

Mediated Learning Experience (MLE) and Cognitive Modifiability: Theoretical Aspects and Research Applications¹

DAVID TZURIEL²

Abstract

Feuerstein's concept of Mediated Learning Experience is defined as a unique mode of interaction between the mediator (e.g., parent, teacher or peer) and the learner. It starts from a very early age in the spontaneous interactions between parents and their children, or grandparents with grandchildren and continues later with peers and in more structured interactions with teachers. In the current paper the focus is developmental aspects of MLE processes carried out informally within the family system and in peers interactions and their effects on children's cognitive modifiability. The objectives of this paper are: (a) to present the theory of MLE as a proximal factor of cognitive modifiability (b) and to demonstrate empirical validation for the role of MLE strategies in enhancing children's cognitive modifiability. The first section provides some definitions of the main concepts and a brief description of the MLE theory. The second and main section discusses selected research findings demonstrating the impact of MLE strategies in facilitating cognitive modifiability. In the third section some conclusions will be discussed, followed by suggestions for future research.

Keywords

Feuerstein, Structural Cognitive Modifiability theory, Mediated learning experience theory, review, peer mediation, cognitive development