

The Mediated Learning Experience

What does a mediator, (parent, teacher, caregiver), bring to a direct learning experience of a child or student that makes that experience qualitatively different and thus empower it to contribute to the development of structural cognitive modifiability?

What are the descriptive characteristics or parameters of the mediated learning experience as distinctive from the direct experience?

Mediation of **Intentionality and Reciprocity** – The mediator communicates an intention to add something extra and makes sure the child is ready for that extra something. This includes communicating a context, a purpose, a significance, and an importance to the interaction and making sure that the child is observant and aware.

Mediation of **Transcendence** – The mediator communicates goals, lessons, perspectives, applications, future possibilities, past examples, and other conceptual contributions that go beyond the direct and immediate experience at hand.

Mediation of **Meaning** – The mediator displays passion and motivation while communicating an emotional investment in the experience and arouses a corresponding awareness and need in the child to acknowledge a personal meaning an emotional stake in the enhanced experience.

The above parameters are present in every mediated learning experience.

A mediator frequently chooses to add the following other parameters as well, depending on particular circumstances and opportunities.

Mediation of **Feelings of Competence**

Mediation of **Regulation and Control of Behavior**

Mediation of **Sharing Behavior**

Mediation of **Individualization and Psychological Differentiation**

Mediation of **Goal Seeking, Goal Setting, and Goal Achieving**

Mediation of the **Search for Challenge, Novelty, and Complexity**

Mediation of **Awareness of Being a Modifiable Entity**

Mediation of **Optimistic Alternatives**

Mediation of a **Sense of Belonging**