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Perception of the existence of a problem and its definition

Commentary to the film

“Developing cognitive functions – elaboration phase II”

Being the first, perception of the existence of a problem and its definition is the function that activates the whole process of elaboration. The problem-identification process leads us towards relationships between known information and multiple sources of perceived information.

The tasks in Illustrations are focused on developing the need and ability to see the problem as any disruption of equilibrium and a search for a solution.

The work in this video is based on page 20 of Illustrations focused on the need for reflective thinking. To become aware of the problem and finding solution students need to **decode details** and relate them to other known from previous experience. The perception of the existence of a problem is highly dependent on input processes, particularly on precise **data gathering**, sharp **perception of details**, as well as other functions in elaboration phase such as use of **relevant cues**, **comparative behavior** and search for the **transformations** in each frame.

We can see the mediator to mediate the abovementioned elements by asking “how do you know that...” or “what has changed...”

It is the understanding of the transformations in each frame that leads us to the principle of the page. When this principle has been grasped, the students transfer the principle “**beyond the actual experience**” – they **bridge**.

During the work on this page we could see the mediator supporting student in “bridging”. She initiated discussion on topics such as “safety”, “revenge”, “help”...

“Bridging” or transcending helps in connecting one’s life to a past and a future.