

The Use of the Mediated Learning Experience in Response of Special Needs Education

Authors : Maria Luisa Boninelli

Abstract : This study wants to explore the effects of a mediated intervention program in a primary school. The participants where 120 students aged 8-9, half of them Italian and half immigrants of first or second generation. The activities consisted on the cognitive enhancement of the participants through Feuerstein's Instrumental Enrichment, (IE) and on an activity centred on body awareness and mediated learning experience. Given that there are limited studies on learners in remedial schools, the current study intended to hypothesized that participants exposed to mediation would yield a significant improvement in cognitive functioning. Hypothesis One proposed that, following the intervention, improved Q1vata scores of the participants would occur in each of the groups. Hypothesis two postulated that participants within the Mediated Learning Experience would perform significantly better than those group of control. For the intervention a group of 60 participants constituted a group of Mediation sample and were exposed to Mediated Learning Experience through Enrichment Programm. Similiary the other 60 were control group. Both the groups have students with special needs and were exposed to the same learning goals. A pre-experimental research design, in particular a one-group pretest-posttest approach was adopted. All the participants in this study underwent pretest and post test phases whereby they completed measures according to the standard instructions. During the pretest phase, all the participants were simultaneously exposed to Q1vata test for logical and linguistic evaluation skill. During the mediation intervention, significant improvement was demonstrated with the group of mediation. This supports Feuerstein's Theory that initial poor performance was a result of a lack of mediated learning experience rather than inherent difference or deficiencies. Furthermore the use of an appropriate mediated learning enabled the participants to function adequately.

Keywords : cognitive structural modifiability, learning to learn, mediated learning experience, Reuven Feuerstein, special needs

Conference Title : ICSNE 2015 : International Conference on Special Needs Education

Conference Location : Zurich, Switzerland

Conference Dates : July 29-30, 2015