



Co-funded by the
Erasmus+ Programme
of the European Union

How mediated learning looks like

Commentary to the film

“Developing cognitive functions – output phase I”

Typically, a FIE lesson is composed of the following elements:

- Introducing the page and introductory discussion above the task
- Independent work
- Discussion after the work and the development of insight
- Bridging
- Summarizing the lesson

In this lesson we can follow the mediator and students through the whole process. The mediator makes sure that she mediates **only as much as necessary**. Each phase takes **as much time as needed**. For example, introductory discussions may take few minutes sometimes, while on other pages we may need a whole lesson. In mediation, how students verbalize the problem and its solution is as important as their performance.

As students show readiness for independent work, e.g. they developed an effective approach to the task, they start working on the page independently and at their own pace. The teacher observes and intervenes when needed.

The lesson continues with **after-work discussion** during which we may ask questions such as:

How did you do the task? Where did you have difficulties? What strategies did you use to solve problems?

Bridging questions:

What does it remind you of? What have you learned from this? What kinds of thinking are you using? Can you think of another class in which a problem required you to use the same kind of thinking? To what other problems could we apply what we learned today?

For FIE lessons it is important, that:

- 1) The teacher does not lecture
- 2) Students' ideas are the focus
- 3) Answers lead to more discussions, opposite to "one-right answer" dialog



Co-funded by the
Erasmus+ Programme
of the European Union

In this video we could see work on page 1 of Comparisons, in which the concept of commonality and differences is introduced – in pictorial and verbal modalities, the tasks force comparison of two items using the most relevant/characteristic attributes. Students are encouraged to consider possible alternatives. They are also confronted with different answers and this divergency motivates them to investigate further.

The mental work during the input and elaboration phase results in **expressing (communicating) the response** - output. Therefor communication skills are important for the output phase:

- Ability to be precise and accurate
- Self-regulation and ability to avoid trial and error responses
- Ability to project virtual relationships
- Ability to communicate the well-elaborated response in the appropriate and accurate modality
- Ability to restrain impulsive responses