

**What's the story?**  
**Tools That Engage Imagination and Emotion in Higher Education**  
Because learning that *sticks* evokes emotion and *inspires* students.

**The Body's Role in Learning**  
Engage the *Somatic Imagination*

**Bodily senses**

How can the topic engage the *embodied* nature of the mind or the *enminded* nature of the body?  
How can the body's senses evoke emotion and contribute to learning the topic?

**Emotions**

How can emotional responses be evoked? In what ways can the topic engage students as "perfinkers"? (That is, unify perception, feeling and thought?)

**Humor**

What is unexpected, playful, or incongruous in the topic?

**Musicality, Rhythm, Pattern**

What patterns contribute to the meaning of the topic? How might students track different rhythms or patterns as part of their learning?

**Gesture / Communication / Intentionality**

How can the body be used to evoke meaning or to convey an idea central to the topic? How can we provide purposeful physiological response?

**The Unforgettable Features of Myth**  
Engage the *Mythic Imagination*

**Binary Opposites**

What emotionally charged binary opposites will help to tell the story of this topic? What binaries best structure the content?

**Metaphor**

What metaphors will help engage student's emotions? How can you involve students in the creation of metaphors to demonstrate and improve their understanding of the topic?

**Mystery and Puzzles**

What mysteries can be found within the topic?

**Games and Drama**

Can you recreate the topic in a game or play? How can the students place themselves into the story of the topic?

**Jokes/Play(fullness)**

What double meanings can be found within the topic and how can you use that double meaning to bring out the absurd or incongruous elements?

**Vivid Mental Images**

What vivid mental image (evoked with words) captures the essence and/or emotional significance of the topic?

**Rhyme, and Rhythm of Spoken Language**

How can the topic be explored through the music of oral language: rhyme, alliteration, onomatopoeia, rhythm, repetition and meter, etc.?

## Because Life is a Great Adventure

### Engage the *Romantic Imagination*

#### **Heroic Qualities**

What heroic qualities are embedded within the topic such as courage, tenacity, ingenuity, perseverance or determination?

#### **Extremes and Limits**

What extremes or limits frame the topic? What are the mosts/leasts? What is odd, unusual or bizarre? What are the most compelling details connected to the topic?

#### **Revolt and Idealism**

What ideals or challenges to the norm are evident within the topic? How do we engage students' longing and sense of personal commitment?

#### **Collecting and Organizing**

What aspect of the topic might students learn in "exhaustive" detail? In what ways might they become "expert"?

#### **The Literate Eye**

What visual tools such as lists, flowcharts, graphs, tables and diagrams will make it easier for the eye to retrieve information?

#### **Humanizing of Meaning**

Who is the person (or people) behind this topic? What are/were they like? What are the hopes, fears and/or passions of this person?

#### **Change of Context and Role Play**

How can a change in context or a point of view change or add to the emotional backbone of your teaching? What role(s) might students take on to internalize the knowledge? What games or simulations will allow the students to witness and/or connect with the topic in action?

## The Lure of Abstraction

### Engage the *Philosophic Imagination*

#### **Generality (Powerful Theories)**

What generality can be found within the topic? What great organizing theory or idea can be used to explain the topic? How can these be expressed as essential questions?

#### **Powerful Processes**

What are the general causal chains, networks or systems that can be associated with in the topic? How does everything work together?

#### **Hypothesis and Experimentation**

In what ways can students test the generalized ideas or theories on the topic?

#### **Authority and Truth**

What great "Truths" can be found within the topic? How can authority be established?

#### **Anomalies of General Schemes**

What small anomalies can be introduced to challenge and refine the theories or generalized ideas of the topic? Can students explore anomalies in the theories or general schemes of the topic using satire?

#### **Definition of Self**

How can students see themselves within the topic? How can they define themselves and within the metanarrative of the topic? How might students practice a sense of commitment regarding great "Truths"?

\*Originally designed by Tannis Calder