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Mediated interactions and the role of a mediator

Commentary to the film

“Developing cognitive functions – elaboration phase III”

During the **process of elaboration**, we establish **relationships** between different pieces of information. Cognitive functions used during elaboration turn data into distinctive and organized knowledge. By sorting out the collected data into groups, analyzing them, comparing, creating relationships, summarizing, etc. we create information and new data or we go beyond the initial data.

Spontaneous comparative behavior is critical with regard to its role in the creation of relationships between isolated pieces of information.

The process of comparison mentally brings together different events or objects. To be able to compare we need to work with several sources of information leading to associations. Very importantly we need to use suitable concepts – potential criteria for comparing different objects.

In this video (page 14, Organization of Dots, Basic) we can see the mediator developing spontaneous comparative behavior by asking many questions leading to comparison. Comparative behavior is heavily dependent on verbal modes of interaction and we can see here children from excluded minority groups struggling with concepts and words (length, identical, long, short) and they need to be helped with concrete examples.

Children with deficiency in this cognitive function have difficulties to carry out processes of comparison in a spontaneous and automatic manner. Consequently, the child’s world is a very concrete one with knowledge restricted primarily to a perceptive level without ability to find relationships between information, objects, events.

Affiliated cognitive functions developed: orientation in space, precision and accuracy in data gathering

Mediated Interactions and the role of mediator

Mediation means any **interaction** in which the mediator poses himself between the child and the world – it is an intervention that embodies specific techniques.

The mediator is an agent of change whose interventions are driven by compassion and belief. Mediated learning experience refers to the way in which stimuli experienced in the environment are transformed by



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mediator. It is the role of mediator to select a stimulus, shape it to grab children's attention, intervenes during the process of responding.

Mediator, guided by intention, culture, and emotional investment selects, enhances, focuses, and otherwise organizes the world of stimuli for the learner. The mediator selects stimuli that are most appropriate to his intentions and then frames, filters and schedules them.

In this video we can see the mediator being responsive all the time leading the group to accomplishing the task. There is no information provided by mediator without involving thinking skills.