Refining pedagogy with a humanistic psychology of cognitive mediation

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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

Introduction
The passing of Professor Reuven Feuerstein in April 2014 occasions a retrospection on the influence of his theoretical formulations and educational applications. As a mentor to many, the implications of his work for psychopedagogy causes us to examine our practices as educationalists. The centre point of influence derives from his theory of structural cognitive modifiability (SCM) and its derived operational concepts of the Cognitive Map and mediated learning experience (MLE).

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