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Experience mediation in everyday life

Training Course – List of Lessons

We present a series of lessons in which we try to focus on the main aspects of mediated learning experience to bring you to deeper understanding, expand your experience and inspire you.

We suggest to follow the instructions and think about the tasks for a longer period. In case you cannot answer immediately, take your time, give yourself a moment.

The presented lessons are in different modalities, try to experience on yourself which one is your preferred and in which one you struggle.

By working on these lessons try to think about how can you help your students in building their metacognitive strategies.

Enjoy the lessons, may they bring you the experience and inspiration for mediating in everyday life situations.

Lesson 1: Criteria of mediated learning experience I.

Watch the video “Mediation during chemistry lesson”. Think about the criteria of mediated learning experience. Which of them were applied during the lesson?

Lesson 2: Application of mediated learning experience criteria

Choose some of your lessons and think about them. How do you work with the criteria of mediated learning experience? What helps you to apply them during the lessons?

Lesson 3: Using modalities

Watch the video “Mediation during chemistry lesson” again. The teacher works with different modalities. How does it help to students? In what way could you work with different modalities in your lessons?



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Lesson 4: Development of metacognitive skills

Watch the video “Mediation in everyday teaching learning situations – pronouns in Czech language”. How does the teacher support the development of metacognitive skills? Why is it important? Could she do it differently? Do you use any techniques leading to development of metacognitive skills?

Lesson 5: Learning cognitive operations I.

In the video “Mediation in everyday teaching learning situations – pronouns in Czech language” we identified a couple of cognitive operations (see the commentary). Do you agree with our list? Think about one certain lesson you taught. What cognitive operations were involved? How can we support the involvement of various cognitive operations?

Lesson 6: Motivation

Watch the video “Cognition and motivation”. What does “motivation” mean to you? Where in this lesson did you see motivation? How do you work with this aspect of your work? When do you motivate your students? In which part of educational process?

Lesson 7: Important role of basic concepts

Watch the video “Cognition and motivation” again. One of the sub-goals of FIE is acquisition of basic concepts, labels, vocabulary, operations, and relationships. How does the teacher realize this sub-goal? Write down concrete actions, sentences, etc.

Lesson 8: Criteria of mediated learning experience II.

Watch the video “Mediation in everyday situations – fairytales”. The mediator mediates the feeling of competence, sharing behavior, regulation and control of behavior, goal setting and goal planning, feeling of belonging. Look for situations in which these criteria of mediated learning experience are applied and name these situations.

Lesson 9: Orientation in time as a concept

Watch the video “Mediation in everyday situations – fairytales” again. The mediator works on developing the orientation in time. What does she do? What else could she do? How do you develop orientation in time during your lessons?



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Lesson 10: Orientation in space as a concept

Watch the video “Building the concepts in orientation in space”. In this video we can see the mediator working very hard on building the concept of “direction/orientation” and “parallel lines”. Why? What happened? What would you recommend to her? Why is orientation in space so important?

Lesson 11: Cultural deprivation and/or difference from the view of mediated learning experience

Watch the video “Building the concepts in orientation in space” again. What is the difference between cultural deprivation and cultural difference? What is your personal experience with children experiencing cultural deprivation / cultural difference?

Lesson 12: Aspects of mediation

Go through the presentation “Mediation through horse therapy”. How does the horse mediate? Which aspects of mediation could be seen?

Go through the case study “Mediation through horse therapy? What was the crucial element of the success?

Lesson 13: Aspects of mediation III.

Go through the presentation “Mediation through cooking”. Here the classmates became very important part of mediation. What do you think about involving the classmates to the process of mediation? What cognitive functions have been developed? Which aspects of mediations classmates use unconsciously?

Lesson 14: Dealing with mediator’s challenges

Go through the presentation “An architect as mediator”. There is a summary of challenges and difficulties they had to overcome? What are the challenges you face when you mediate to your group of children? How can you overcome these difficulties? Do you have any tool, list of ideas which could possibly help you?



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Lesson 15: Mediating everyday situations

Go through the presentations about cooking, horse therapy and architect as mediator. We can see that any everyday situation can be useful for mediation. Can you imagine any similar situations in your school life/not-school life to be used for mediation to you group of children? Try to find out at least 10 situations which can be mediated.

Lesson 16: Impaired cognitive functions

Watch the video “Mediation in everyday teaching situation - student with ASD, 1”. There is a short list of impaired cognitive functions provided at the end of the film. Do you agree with this list? How does the teacher / mediator work with Antonia to correct or develop the listed cognitive functions?

Lesson 17: Mediating focusing and concentration

Watch the video “Mediation in everyday teaching situation - student with ASD, 2”. The teacher / mediator mentions, that Alex has serious difficulties with focusing. In what way tries she help him to stay focused and concentrated? What are her actions towards enhancing concentration?

Lesson 18: How to mediate to children with low school performance

Watch again the both videos about children with ASD. What is the difference between those lessons? What is similar? What is your experience with children with lower performance?

Lesson 19: Different types of Intervention

Watch the video “The sentence... The word... The syllable...”. What kind of intervention did the teacher / mediator provide to the student? Which cognitive functions were involved / developed in the process? Based on this film: can we relate to any instrument of the instrumental enrichment program?

Lesson 20: Learning cognitive operations II.

Watch the video “Human body parts”. Which cognitive functions is the mediator fostering? In what way? Now think about one of your students. Which cognitive functions does he or she need to develop? What can you do about these cognitive functions?



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Lesson 21: Mediated learning experience as the way for developing inclusive environment I.

Read the article “The Future is Inclusion”. Do you agree that mediated learning experience can be a crucial element in the life of children experiencing poverty? How can mediated learning experience help them?

Lesson 22: Mediated learning experience as the way for developing inclusive environment II.

Read the article “Mediated learning and its application in teaching children from Roma settlements”. How do you understand the distal and proximal determinants of mediated learning experience? Go back to the lesson 11. How do you perceive cultural deprivation and cultural difference now?

Lesson 23: Parameters of mediated learning experience I.

Read the article “Theory of mediated learning”. Which parameters of mediated learning experience are universal? Why? How can you fulfil these parameters? Do you think about these parameters regularly?

Lesson 24: Parameters of mediated learning experience II.

Choose any of the films provided on this website and watch it carefully. What do the mediators do to apply the universal parameters of mediated learning experience?

Lesson 25: Parameters of mediated learning experience III.

Read the article “Theory of mediated learning” again. Can you explain what mediated learning experience is? How can you intentionally work with all the parameters of mediated learning experience?

Lesson 26: Learning / thinking process as a consequence of mediated learning experience

Read the article “Mediated learning for people from poverty”. Why is lack of mediated learning experience discussed in connection with poverty? Are any other communities endangered by lack of mediated learning experience? What is the role of a language in the learning / thinking process?



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Lesson 27: How to practice mediated learning experience

Read the article “Mediated learning experience in practice”. You may find here references to experience with mediated learning. Follow the structure of the document and try to express your experience with mediated learning.

Lesson 28: Mediated learning experience in every situations

Read the article “Summary”. There is a summary provided in this article. How could you summarize your personal experience? What new ideas did you get by reading the series of these articles?

Lesson 29: The vocabulary of mediated learning experience

Watch the video “Mediated learning to children experiencing lack of everyday mediation in their families”. How can you describe the activity and the whole process by using the vocabulary of mediated learning experience (cognitive functions, operations, parameters of mediated learning experience, etc.)? Reflect on any of the activity you carried out recently. How would you describe it?

Lesson 30: Developmental process

Watch the video “Boy Introduction and interview with mother”. Think about the role of a parent in the process of development. What would you recommend to parents in general?

Lesson 31: Developing cognitive functions through game

Watch the video about Sam working at the table. Here we can see Sam playing at the table. Think about the role of a game in developing cognitive functions. What is the role of a mediator in this video?

Lesson 32: Application of mediated learning experience

Watch the video about motoric exercise in a group session. How are the criteria of mediated learning experience applied in this lesson? Which cognitive functions are fostered? The mediator is aware that the task (the track in this case) has to be according to the child’s proximal zone of development (Vygotsky). How do you understand this term? How do you adjust your lessons according to this concept?



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Lesson 33: Criteria of mediated learning experience III.

Watch the video about painting session. Think again about the criteria of mediated learning experience. How they are applied in this lesson? Can you see any difference in comparison with the movement lesson? Which cognitive functions are developed or activated or involved during the lesson?

Lesson 34: Experiencing mediated learning

Watch again the videos about Sam. What is the main message of these lessons? Do you have any other idea how to work with Sam? Do you have any idea how to adopt or adapt these activities to your lessons?

Lesson 35: Applying parameters of mediated learning experience

Watch the video “Developing cognitive functions – summary” (section Become a better mediator). At the end of the film the teacher talks about the lesson and she says that she finds it very important if the children experience pleasant feelings on these lessons and she adjusts the tempo of the lesson to this fact. Why do you think it is so important for her? Is it important for you too?

Lesson 36: To know how to help myself

Watch the video “Organization of dots - Basic” (section Become a better mediator). The teacher / mediator encourages a child to use a piece of paper to measure the length. What do you think about it? What is the benefit of such a help? What, on the contrary, is the disadvantage of such a help? Do you use in your everyday work any “helpers” to successfully deal with every issue?

Lesson 37: Using cognitive map on daily basis.

Read the article “Cognitive Map – an example of practical use”. There is a cognitive map applied on dictation. Choose a task related to the subject you teach and analyze it by using the parameters of cognitive map. What did you realize during this analysis? Think about a concrete child working on this task. What is your conclusion regarding the child and the task?



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Lesson 38: Self – education

Go through the presentation “FIE changes teachers and schools”. Think about the change you encountered. How would you characterize this change?

Lesson 39: Preparation for lessons

Read the article “How to prepare children for work with instruments”. Are there any similar preparatory activities you use in your practice? Choose any of the instruments you are going to use. Think about possible preparatory activities for the work with the instrument. What would these activities focus on? What do you need to think about?

Lesson 40: Bridging

Bridging is a very important element in mediated learning experience. Why? What is the role of bridging? What bridging activities did you see following the previous lessons? What bridging activities did you prepare for your students?