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Lack of mediated learning experience

Commentary to the film “Building the concepts in orientation in space”

In this video we can see the mediator working very hard on building the concept of “direction/orientation” and “parallel lines”.

Many low functioning and **culturally deprived** children lack the basic concepts to be used for grasping the relationships necessary for managing the cognitive tasks such as those presented in the FIE as well as those in the content rich subjects. Such concepts have to be taught actively and systematically in order to make the instruments accessible to the learner and enhance the use of cognitive functions as well as build the prerequisites for the representational, relational, and operational thinking.

Children in low-mediation situations who are exposed to culturally deficient experiences repeatedly show deficiencies in tasks demanding orientation in space. The limited amount of representational, internalized behavior available to them results in a tendency **to act motorically** rather than through representation. They can easily master problems with motoric, gestural types of response, and do not perceive a real need for representation or internalized behavior.

The acquisition of basic concepts, labels, vocabulary, operations and relationships is crucial for developing processes, strategies and operational thinking.

Deficiency in spatial orientation means lack of any system of reference.

Culturally deprived children are often dependent on the movements of their own bodies, when it comes to orientation in space.

The absence of temporal and spatial orientation is often related to a deficiency or a lack of need for precision in the correct use of verbal tools.

As relations between objects and events are the content of mental operations, it is essential to have a clear understanding of the time-space continuum.

Lack of mediated learning experience may cause the individual’s temporary inability to organize, integrate, and relate to the environment.