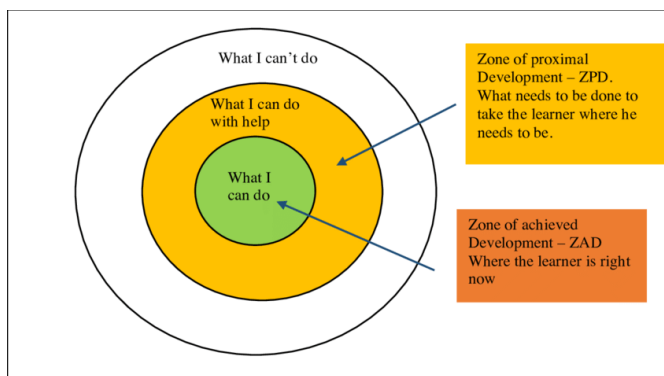

MEDIATION

Mediation is a concept of PTM that is based on important learning theories of great authors such as Vigostkij, Wood, Bruner and Bross, Freinet and Feuerstein. Among them, Vigostkij stands out because in his studies he develops a concept that will be key for us to understand and approach the concept of mediation that PTM understands.

The concept of proximal development zone, introduced by Lev Vygotski since 1931, is the distance between the level of effective development of the pupil (what he is capable of doing on his own) and the level of potential development (what he would be capable of doing with the help of an adult or a more capable companion).



We can then affirm that the centre of learning lies in the relationship that the learner (suppose a minor) has with the adult and the help he receives from her to empower and make learning possible.

We extract from here, to construct the concept of PTM mediation, that the proximity of an adult makes evident and manifest the potential capacities of the minor that would otherwise be hidden.

The educational relationship is characterized by a transmission of knowledge that must necessarily become a know-how.

Mediation for PTM is not a pact, it is not a negotiation. It is the capacity to create an empty space, neutral and free of prejudices and pre-concepts, which makes it possible to generate a true educational relationship.

For this to happen, two clear positions must exist: a Major and a Minor who interact in a common space, a space in which the educational encounter is truly possible.

The greater the capacity of the tutor to contain it, the more possibilities there will be to reorganize the data that already exist and, therefore, the continuous redefinition of the 'content' of the relationship.

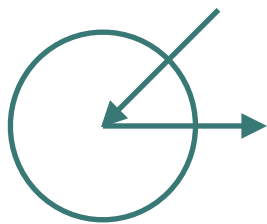
In addition, the tutor is recognized for his real, manifest and applied abilities:

By Real Capabilities we understand that the educator is always able to provide a point of view that "widens the frame", expands the representative and mental horizons of the individual and can quickly leave their identifications to obtain a point of view that is useful to himself and to all those he guides.

By Manifest Capabilities we mean that the educator's ability to offer broad and inclusive/selective viewpoints is evident to anyone who comes into contact with him.

By Applied Capabilities we mean that the educator is capable of transmitting his or her abilities even in contexts far removed from his or her usual ones.

What allows me to mediate?



Placing oneself between stimulation and response.
Non-identification - Remain Neutral - Focused Attention
- Active Listening -
Believe unconditionally.

What prevents me from mediating?



Habits: I've been doing this all my life.
Conditionants: I can't do anything else.
Beliefs: No, that's exactly how it's done.
Negative emotions: recrimination, frustration, boredom.

The effort towards non-identification, towards neutral space free of conditioning allows the educator to observe and collect as much data as possible for re-elaboration. On the other hand, the learner allows to experiment with total freedom, without fear of being judged for his actions. It also allows the child to manipulate data and not information and learn to transfer them to other contexts. The adult as a container is tolerant, has the ability to contain the other, maintain a position of neutrality (without pros and cons) by creating a space for active listening free of all those preconceived ideas, prejudices and especially the need to have to give an immediate judgment on the child.

To create this empty space within oneself is for the educator the principle that generates the right space in the relationship that allows the child to feel free to explore the guided and guiding stimuli that have been prepared for him/her.

This capacity allows the tutor to define the territories of the relationship in an appropriate way.

These territories can be classified into three main types:

Territories plus': are all those situations and environments in which, once the limits have been defined, that is, the rules of the text, the student is free to do whatever he wants and it is he who "guides" the educational relationship.

Territories minus': are all those situations in which the student recognizes authority and follows the instructions of the educator.

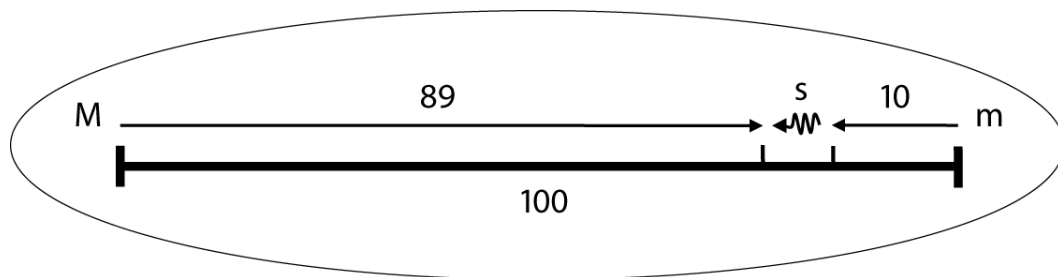
Equal territories': are all those situations in which the educator and the pupil are subject to the same rules, to the same laws and behave accordingly.

The Step of Mediation:

What is the right distance for the prodigy to be fulfilled?

The word mediation could lead us to think that the meeting point between educator and student is in the middle of the distance that separates them. From our point of view, a more correct understanding of the word is that the educator is the means that allows the student to travel the distance that separates him from the ability to acquire.

If the distance that separates the major from the minor is 100 steps and the minor only reaches 10, the major will perform 89 steps, so that the minor feels the desire to reach him and finds the stimulus to take that step of more than still separates them. Therefore, to make the effort that demonstrates the growth and learning acquires the 'super effort' necessary for their advancement.



The image of a magnet exactly defines the process: the less magnetized the object to be attracted, the more necessary it is to bring the magnet closer to it in order to set it in motion. The greater the magnetic force of the tutor, the more the lesser the irresistible force of the attraction exerted by the latter will feel.

This step is not a simple effort for the minor, that is to say, the use of the capacities already acquired, but it is a super effort because it demands the development of new capacities, new understanding, new vision with respect to the capacities already acquired. As all educators know, without super-efforts there is no progress. The ability of the mediator is to understand precisely the capacity of the child and to determine what Vygotskij would call the "Proximal Development Zone".

This process allows the tutor to position himself properly and act in such a way that the child develops the good result to which he can effectively aspire in the present moment.

In order for the tutor and the minor to be placed correctly within the space necessary for the learning to be assimilated, it is important that the tutor knows how to observe himself and the minor, the environment, the context and the circumstances that change at each moment in relation to the proposed stimuli.

The role of the mediator is to help the minor to face the obstacle that is still too great for him or her. It is not a question of eliminating the obstacles, but of

making sure that, through the mediated confrontation with them, the minor can take the next step in his or her path, that step that favours his or her possible current progress.

Quality in the educational relationship will be in the care of four main factors:

1. The environment: the first factor that influences the pedagogical action is the preparation of the environment: to create adequate conditions through which the natural desire for experimentation of the minor can be manifested in useful experiences. The preparation of the environment is an instrument for proposing and promoting an experience. In fact, the environment determines behavior; some behaviors will be presented or not depending on how the environment is prepared. The environment must be stimulating and emotionally welcoming. Positive emotions are intensified and resistance to negative emotions is educated.

2. The relationship: the second factor of the pedagogical action is the organization of the possible relationship. It is established with the succession of the stimulations that are intended to be produced within that time. Stimulations must be correctly designed (through mediation) so that they can be translated into new capacities, into know-how.

3. The Cadence. Cadence is produced by the emphasis that the educator will necessarily have to place on some educational elements to make a difference and point out to the student the fundamental steps of the process that is underway.

4. Intensity. The fourth phase of the pedagogical action is the re-elaboration of the experience: remembering what has been lived creates intensity. At the end of each activity, the tutor summarizes it for himself and for the minor, to relive the whole event and create a new stratification of knowledge obtained by the awareness that the event has only been possible through the participation of the student who has been its architect. When the student feels that the experience is completely his own in the proposed activity, he can then start again from a higher level of difficulty. By remembering the experiences that have generated a change in the student, it will be possible to observe what has happened only when the student has perceived the experience as totally his own.