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“The cover page” in content-rich lesson

Commentary to the film “Cognition and motivation”

Professor Feuerstein considers cognition and motivation two sides of the same coin. He calls motivation the affective aspect of cognition.

To motivate children, to raise their appetite and will to work on the new topic of angles was the goal of the math teacher in this lesson. Her aim was to build the first blocks of a new content and drag the students in a topic.

She did it by:

- Evoking previously gained knowledge and experience
- Summarizing and organizing what everything the students know about the topic
- Activating the use of proper vocabulary
- Introducing new words
- Transferring the topic to the world outside the classroom

By doing so, she mediated the **feeling of competence, sharing behavior, transcendence** altogether with **positive anticipation and directing attention**. The lesson serves as **the “cover page”** of a new instrument – it motivates, raises expectations, builds anticipation.

She involved, cultivated and activated the following cognitive functions:

- Well-developed verbal tools in all phases
 - o input – for labeling
 - o elaboration – for reasoning
 - o output – giving answers
- Spatial orientation
- Conservation of constancies
- Need for precision in both, input and output level
- Ability to project virtual relationships
- Broad mental field
- Internalization processes

The teacher used visual, auditory and graphic modalities, the main languages used at schools, but she also used and introduced symbols.



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