



Professor Reuven Feuerstein

How can we break the cycle of cultural deprivation and close the gap in attainment between disadvantaged students and others?

Mediated Learning Experience (MLE)

Mediated Learning Experience

Parameters:

1. Mediation of Intentionality and Reciprocity
2. Mediation of Meaning
3. Mediation of Transcendence
4. Mediation of Feelings Competence
5. Mediation of Regulation and Control of Behaviour
6. Mediation of Sharing Behaviour
7. Mediation of Individuation
8. Mediation of Goal Planning Behaviour
9. Mediation of Challenge
10. Mediation of Self-Change
11. Mediation of the Search for an Optimistic Alternative
12. Mediation of the Feeling of Belonging

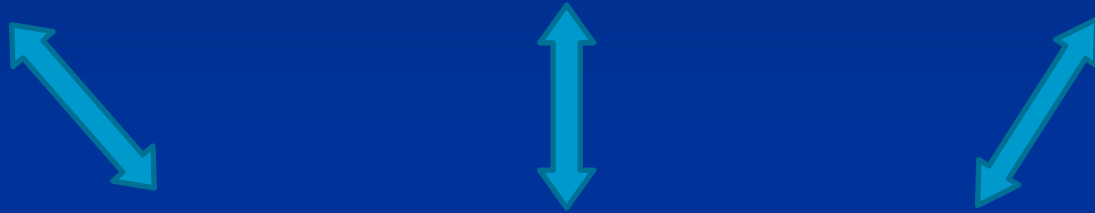
Components of a Mental Act

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Input – Elaboration – Output

Components of a Mental Act

Input – Elaboration – Output



Cognitive Functions

Components of a Mental Act

Input – Elaboration – Output



Cognitive Functions

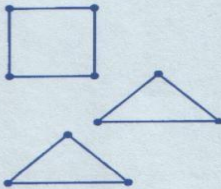

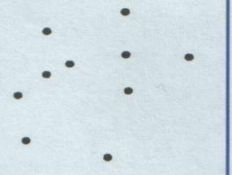
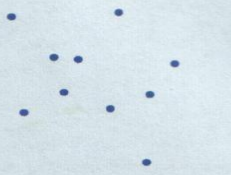




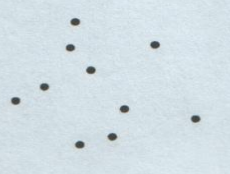
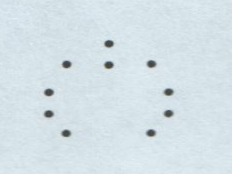
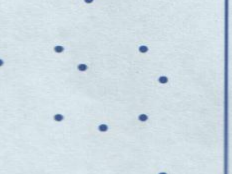
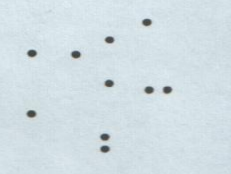

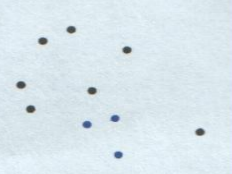
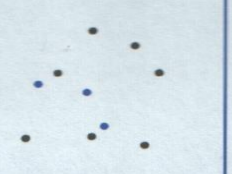
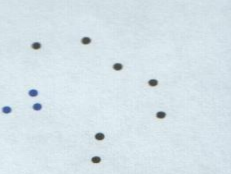
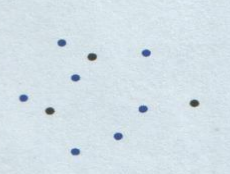
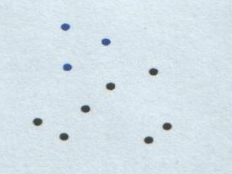

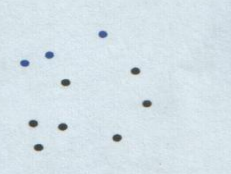


Prerequisites of Thinking

<p style="text-align: center;">INPUT</p> <p>The quantity and quality of information gathered</p>	<p style="text-align: center;">ELABORATION</p> <p>The efficient use and processing of information</p>	<p style="text-align: center;">OUTPUT</p> <p>Ability to communicate final solutions</p>
<ol style="list-style-type: none"> 1. Clear Perception 2. Systematic exploratory behaviour 3. Receptive verbal tools and concepts (labelling) 4. Spatial orientation (understanding of spatial concepts) 5. Understanding of temporal concepts 6. Conservation of constancies 7. Need for precision and accuracy 8. Using two or more sources of 	<ol style="list-style-type: none"> 1. Perceiving and defining problems 2. Using relevant cues 3. Spontaneous comparative behaviour 4. Broadening the mental field 5. Meaningful grasp of reality 6. Need for pursuing logical evidence 7. Internalisation 8. Projecting Relationships 9. Inferential - hypothetical “if” thinking 10. Using strategies for hypothesis testing 11. Planning behaviour 12. Categorisation 	<ol style="list-style-type: none"> 1. Mature communication 2. Overcoming blocking 3. Overcoming trial and error responses 4. Expressive verbal tools 5. Precise and accurate communication 6. Visual transport 7. Overcoming impulsivity

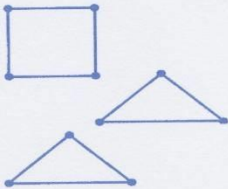

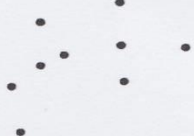






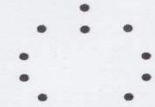










Instrumental Enrichment

Organisation of Dots

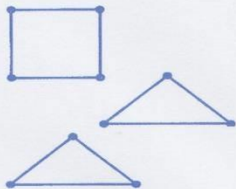





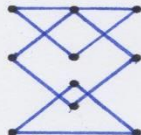




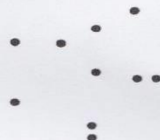








			
			
			
			
			

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Principle

We may be able to solve problems more easily if we work systematically.



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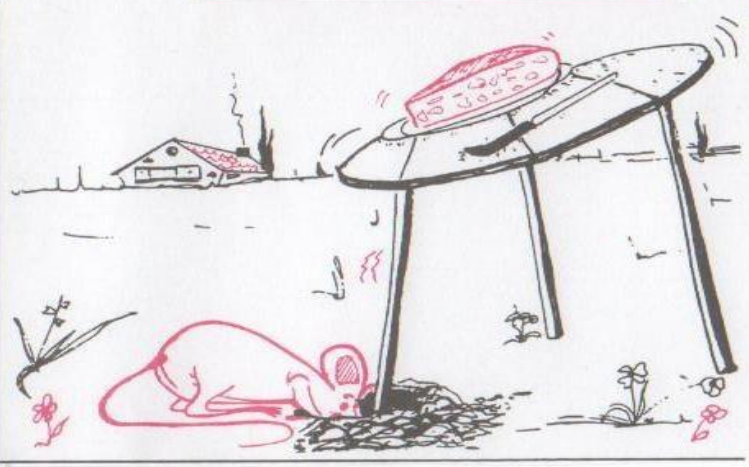


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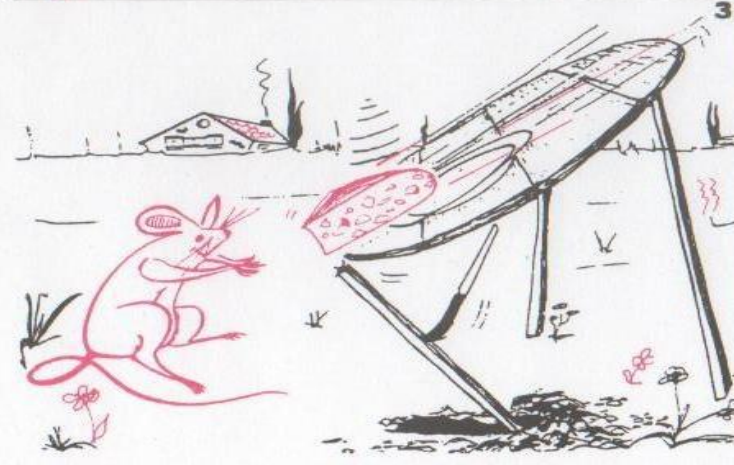
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ARTIST

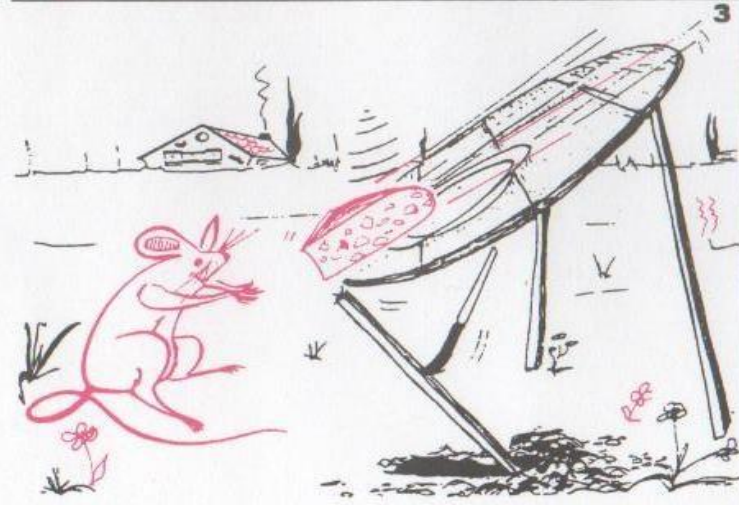
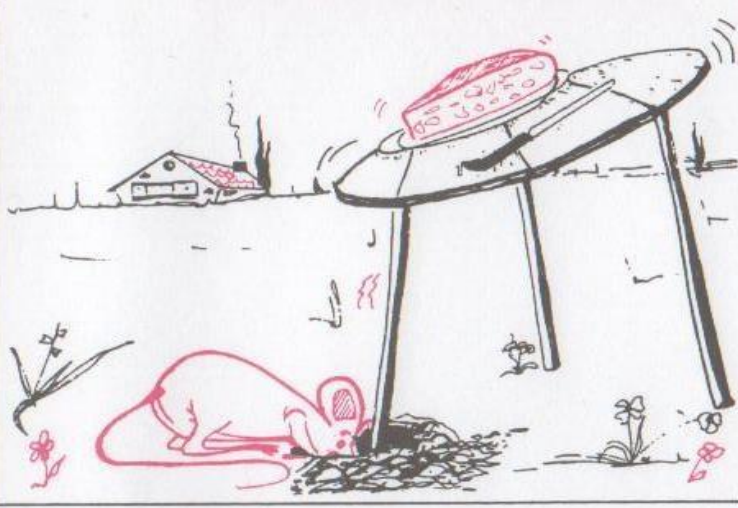


Illustration done using various drawing tools
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Principle

When we decide to do something we should be aware of the potential consequences for ourselves and for others.

Guidelines for Parents, Grandparents and Carers

Courses in Mediated Learning for Final Year School Students

Sample of Evaluations from Teachers who attended Feuerstein Courses

These are typical of the feedback we receive.

I just wanted to thank you and also let you know that it has just sunk in that I had just taken part in, without doubt, the most influential piece of training of my career.

The FIE and Mediated Learning training, I believe, has changed me from being a teacher to becoming an educator. It has answered so many questions and given me a way of influencing real change with our young people.

For a long time I have known that something was missing from our education system and this has shown me what.

Extremely powerful and inspirational. It has changed me not only as a teacher but as a parent as well.

I feel this programme can make a difference to any child or adult. It is amazing and I can't wait to explore it in depth.

This course has revolutionised my teaching already.

Further Information

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