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Time, books, fairytales – enhancing learning potential through everyday situations

Commentary to the film “Mediation in everyday situations – fairytales”

Children in low-mediation situations who are exposed to culturally deficient experiences repeatedly show deficiencies in tasks demanding orientation in time and space. Time and space are abstract dimensions, time being more abstract than space because it cannot be concretely perceived.

In this video we can see the mediator using the date for mediating orientation in time – **she relates to “yesterday”, sequences the days, and also, she helps children to figure out what information can be derived from a date.** She uses the topic for building superordinate concepts (seasons).

Temporal and spatial orientation can be understood as the ability to use time and space as systems of reference in organizing our reality within the system of structured temporal and spatial relations. Well-developed temporal and spatial orientation are crucial for accurate thinking – **relating events or objects to each other, planning, learning from past, understanding the change, etc.**

Lack of or impaired temporal concepts means that one cannot understand the time as either an object or a dimension; does not see time as measurable, stable interval, or as a flow from past to present to future.

The second part of the video is paid to **books and fairytales.** The mediator makes sure that the children use their own experience to relate to world around. The book and the fairytale seem to be suitable tools for mediating many cognitive skills. We can identify the following cognitive functions to be involved, activated:

Input phase

- Clear and detailed perception
- Well-developed verbal tools used for labeling objects, events, relationships
- Well-developed temporal concepts (sequencing, what happened first, what happened then...)
- Well-developed need for precision and accuracy in data gathering

Elaboration

- Ability to define the problem
- Ability to distinguish between relevant and non-relevant cues in defining the problem
- Well-developed spontaneous comparative behavior



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- Broad mental field
- Ability to pursue logical evidence
- Well-developed internalization processes
- Well-developed summative behavior
- Well-developed planning behavior
- Verbal concepts supporting reasoning

Output phase

- Ability to communicate well-elaborated responses
- Need for precision and accuracy in communication
- Ability to project virtual relationships
- Well-developed self-regulation
- Ability to restrain impulsive behavior

We can also see the mediator mediating the obliged **intention, transcendence and meaning**, and besides these we see her mediating the **feeling of competence, sharing behavior, regulation and control of behavior, goal setting and goal planning, feeling of belonging**.

The mediator makes sure that different modalities are involved in the lesson and thus children may relate to the topic differently, so that they become aware of **individual differences**. By preparing their own pictures for the fairytale the mediator supports active learning attitude, creates task-intrinsic motivation, supports reflective thinking processes. Throughout the whole work children are exposed to **vocabulary used for precise labeling**.