



## Trigger Teach

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### Abstract

This paper describes a new teaching method, applied on high school students by two experienced teachers, one in Physics and the other in Mathematics. The method, called Trigger Teach, follows two targets:

- Increasing the psycho-intellectual reception permeability of the student for the information, for an efficient, new data acquisition. The originality of the method consists in how the student is encouraged to ask questions in the learning process. This is done based on the observation that the student's interests are in relation to age and social environment in which on the one hand and on the other hand the student's wish to put the teacher into trouble. The paper also shows this method results in class.
- The second target is based on the idea that for an efficient data assimilation at least two of the following steps are needed:
- The active phase, described as the primary way of learning through manipulation and action, that is for the student of any age.
- The image representation stage, based on the dynamic change of the perceptual visual information in an emotional charged information. The teacher's role is extremely important at this stage, he must use interdisciplinary knowledge, as well as scientific content, but also a greater ability to manipulate the information into an art form. Basically the teacher charges every notion with any suggestive image representations, no matter how abstract the notion would be.
- The idea is to bring the notion alive.
- The symbolic step represents the final stage of learning. We are in the situation in which the student was emotionally charged and focused on the information we wanted to send him, and in this phase transition is made from personal images and emotions to symbols generalizing a process, a phenomenon and/or even abstracting them.