

Prompting the students to evoke during a lesson

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- At the beginning of a lesson:
For what came before or for what is to come
- At the end of a lesson:
As review, as imaginative extension of what was, etc.
- At transition points in the lesson:
To consolidate, etc.
- During the lesson, as a focus on the learning process:
Have several students relate what they have formulated in their minds, or have them all relate this to each other.
- At the moment presenting specific subject matter:
Simply ask, how will you encode this in your mind?
- When giving instructions:
Have students re-evoke these, before applying them.
- In the “to and fro” process:
A back-and-forth movement used to zero in on what has been learnt. The act of observing what is given (shown, read, heard) is separated temporally from the act of taking note of what one has produced in the mind.
- Before taking up something that was already learnt:
Have the students note what comes to mind when that subject or a certain word is mentioned.
- Frequent use, by the teacher, of empty space and empty time:
Use of silence, of nothing being shown, and of stillness.