

Refining pedagogy with a humanistic psychology of cognitive mediation

LORENZO TEBAR BELMONTE ¹

Abstract

This paper examines the intellectual legacy of Reuven Feuerstein (1921-2014) through an analysis of how his implied theories and practices serve to align pedagogy with mediational teaching. It offers a closer examination of ten psychological and pedagogical aspects of mediation for the practice of education in the classroom, after outlining twelve characteristics of a mediating pedagogy. The principles of the cognitive map are explained to increase a teacher's understanding of how to transmit content more effectively and more adaptively. This mediating style gives teachers a sense of professional authenticity. The simple role of transmitter of material is changed into that of the expert, guide, director, neighbourly educator, etc. As a consequence of this transformation, many teachers have begun to feel more enthusiastic for their job. It concludes with a summary of Feuerstein's influence derived from these formulations.

Keywords

cognitive structure, modifiability, mediated learning experience, Learning Potential Assessment Device, cognitive map, instrumental enrichment, learning potential, motivation, affect, transfer