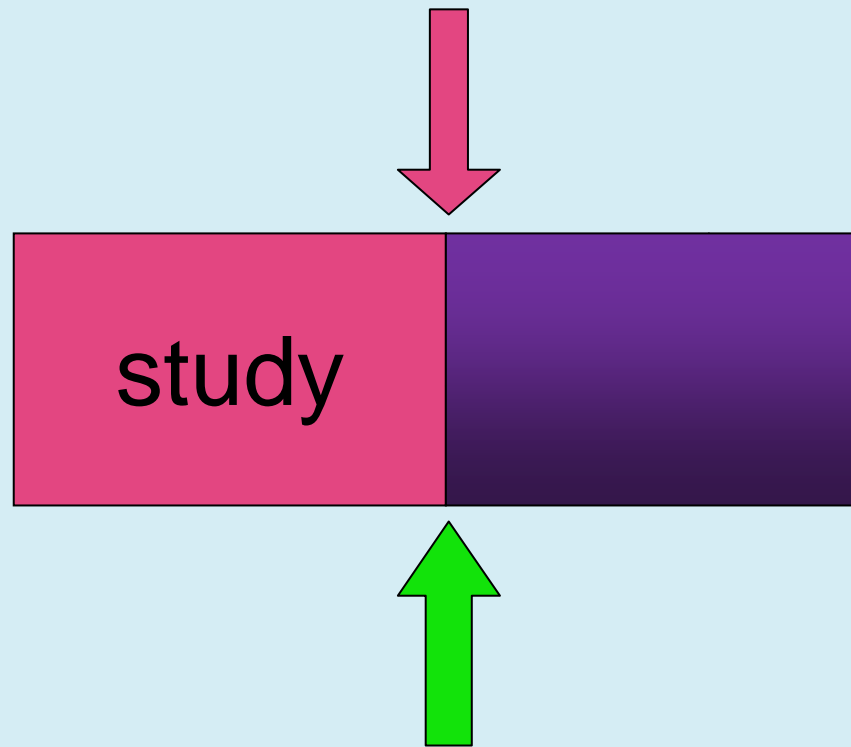
- Visualization and its function within the sensory modalities
- Intent and how it guides the learning process
- Antoine de la Garanderie and the field of “Gestion Mentale”
- Consolidation of what has been presented with a view employing it in your teaching practice

# Programme

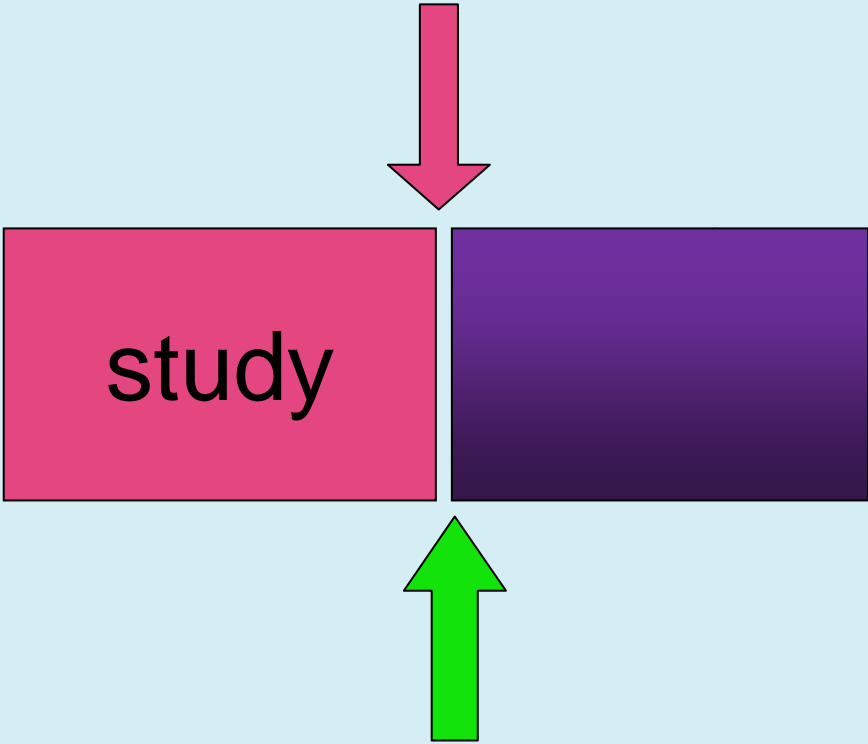
## *Friday morning session*

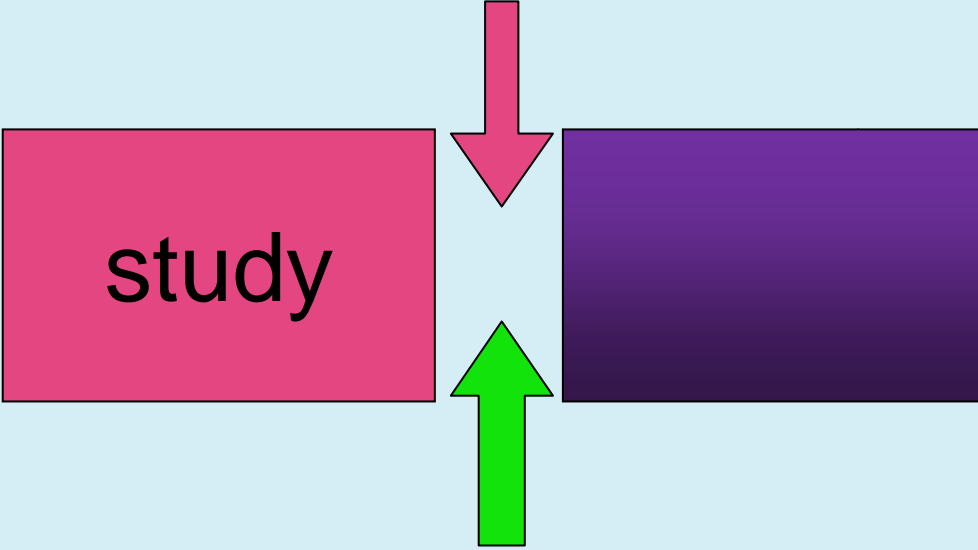
- Practice work in *Gestion Mentale* with the students who joined the session today
- Your personal patterns of learning and those of others and how understanding this can serve you professionally and personally
- The pedagogical dialogue
- The path forward + evaluation of what was accomplished

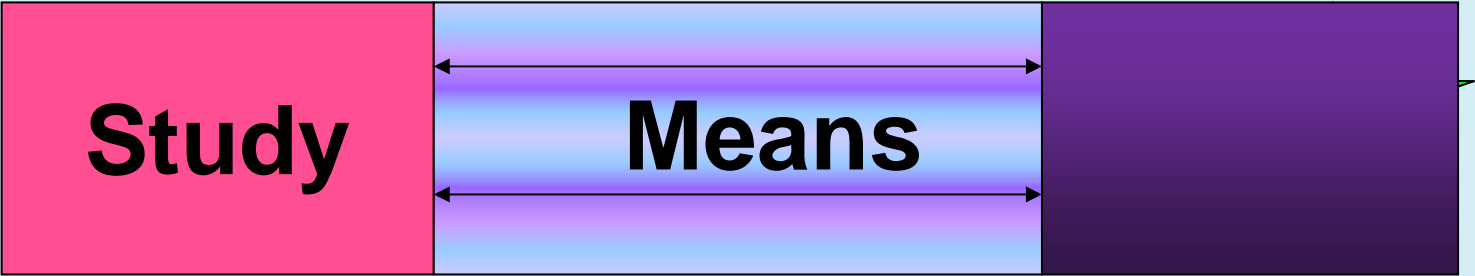












What is the role of a teacher?

What is your role as a teacher?

w o r l d

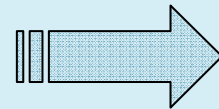
m i n d

What is **World** ?



perceiving

What is **mind** ?



evoking

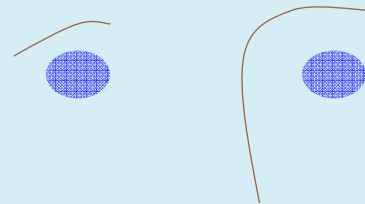
mind

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world

mind

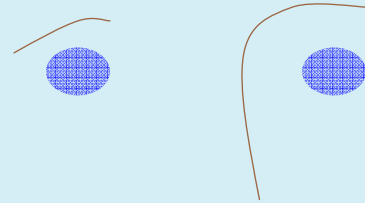
world





mind

world



# Cognizing

World

mind

- ❖ “Out there”
- ❖ “Real”
- ❖ Via our sense organs
- ❖ Present in the world
- ❖ *Perçu*
- ❖ To sense

- ❖ “Within”
- ❖ “Imagined”
- ❖ No sense organs
- ❖ Present in the mind
- ❖ *Evoqué*
- ❖ To bring to mind

The image features the iconic Coca-Cola logo in its signature white script font with a grey drop shadow, set against a vibrant red background. The background is decorated with numerous realistic water droplets of various sizes, some with highlights and shadows, giving it a fresh, bubbly appearance. A white, wavy, halftone-style graphic element, reminiscent of the classic Coca-Cola contour, curves across the lower portion of the logo. Below the main script, the words "Marque déposée" are written in a smaller, white, sans-serif font. The entire composition is framed by a light blue border.

*Coca-Cola*

Marque déposée

# The act of attention

Attention is an activity of the mind.

It is accomplished by forming a mental “image” – visual, auditory, verbal or sensed – of the object of attention.

\*

The act of paying attention is triggered by the following specific intent: that of making a mental image of the object of attention. Through this act, one brings the object of attention into the mind.

To engage the intent of attention,  
the mind must be free to “evoke” the object of that intent

\*  
—

*For setting up of intent, the following procedure is efficacious:*

1. Giving the specific intent before presenting the subject matter.
2. After this, present what has to be looked at or listened to.
3. Then remove it from view (if a visual object) or allowing for silence (if a auditory object) so that the process of evoking can proceed naturally.

**Quality**

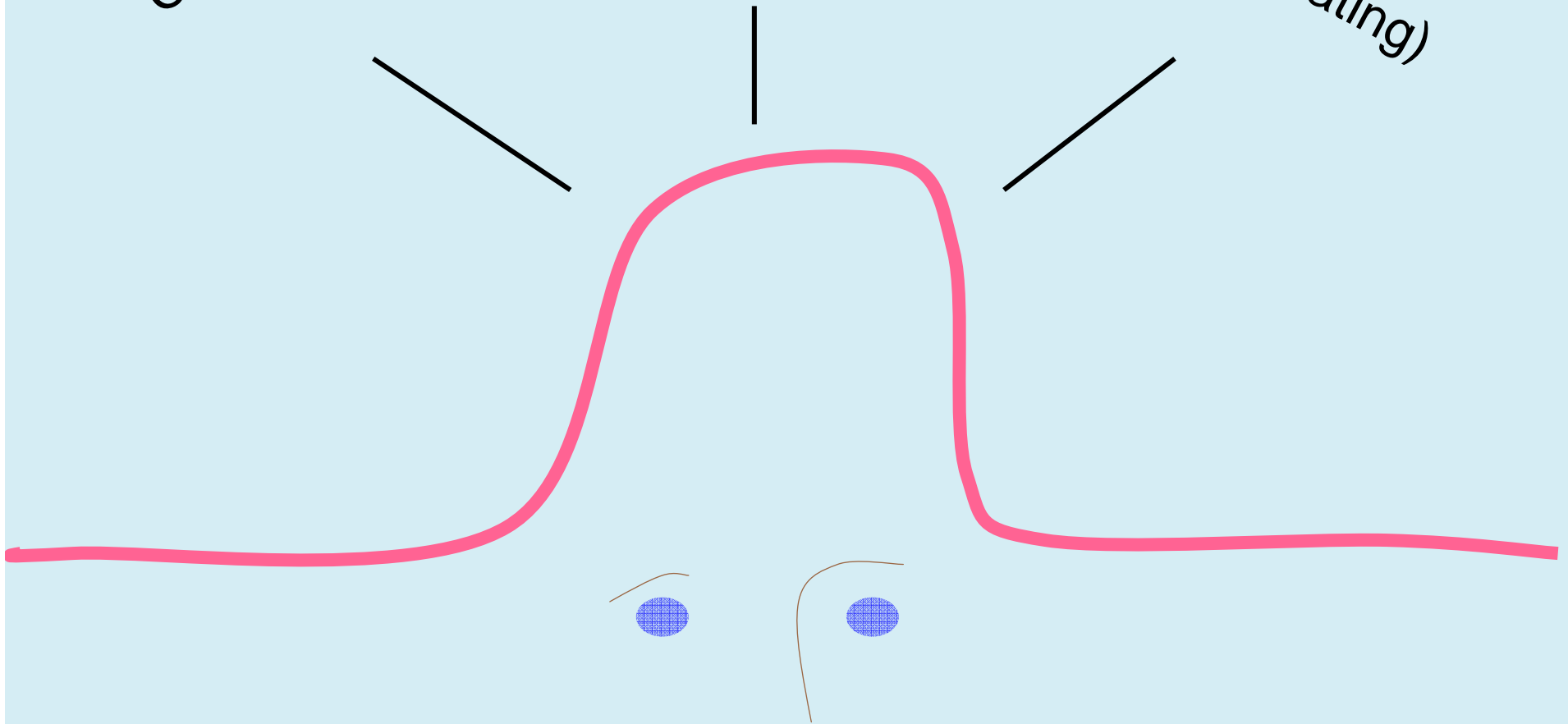
Clear?  
Precise?  
Complete?

**Nature**

Visual?  
Auditory?  
Verbal?  
Sensory?

**Motive**

Spontaneous?  
Directed?  
Parasitic?  
(Self-defeating)



# mind World

To the teacher:

**When you give information and encourage reflection, are the students active in their minds and do they know what action to take?**

To the student:

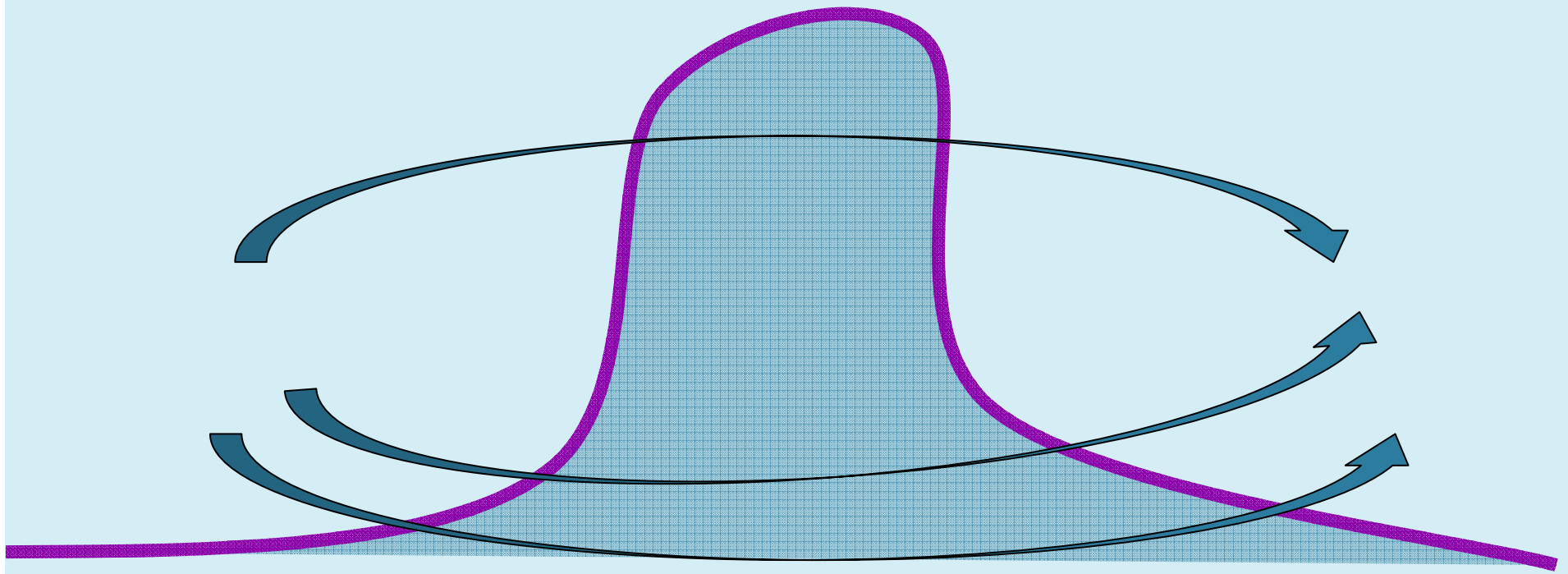
**Beyond “looking out” - seeing, hearing, sensing through your physical senses, are you also “looking in” and verifying that the appropriate content has been formed in your mind?**

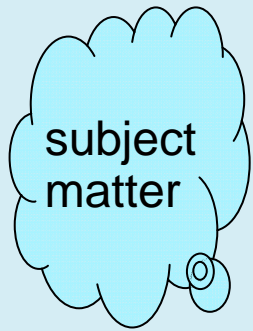




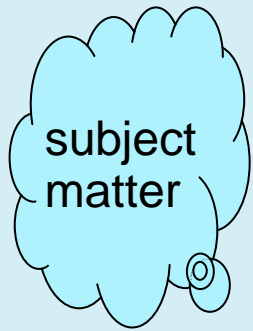
# Intent

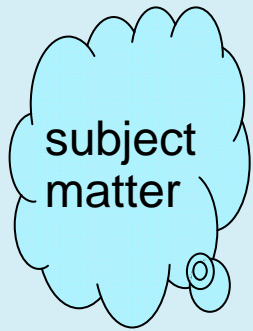
# “projet”





**subject  
matter**





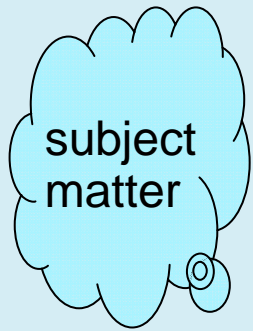
subject  
matter



manner of  
presentation



learning  
activities



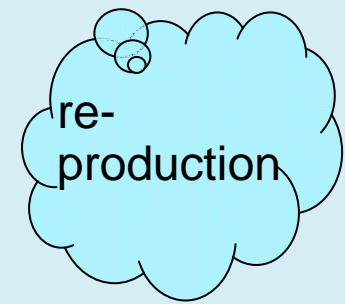
subject  
matter



manner of  
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learning  
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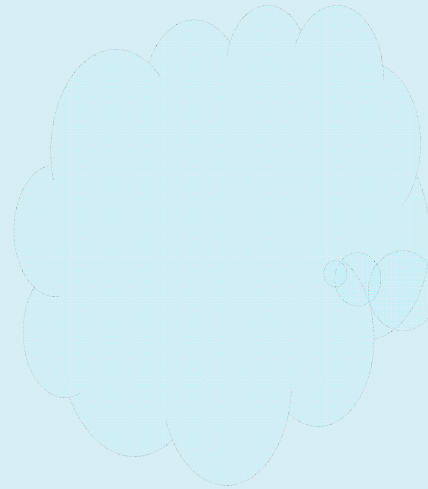


re-  
production

subject  
matter

manner of  
presentation

learning  
activities



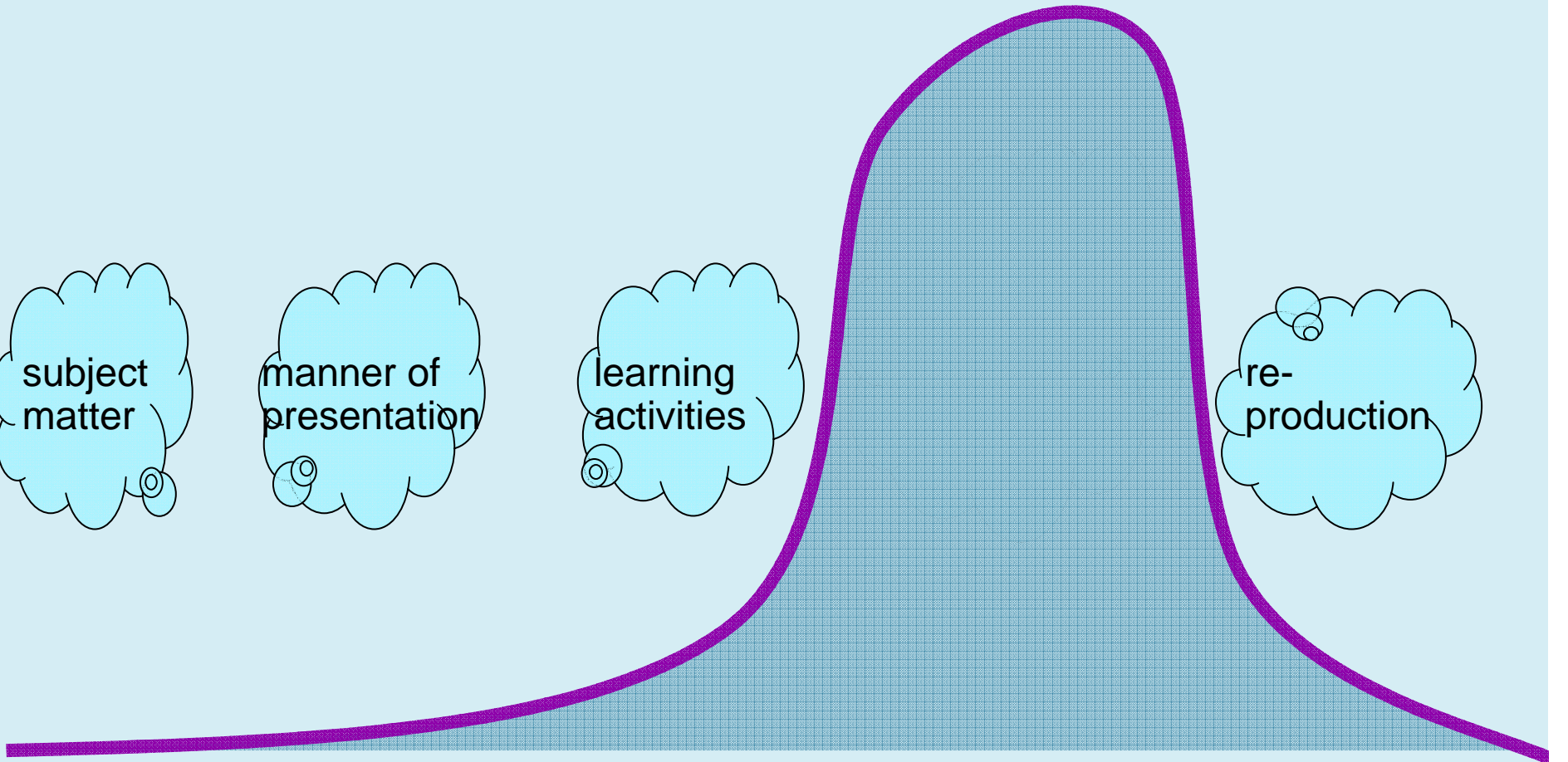
re-  
production

subject  
matter

manner of  
presentation

learning  
activities

re-  
production



# World

mind

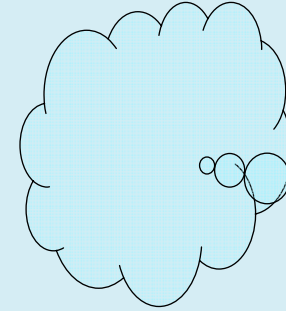
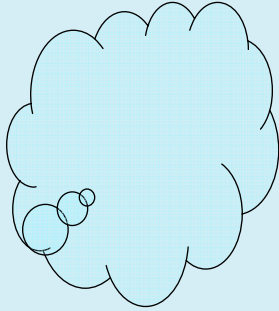
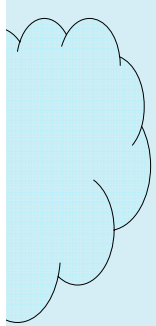
*what is going  
on in the mind  
of the student  
?*

outside

inside

inside

outside





Have you been peeking in  
on your mind recently?

## Left out is the:

- moment of cognition
- moment of making meaning
- moment of realizing
- personal moment
- experience of learning

## Left out is:

- the moment of cognition
- the moment of making meaning
- the moment of realizing
- the personal moment
- the experience of learning

## Included instead is:

- effort
- repetition
- stocking the memory
- assessment, tests, grading

*And the teacher tends to repeat:*

‘Concentrate’ ‘learn’ ‘pay attention’ ‘memorize’ ‘reflect’  
‘make an effort’

# mind World

To the teacher:

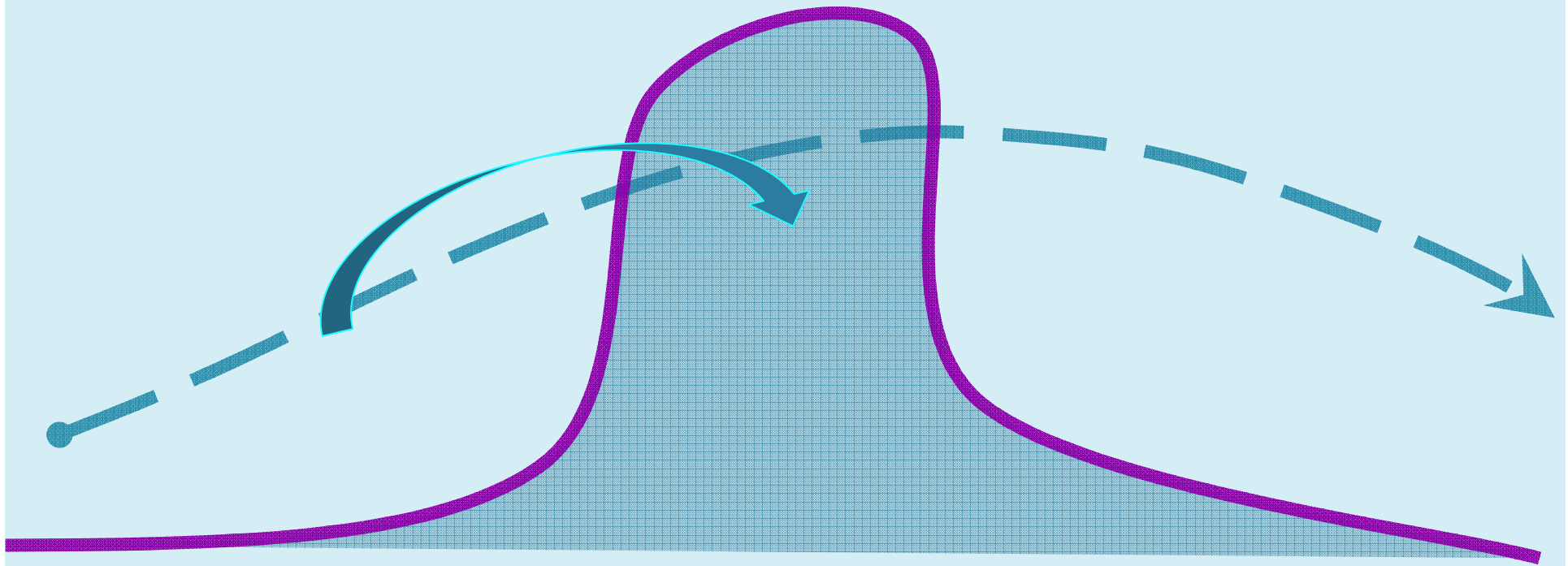
**When you give information and encourage reflection, are the students active in their minds and do they know what action to take?**

To the student:

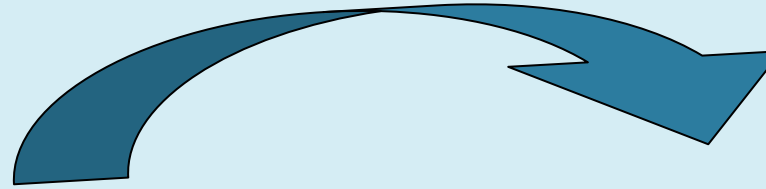
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# Intent

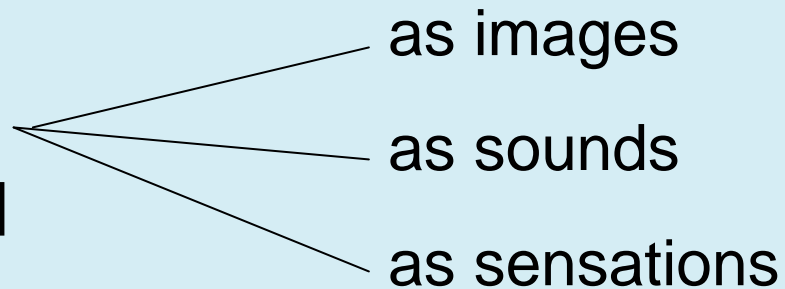
# “projet”



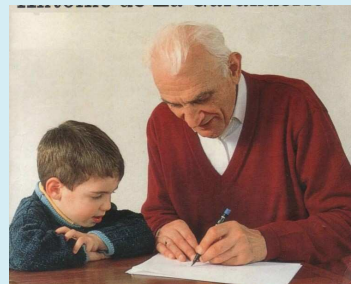
1. INTENT (“projet”)



2. EVOKING  
bring to mind

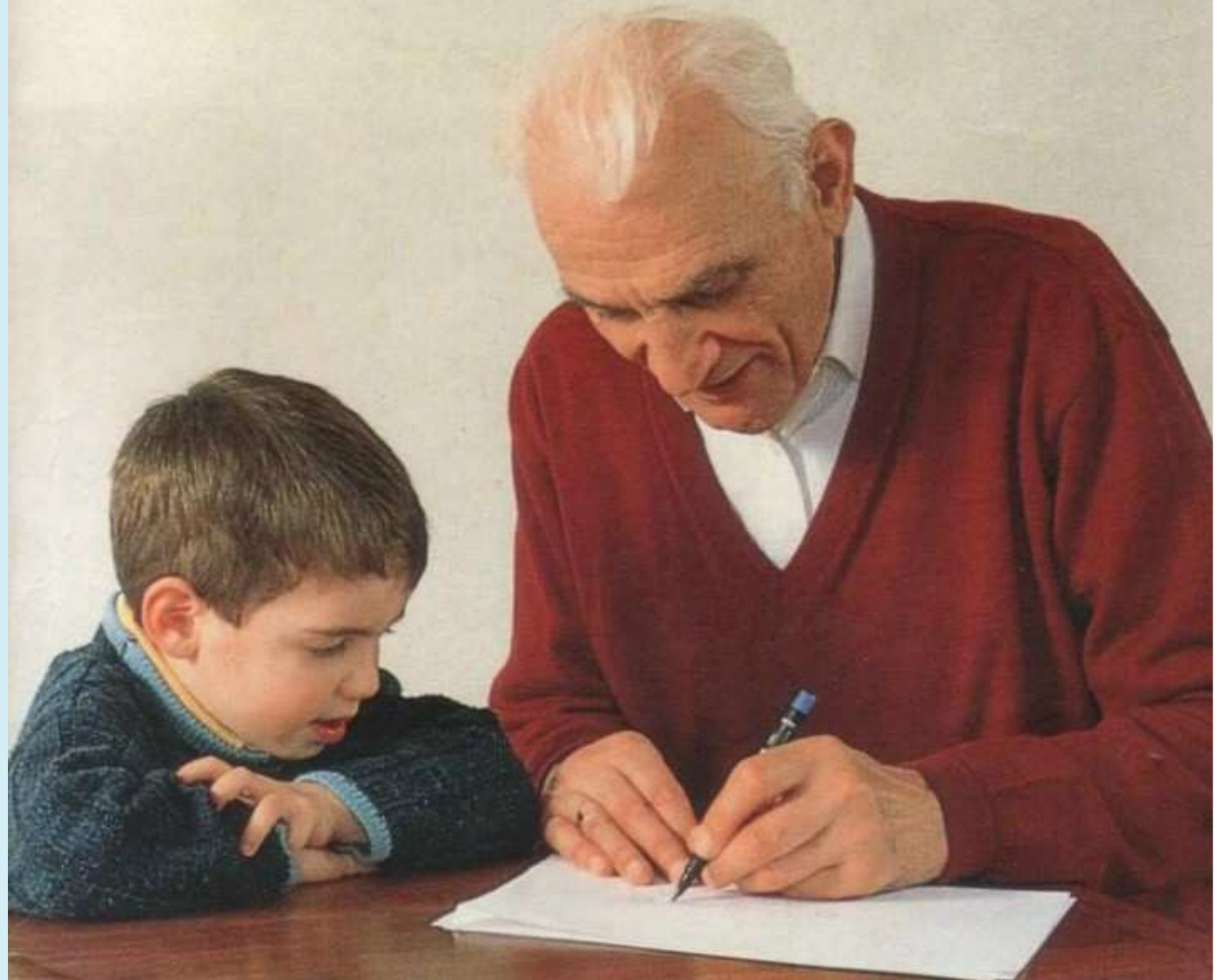


3. PEDAGOGICAL  
DIALOGUE



# Antoine de La Garanderie

*Gestion  
Mentale*



Born: France 1920

## **Intent** or “**Projet**”

A state of being

An inner commitment

One is never indifferent to it

It sets into motion the takes accomplishment

It plays into everything we do

Subjective  
Personal

## **Objective**

A thought, a plan:  
wishing, hoping, wanting

No indication if there is  
commitment or not

One can state the objective and yet  
remain indifferent to it

It “sits there” until someone means of  
it up

It is emotionally neural

Objective  
Impersonal

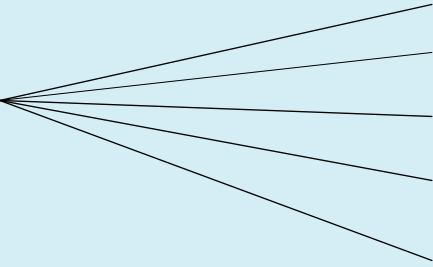


# *Gestion mentale*

**Perceiving** the World ↔ **Evoking** in the Mind

**Intent** : The form of intent determines the result achieved

**5 acts** of learning –  
each act animated by a  
separate form of intent



**Attention**  
**Memorizing**  
**Comprehending**  
**Reflecting**  
**Creative thought**

The pedagogical dialogue

Gestion mentale in the classroom

## **Intent** or “projet” as it is known in *Gestion Mentale*

Intent is that which engenders and orients us towards a specific outcome. It initiates the act, gives it direction and the impetus to reach for the intended goal.

Antoine de la Garanderie writes (free translation): *Before any act of perception takes place, one needs to enter into a state of intent (“projet”) in order to project in advance the intent to grasp what will be received.*

**In other words:** Behind every act we make with our bodies and with our minds, there is the presence of attitudes and expectations. These are implicit in the act. They set directions, lead to certain results; they open the way for the expression of our abilities and, too, they can limit our performance. They underscore the path learning takes.

These implicit attitudes have to do with the personal drive within each individual. As teachers we need to address ourselves to this dimension of being – to engage this intuitive force, allowing it to develop in ways that are helpful to the student and to the realisation of joy in learning.





**WHEN WAS THE LAST TIME  
YOU DID SOMETHING  
FOR THE FIRST TIME?**





*Consider the Grass Growing*

Consider the grass growing  
As it grew last year and the year before,  
Cool about the ankles like summer rivers,  
When we walked on a May evening through the meadows  
To watch the mare that was going to foal.

Patrick Kavanagh

1. Pass the end of a line through the object being attached to the rope. Bring free end up and cross over, then under the standing line.

2. Bring the free end to the front of the knot and you will now finish by tying a half hitch around the standing line.

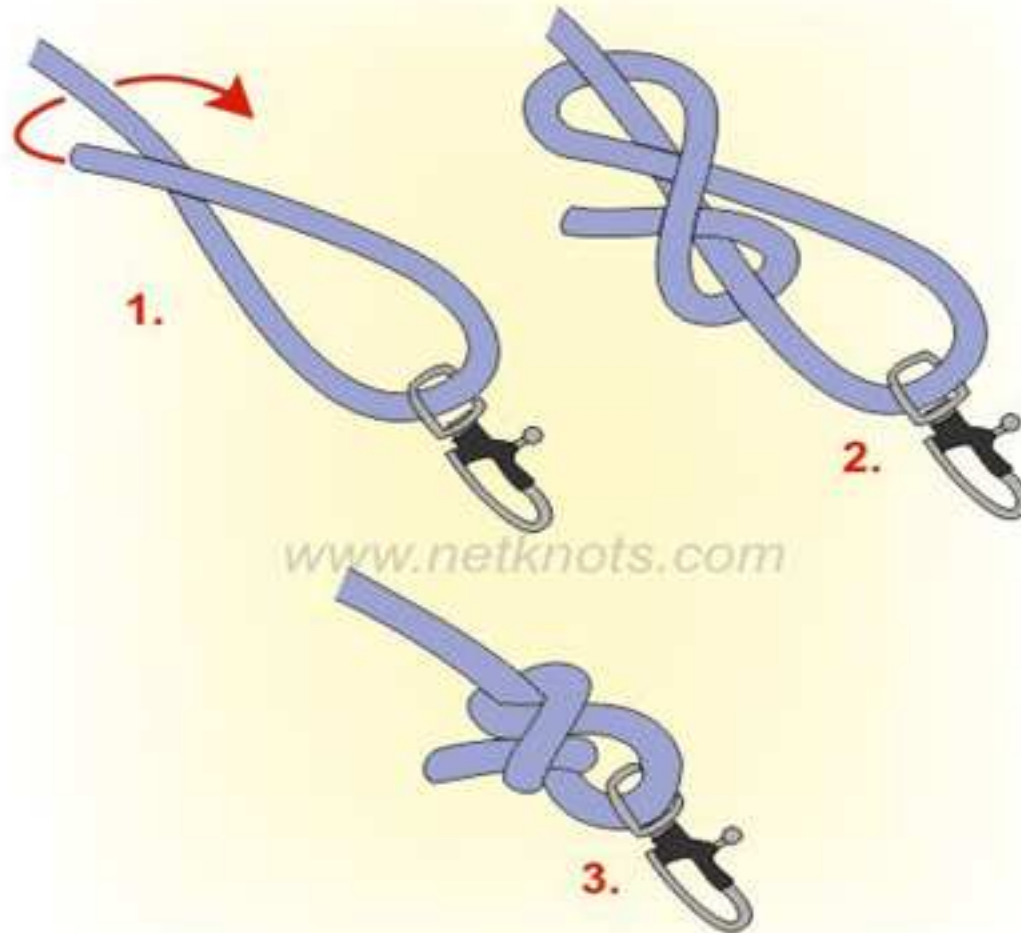
3. This is the completed knot prior to tightening.

4. Pull the knot tight and slide down onto the attached object.

**See Animated Buntline Hitch Below**

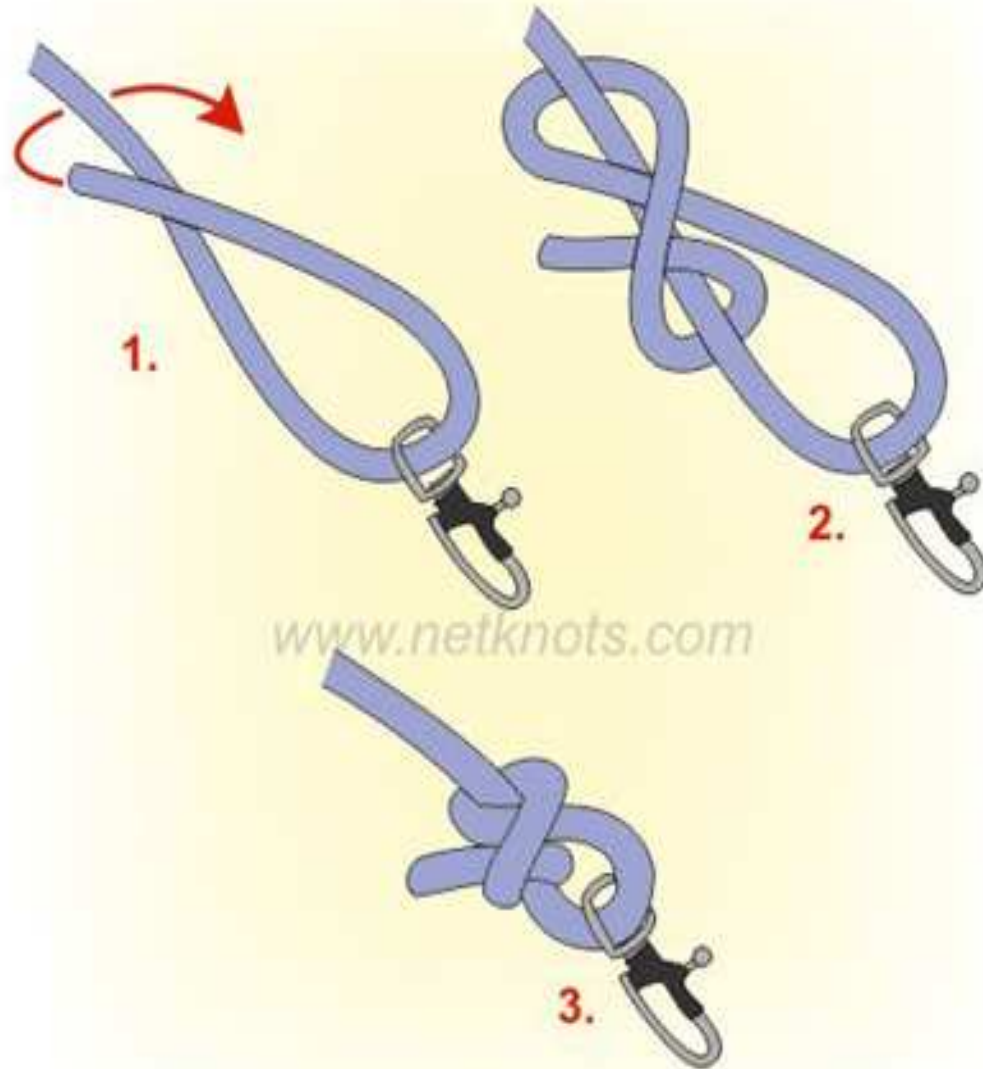


# BUNTLINE HITCH



[www.netknots.com](http://www.netknots.com)

# BUNTLINE HITCH



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## 13 times table

$$13 \times 1 = 13$$

$$13 \times 2 = 26$$

$$13 \times 3 = 39$$

$$13 \times 4 = 52$$

$$13 \times 5 = 65$$

$$13 \times 6 = 78$$

$$13 \times 7 = 91$$

$$13 \times 8 = 104$$

$$13 \times 9 = 117$$

$$13 \times 10 = 130$$

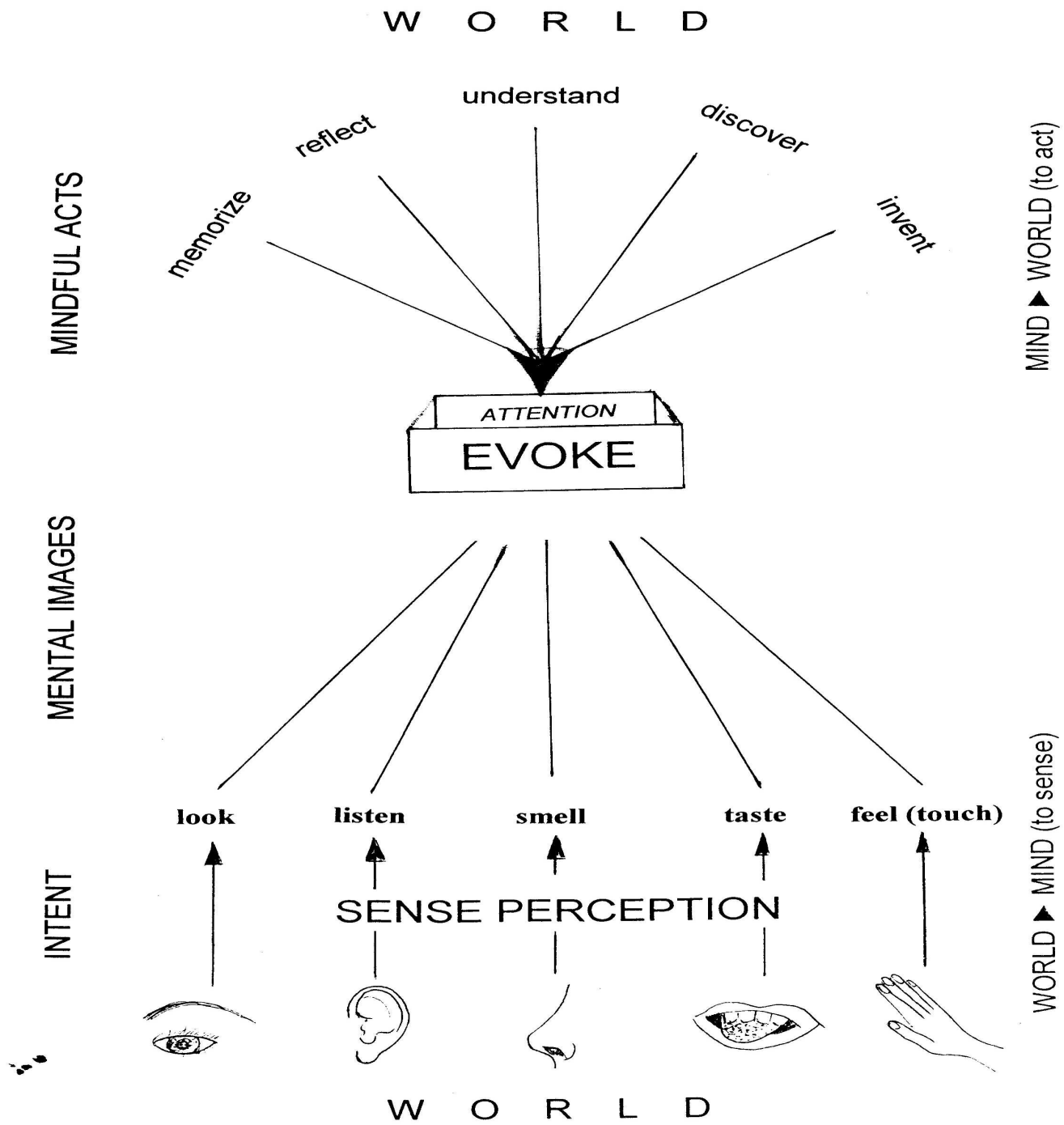
$$13 \times 11 = 143$$

$$13 \times 12 = 156$$

$$13 \times 13 = 169$$

The teacher's role in promoting anticipation

The joy of discovering or producing meaning



world

mind

intent

s

el

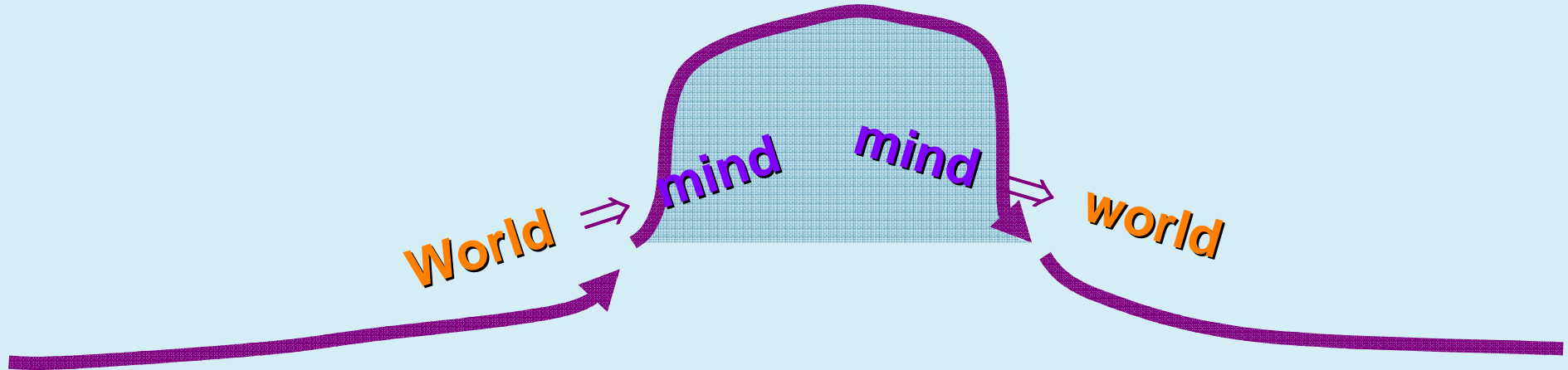
meaning

f

perception

consciousness





Outside or Inside

Is your student taking this initial step into learning?

How exactly is this transition made?



# mind World

## To the teacher:

When you give information and encourage reflection, are the students active in their minds and, do they know what action to take?

## To the student:

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