

Neuro-teaching in Primary School. The principles of Feuerstein's mediated learning integrated into school curriculum¹

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Abstract

The aim of this experimental research is to examine Reuven Feuerstein's educational theory.

By expanding on theories from Piaget and Vygotsky, Feuerstein described a method to teach students how to study through the development of an active structural approach. This is effective for learning because it develops habits for seeking novel strategies when faced with new and complex problems.

The study, after analysing the international literature on the application of the method in Primary School, investigates one of the problems arising from the examination conducted so far: why isn't the Feuerstein's Instrumental Enrichment process consistently affects student performance in all subjects always?

The assumption of this research is that the Feuerstein program cannot influence the academic performance if it is not integrated into the school curriculum. It can be assumed that if the Feuerstein principles of mediated learning were applied to all subjects, a neuro-curriculum can be developed, resulting in a significant improvement in the school performance.

The study consists of a two-year quasi- experiment in a Primary School (2013-2014, 2014-2015). 82 students in the fourth and fifth grades and four IE (Instrumental Enrichment) trained teachers were involved. They were divided into four independent groups (which are equivalent to four classrooms): two are experimental and two are for comparison. Quantitative and qualitative assessment tools will be used before and after the process.

Keywords

cognitive education, mediated learning experience, effect study, teachers attitudes, primary school education, neurocognitive intervention, metacognition