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Mediation of Transcendence

Commentary to the film

“Developing cognitive functions – input phase II”

Improving deficient cognitive functions – input phase

In this video we can see the mediator developing **systematic exploratory behavior** of children in the classroom altogether with the need for **precision and accuracy**. The work is based on page 8, Organization of Dots, Basic. The page is one of the first pages where shapes are overlapped and rotated in space, thus requires the **ability to deal with multiple sources of information**, as well as the **ability to distinguish between relevant and irrelevant data**. The mediator leads the children towards an awareness of the need to examine all the components and characteristics of the shapes.

To support the work with multiple choices of information mediator introduces such aspects as summative behavior, comparison, linking different pieces of information. Relevancy refers to whether data should or should not be considered in the problem solution. For developing the ability of differentiation between relevant and irrelevant it is important to determine the goals and aims of operations.

Cognitive functions used in the input phase are very often prerequisites for normal elaboration and output phase. Elaboration functions are dependent on input processes, particularly on the level of precision and intensity of data gathering.

Affiliated cognitive functions developed: spatial orientation, conservation of constancies, spontaneous comparative behavior, summative behavior.

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In this video we can see two different situations in which the mediator leads the children to connect their “here and now” with the past and future – they go beyond. When children are given something that transcends a specific interaction, it motivates and prepares them to deal with increasingly complex situations. Mediation for transcendence is a natural means of generalizing, of transferring what we learn to different situations that are somehow connected, but in an entirely different place, time or context.

The mediation of transcendence is one of the universal parameters of mediated learning experience. It takes the individual beyond the “here and now” and away from the direct experience. It serves to enlarge and magnify the repertoire of experiences and responses in the life of the child.