



What Learning Looks Like: Mediated Learning in Theory and Practice, K-6

Reuven Feuerstein, Ann Lewin-Benham

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In this unique collaboration, the authors bring to life the theory of mediated learning. Through numerous examples and scenarios from classrooms and museums, they show how mediated learning helps children to become more effective learners. Readers learn the steps in the process, including analyzing the child's problem, teaching the child to focus on the difficulty, and using the techniques of mediated learning to enable the child to overcome the learning challenge. This is the first book to present Feuerstein's groundbreaking work in accessible language with copious examples of practice. With this volume, educators and administrators will have a reliable and practical way to understand the place of mediated learning in today's schools.

Book Features:

- Step-by-step guidance for diverse teaching situations.
- Examples from museum exhibits and exemplars of practice.
- Useful teaching illustrations.
- A list of cognitive functions that can impair learning.
- Advice for parents of children with learning challenges.

Reuven Feuerstein is a psychologist who chairs the International Center for the Enhancement of Learning Potential (ICELP) that he founded in 1993. He is the coauthor of *Beyond Smarter: Mediated Learning and the Brain's Capacity for Change*. **Ann Lewin-Benham** founded and for 20 years directed the Capital Children's Museum in Washington, DC. She is the author of *Possible Schools, Powerful Children; Infants and Toddlers at Work*; and *Twelve Best Practices for Early Education*. Daniel Feuerstein, who created the drawings featured in this book, illustrates children's books and educational tools.

"Ann Lewin-Benham and Reuven Feuerstein have collaborated to provide a remarkable, readable, and systematic exposition that joins the theory and practice of mediated learning experiences within the real worlds of museums and classrooms. The book provides concrete examples that show museum directors, teachers, and parents the practical 'how to' for building children's cognitive structures."

—From the Foreword by **James Bellanca**, International Renewal Institute

"Feuerstein and Lewin-Benham invite us to think differently about what constitutes learning. This phenomenal book makes the mediator's role more practical by providing not only the theory and research to support this strategy, but also specific examples, instructional sequences, and linguistic tools that teachers and parents can thoughtfully and intentionally employ to cause children to think more deeply and to understand their own cognitive processes."

—**Arthur L. Costa**, Professor Emeritus, California State University, Sacramento

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