



FEUERSTEIN TRAINEE VIDEOS

General introduction to the videos:

The 'TEACHER' film series shows the process of a trainee at the Feuerstein Centre the Netherlands for one month. Several situations are videotaped during this process. The (school)teacher works at a primary school and attends the traineeship for one day a week. At the center, she's educated in the use of the IE-instruments (Instrumental Enrichment Program, by prof. Feuerstein) and supervised in practice. Learning about 'mediation' (MLE- Mediated learning Experience) and putting this into practice is the core of the traineeship.

The goal for the teacher is to use 'mediation' and the principles of the Feuerstein method in her classroom as well as in one to one situation outside of the classroom. As a part of the traineeship, a Feuerstein trainer of the FCN (Feuerstein Center the Netherlands) will attend IE-classes given by the teacher (trainee) at school. Both the teacher and the Feuerstein trainer will work with a student in the videos. The sessions of the teacher will be evaluated together with the Feuerstein trainer. The purpose of the lessons by the Feuerstein trainer is for the school teacher to observe examples of mediation.

Short introduction to the student in the videos:

The teacher works with one of the students at her school. This student is nine years old at the time of the videos and receives extra help outside the classroom in a one on one situation. The reason for this is his difficulties with task-oriented behavior. In the classroom he doesn't appear to have appropriate strategies to finish complex, textual tasks successfully yet. He has the tendency to take too less time when approaching a task and has difficulties with reading comprehension and accurate use of verbal labels. Due to this, he has the tendency to block and avoid failing. It has a negative effect on his feeling of competence. The purpose of the extra lessons is to work on developing specific strategies to prevent him from blocking and give him experiences of success.



CONTENT OF THE VIDEOS

I TEACHER - START INTERVIEW

<https://www.youtube.com/watch?v=6RmCkRAe3XY&t=14s>

The first video shows the introduction and start interview with the teacher. The teacher talks about how she got involved with the Feuerstein method and what it has brought her already in her work as a primary school teacher.

II FIE-LESSON 1 TEACHER AND STUDENT + evaluation

https://www.youtube.com/watch?v=0QJPsokR_lg

The second video shows the teacher working with a student at school and the evaluation of the lesson with the Feuerstein trainer. Page 9 of the FIE instrument “Comparison” is used to work on strategies for task-oriented behavior, such as taking an overview, naming and linking parts of information. Cognitive functions that are paid attention to are function in the INPUT-level, such as clear perception and labeling. Mediation: Transcendence. The use of ‘bridging’ (taking a principle out of the situation and using it in a different setting, verbally) is an important subject as well. It shows how important the timing of bridging is and what criteria of mediation need to be put in interaction. For a teacher becoming a Feuerstein mediator it’s important to learn when to mediate and when switching to instruction is beneficial for a student/person. The video stresses the importance of this through examples and discussion afterwards. The trainer and trainee discuss struggles of taking the boy along and keeping the tempo up (causing the boy to be more involved and his body language to be more ‘active’) or keep asking more (specific) thinking questions.

III FIE-LESSON FEUERSTEIN-TRAINER AND STUDENT

<https://www.youtube.com/watch?v=AKzP7qtIPr0>

The third video shows a lesson by the Feuerstein trainer with the same student. Attention is paid to precise use of language and correct labeling in the phase of analyzing the task. The use of these specific words is important for the boy to create strategies for task-oriented behavior. This way he can plan his task in a systematic way, analyze its parts and check it afterwards.

Mediation of meaning is shown by the Feuerstein trainer during these moments, as well as intentionality and transcendence. She asks the boy thinking questions about the importance of several actions and processes, such as: reading the text carefully, using the right concepts, learning from making mistakes and talking about some principles in different situations. Doing this she wants to make sure that he gets these principles and that her intentions are clear for the boy. By asking him questions that fit his zone of proximal development and letting him explain these things, he’s involved in the task.

The Feuerstein trainer also makes sure that ‘making mistakes’ is discussed with the boy. It’s important for him to not see a mistake as failure and verbalize these processes. The trainer wants



him to be aware of different strategies he can use. Like analyzing mistakes and seeing them as an opportunity to learn.

IV FIE-LESSON 2 TEACHER AND STUDENT + evaluation

<https://www.youtube.com/watch?v=izfhTYS7A7I&t=3s>

The fourth video shows a second lesson by the teacher after two weeks and the evaluation of the lesson with the Feuerstein trainer. She continues working on skills for task-oriented behavior, such as defining and verbalizing the problem, importance of reading the text and comparing aspects of the task with previous tasks. The teacher also pays attention to naming pictures and shapes. Using their 'name' when possible instead of naming what it looks like. Using accurate labels and naming the specific characteristics is important for relating specific parts with each other. The video shows the students improvement in verbalizing and planning the task. It also shows the students awareness of a missing skill. The student is insecure about drawing a triangle. The teacher pays attention to this to prevent him from having an unsuccessful experience.

The trainee and trainer discuss this part of the video. The trainer points out that the goal of the lesson must be clear in order to choose what to pay attention to. Either do it right away or name it and pay attention to it another time. They also discuss asking questions and the importance of giving logical evidence for the student. Paying attention to mediation of feeling of competence is discussed as well.

V TEACHER - FINAL EVALUATION INTERVIEW

<https://www.youtube.com/watch?v=-C44ngM6YIU>

The fifth video contains an interview with the teacher after a month. The teacher talks about her experiences and highs and lows in the process. The many different aspects of the theory put into practice is confusing sometimes. However, the teacher notices that her independence is growing and that she's able to reflect on the process more easily, because she's more familiar with the theory. In her work as a teacher in school she notices that this is changing as well. In this specific school, children who fall behind on certain subjects get extra help with these subjects. The teacher mentions that she tries to shift towards looking at the conditions for learning first, the cognitive functions. By doing this, the reason for the children to fall behind (their learning process) is analyzed. The teacher talks about her role doing this in school, the successes and the problems she runs into.

The final part of the video, the teacher talks about the biggest differences in her own thinking and (teaching)behavior.