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## Mediation in classroom testing – Czech language

Commentary to the film

### “Mediation in classroom testing – Czech language”

The obvious point of classroom testing is to assess what students have learned after the completion of a lesson or unit. When the classroom tests are tied to effectively written lesson objectives, a teacher can analyze the results to see where the majority of students did well or need more work. These tests are also important when discussing student progress at parent-teacher conferences.

In this video we can see a classroom **testing carried out with mediation**. We can observe that mediated learning experience as an intervention makes the whole testing situation less tense. The process before testing itself helps students **to organize their knowledge**. The mediator also supports students in improving their metacognitive skills by asking questions such as: “what help would you need?”

The role of a teacher / mediator is to utilize mediational interactions for enhancing the learning skills and appetite to study. We can see the teacher / mediator to mediate:

- Feeling of competence
- Regulation and control behavior
- Positive anticipation
- Verbal stimulation
- Directing attention
- Focusing
- Problem solving strategies
- Reciprocity
- Long and short-term recall
- Precision in input and output
- Logical evidence
- Organization of stimuli

Testing in such a calm and friendly environment helps the teacher to unravel what to focus on in the next teaching situations. It helps to identify authentic gaps in knowledge, not the gaps caused by nervousness.

During the preparation phase we could see the mediator mediated the **optimistic alternatives**. Before the work itself she made sure everybody is ready to start working, she was ready to answer further questions if it was necessary.