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Mediated learning experience as an alternative approach to assessment

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ABSTRACT

This study investigated the effectiveness of Feuerstein's mediated intervention programme on a sample of the Grade Five population, in a remedial school. The participants (n=20) were systematically sampled and they constituted two groups, namely, Individual Mediation (n=10) and Group Mediation (n=10). It was hypothesised that participants exposed to this programme would yield significant improvement in cognitive functioning as measured by the (Raven's Coloured Progressive Matrices (RCPM). As a result of the intensity and the duration of the mediation that was provided to the participants within the Individual Mediation, it was hypothesised that they would perform significantly better than those within the Group Mediation. Set Variations B-8 to B-12 from Feuerstein's Learning Potential Assessment Device served as vehicle for mediating cognitive deficiencies. Following the intervention, a significant improvement on the RCPM was only obtained within the Individual Mediation. Although there was significant improvement, no significant difference was found between the Individual Mediation and the Group Mediation. The pre-post-test results of the Individual Mediation corroborate existing literature that provision of adequate and appropriate mediated learning experience is effective in improving cognitive functioning. However, non-significant results between the two groups suggest that a pre-post significant finding within the Individual Mediation was as an effect of pre-test differences. These findings are therefore inconclusive. It might be helpful to further replicate this investigation in order to determine whether support is found for the previous or for the present findings.

Key words:
Dynamic Assessment, Mediated Learning Experience, Learning Potential Assessment Device, cognitive functions.