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Mediation and mediational distance

Commentary to the film “Organization of dots - Basic”

In this video we can see work on page 6 of Organization of Dots- Basic. The page comprises of two triangles rotating and even overlapping, colored dots providing cues, but not in each frame.

The main goal of the instrument is to **strengthen perception, labeling, organization of space** and develop strategies to **systematically process information** and **respond accurately**.

The modality of the page is **figural** using geometrical shapes and **visual / motor** when connecting dots to form shapes.

The lesson starts with touching the objects having the shape of triangle and realizing the characteristics of the shape. During this process systematic search is going on and realization of the of rotation.

During the preparation phase the mediator leads the pupils to realize that there are cues on the page which can be used, that the work should lead to same triangles as in the model. The mediator **encourages comparative behavior** as well as **need for precision** by verifying the size of triangles' sides using a piece of paper and the right angles.

Mediation such as “where to look”, “where to start”, “what can help” are typical at these pages.

Checking the model is an important opportunity to develop comparative behavior – “is the shape the same, is the size the same?” Working with the model is important to establish what response is expected, how to find the appropriate shapes and leads to understanding the model thus independent work.

The presence of two shapes in the same frame leads to the question of overlapping shapes – what overlapping objects look like, why it is difficult to see them, and what does the overlapping require us to do in order to find both shapes. Overlapping makes the differentiating and segregating of parts more difficult and the learner should involve the work with criterial characteristics in order to find the shapes.

Mediational distance has to be considered carefully and all the time. The mediator has to decide to what extent the learner requires close mediation and to what extent more distant levels of mediation are possible.