

# Mediated Learning in Village Schools In The Namaqua District

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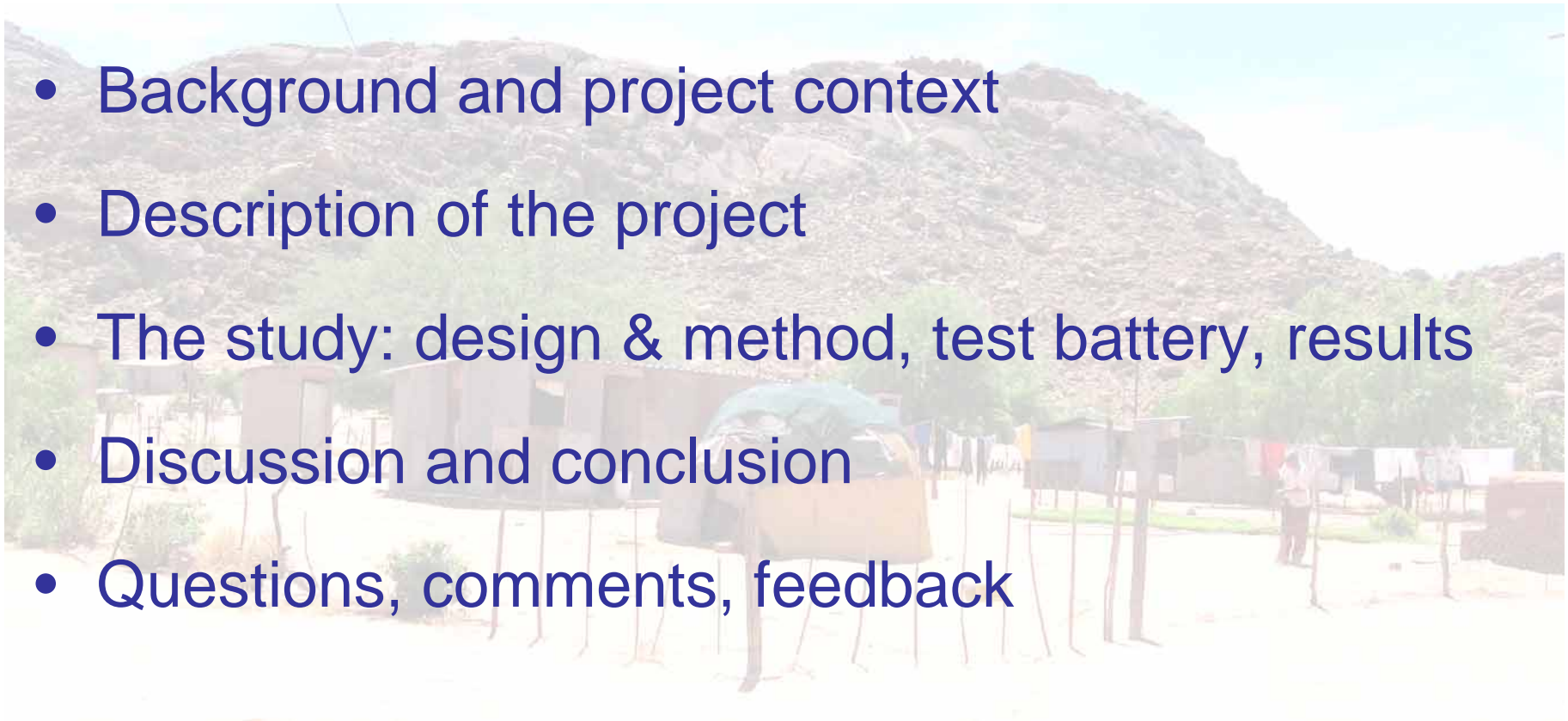


*Project Sponsors: Rotary (Waterfront Branch) and the Rural Namaqualand Education Trust*

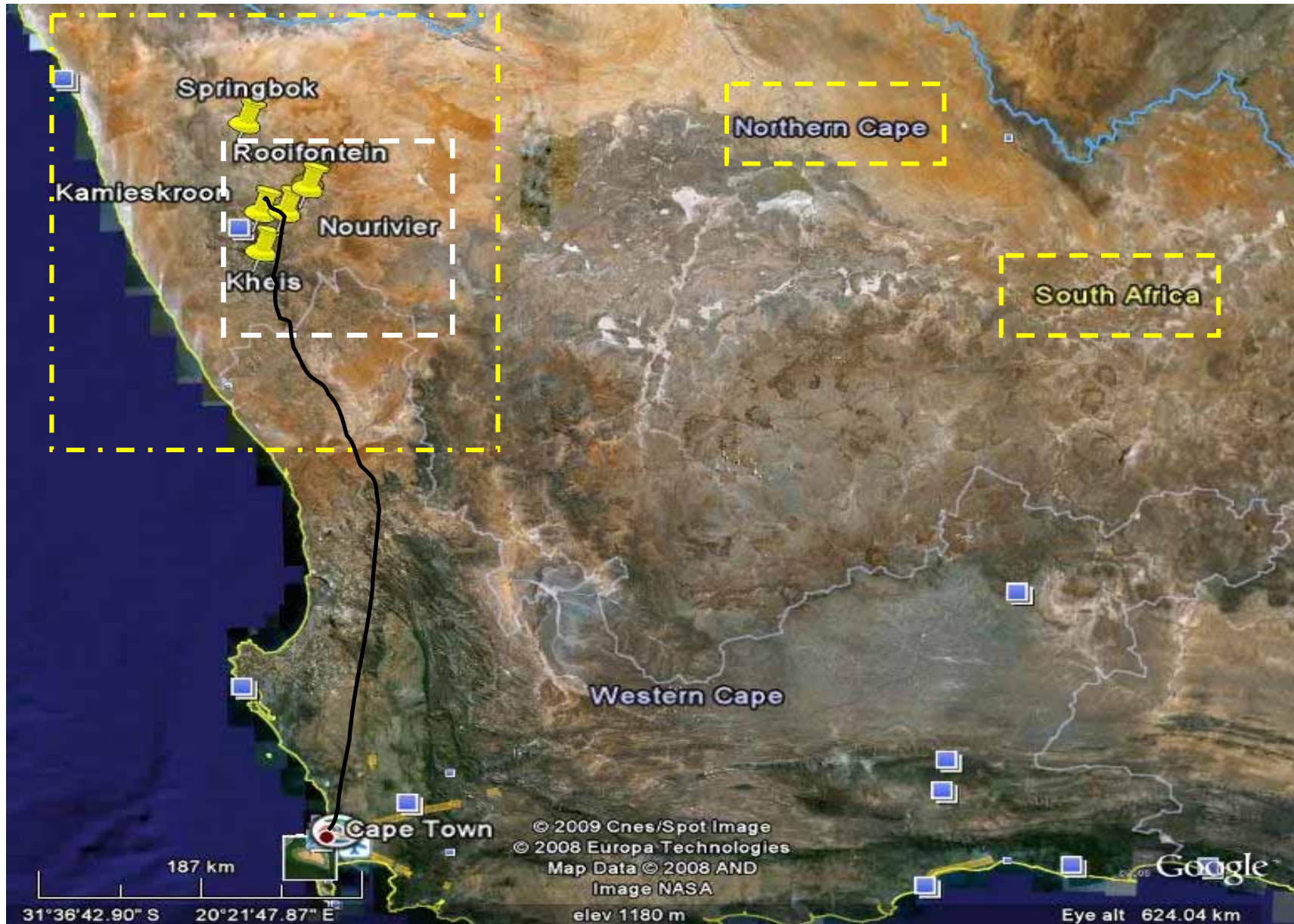
# Mediated Learning in Village Schools In The Namaqua District

Structure of presentation:

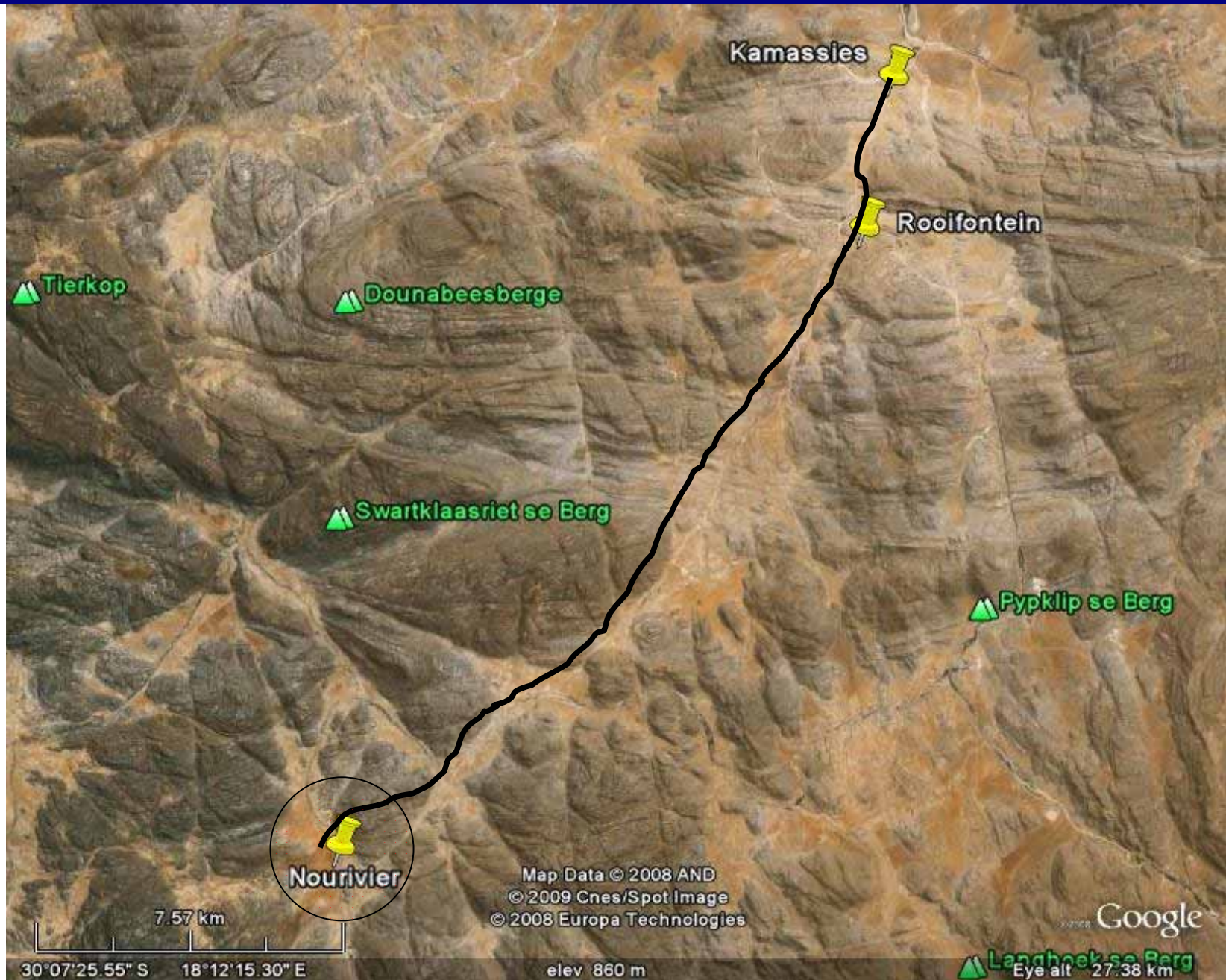
- Background and project context
- Description of the project
- The study: design & method, test battery, results
- Discussion and conclusion
- Questions, comments, feedback



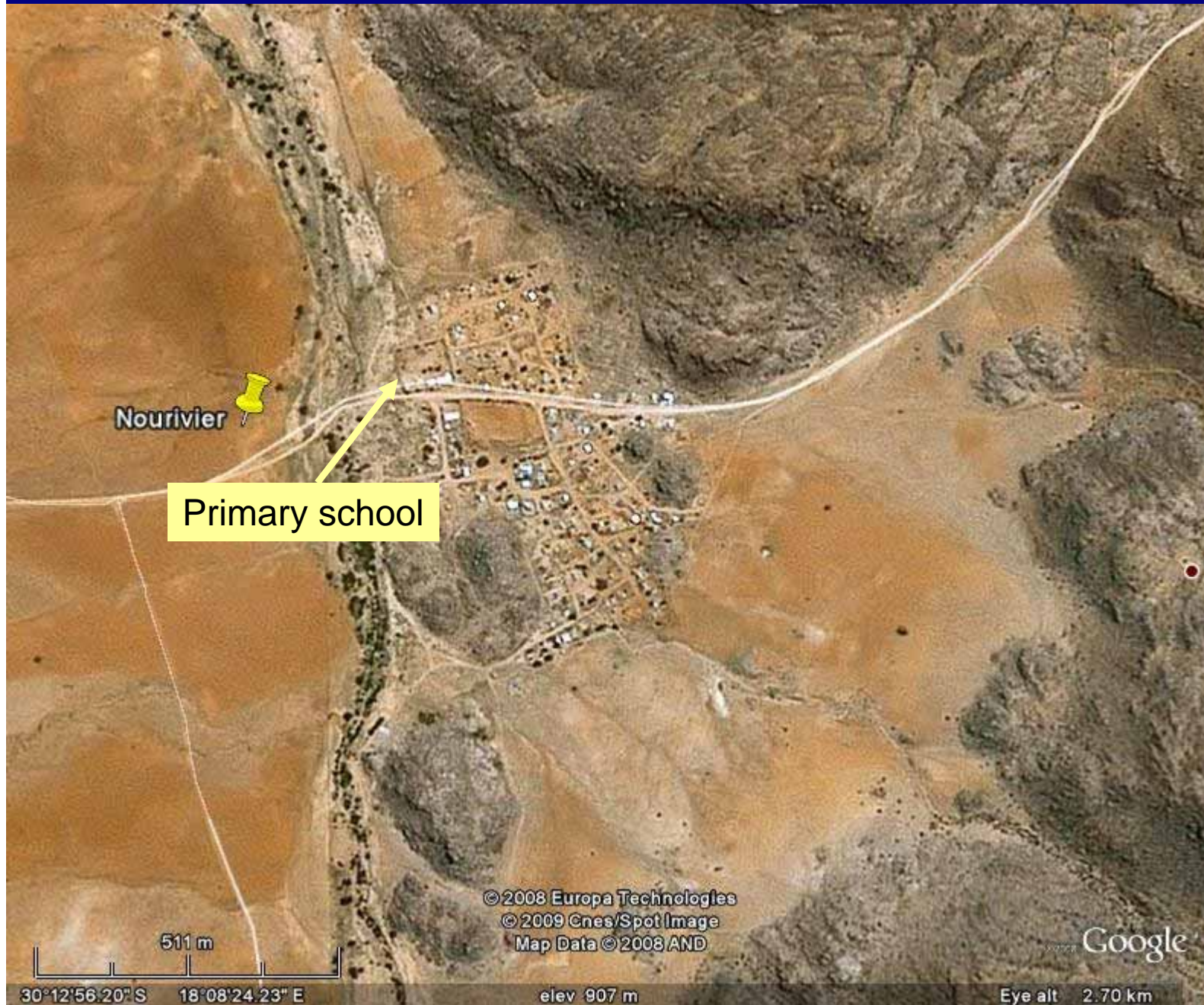
# Project Context



# Project Context

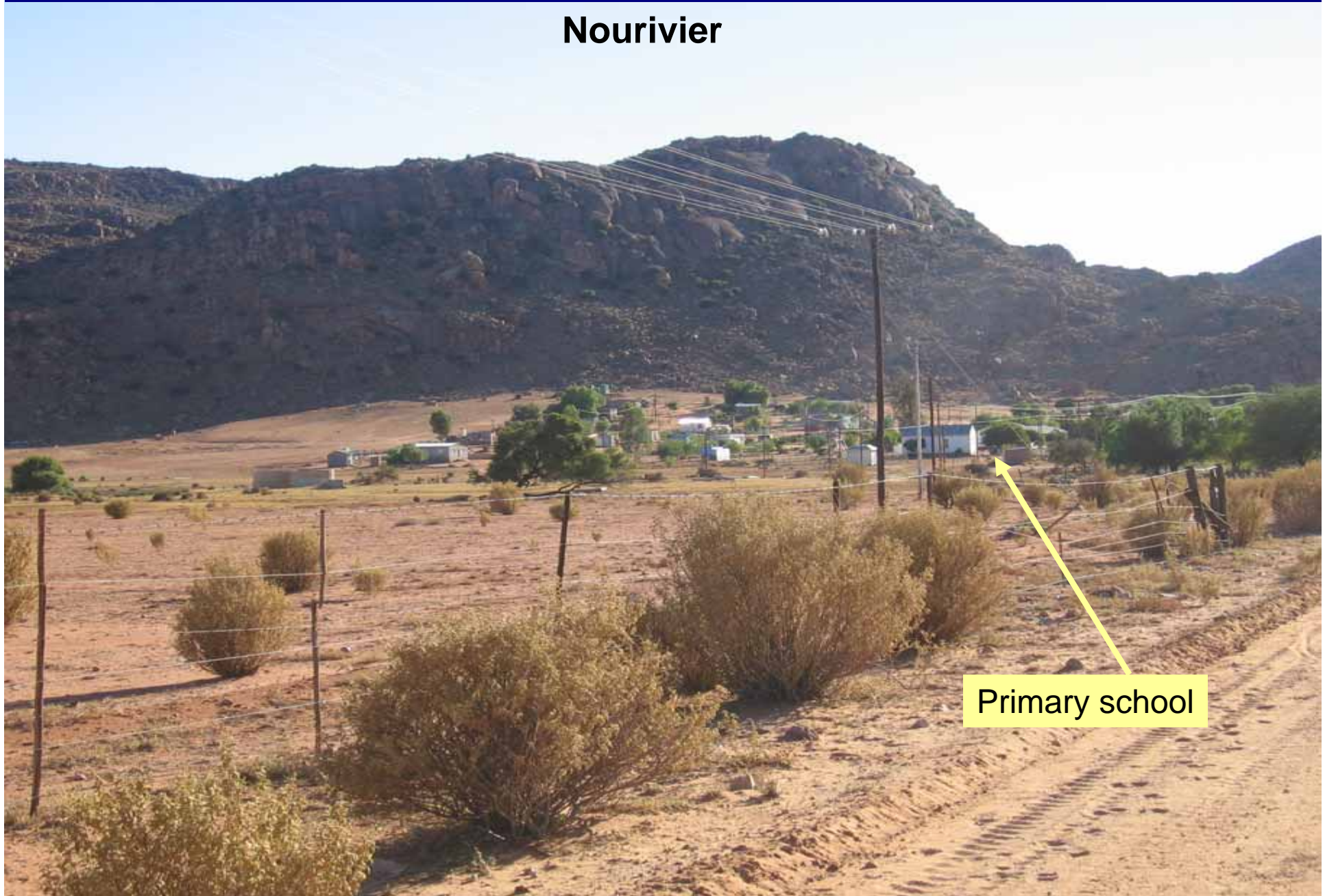


# Project Context



# Project Context

## Nourivier



Primary school

# Project Context



# Project Context

Nourivier



# Description of the Project

A BASIC CONCEPTS AND LANGUAGE PROJECT FOR FOUNDATION  
PHASE LEARNERS: GRADE R – GRADE 3  
(2006-2009)

*The project aims to assist learners to develop a repertoire of **higher order cognitive functions** and **conceptual systems** through a process of **mediated learning** and thereby to improve their **scholastic functioning**: reading, spelling and mathematics.*

the basic concepts  
programme



A metacognitive programme for young children who experience learning difficulties  
In the Foundation Phase

Louis Benjamin PH.D.



the basic concepts  
programme



A metacognitive programme for young children who experience learning difficulties  
In the Foundation Phase

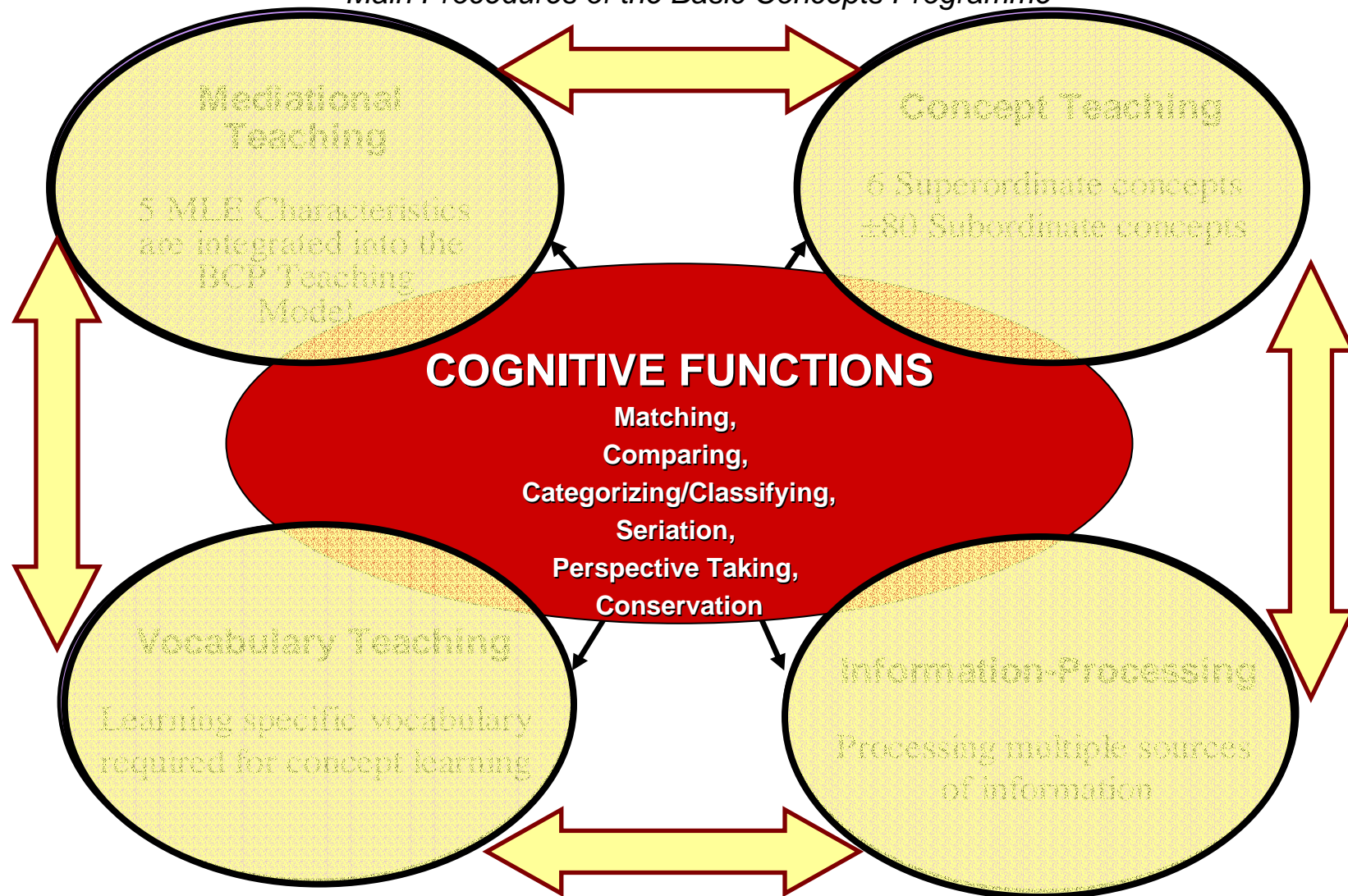
Louis Benjamin PH.D.



# Description of the Project

## META-COGNITIVE INTERVENTION PROGRAMME

*Main Procedures of the Basic Concepts Programme*



# **BASIC CONCEPTS TEACHING MODEL**



**STEP 6: Transferring**

**STEP 5: Generalizing**

**STEP 4: Problem Solving**

**STEP 3: Mental Representation**

**STEP 2: Analytic Coding**

**STEP 1: Accurate Perception**

# CONTENT OF THE BASIC CONCEPTS PROGRAMME

## HIGHER ORDER CONCEPTS

COLOUR

SHAPE

SIZE

POSITION

NUMBER

LETTER

## LOWER ORDER CONCEPTS

RED  
YELLOW  
GREEN  
BLUE  
BLACK  
BROWN

CIRCLE  
TRIANGLE  
RECTANGLE  
SQUARE  
DIAMOND  
STAR

BIG  
SMALL  
BIGGER  
SMALLER  
MEDIUM  
MIDDLE

LEFT  
RIGHT  
TOP  
MIDDLE  
BOTTOM  
UP  
DOWN

MORE  
LESS  
1,2,3,4,5  
1ST , 2ND  
 $3+4 = 7$   
 $7-4 = 3$

A,B,C,D,  
... X,Y,Z  
CAPTIAL  
SMALL  
LETTERS



# The Study

(2007 & 2008)

## Project Schools: Number of Grade 1 Learners (2007)

	Rooifontein	Nourivier	Kheis	Total
Total number of learners	27	15	16	58
Number of learners tested	26 (96%)	15 (100%)	16 (100%)	57 (98%)

## Project Schools: Number of Grade 1 Learners (2008)

	Rooifontein	Nourivier	Kheis	Total
Total number of learners	17	*10	11	38
Number of learners tested	17 (100%)	10 (100%)	11 (100%)	38 (100%)

## Project Schools: Number of Grade 2 Learners (2008)

	Rooifontein	Nourivier	Kheis	Total
Total number of learners	24	14	13	51
Number of learners tested	22 (92%)	14 (100%)	13 (100%)	49 (96%)

# The Study

(2007 & 2008)

## Control Schools: Number of Grade 1 Learners (2007)

	Klipfontein	Spoegrivier	Total
Total number of learners	10	12	22
Number of learners tested	8 (80%)	12 (100%)	20 (91%)

## Control Schools: Number of Grade 2 Learners (2008)

	Klipfontein	Spoegrivier	Total
Total number of learners	12	11	23
Number of learners tested	12 (100%)	11 (100%)	23 (100%)

# The Study

(2007 & 2008)

## Test Battery

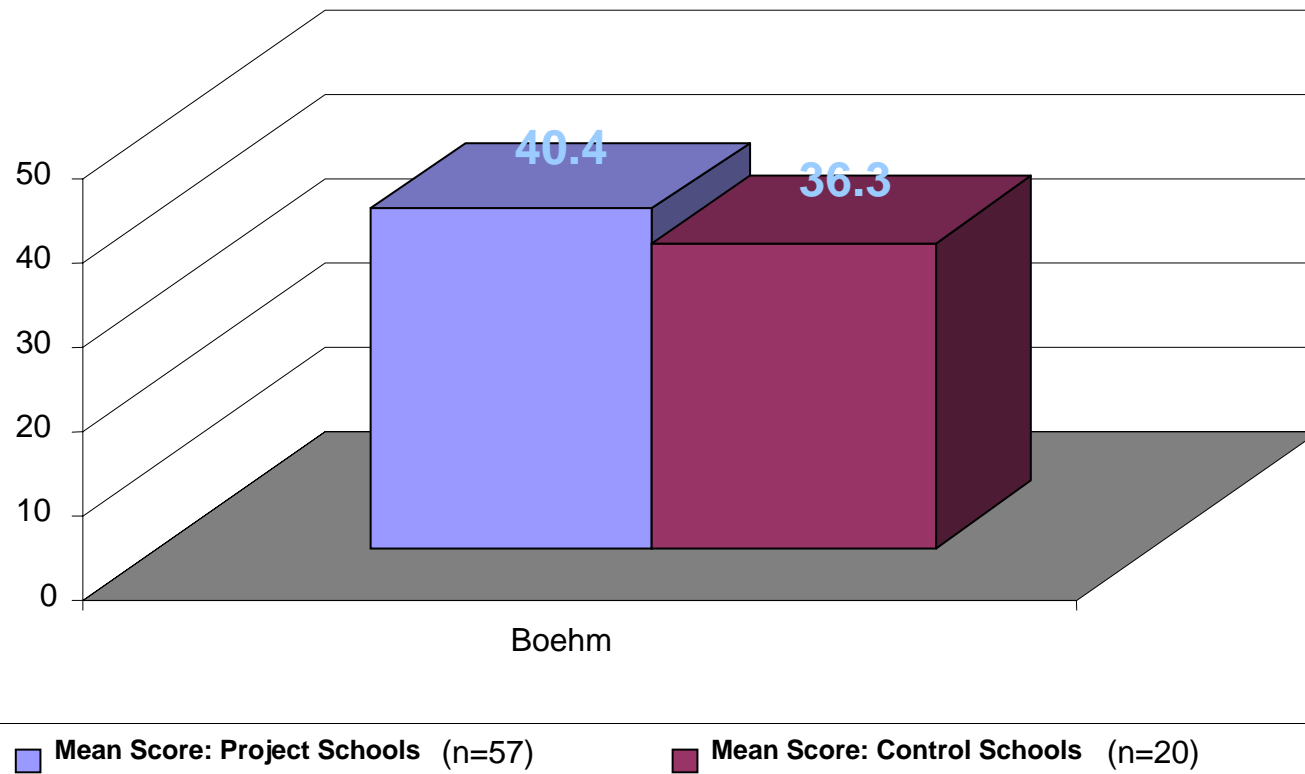
- ***UCT Graded Spelling Test***: a norm-based test developed for learners in the Western Cape. Administered to Grade 1-4 learners.
- ***UCT Graded Reading Test***: a norm-based test developed for learners in the Western Cape. Administered to Grade 1-4 learners.
- ***Ballard One-Minute Test (Addition & Subtraction)***: a norm-based test developed for learners in the Western Cape. Administered to Grade 1-4 learners.
- ***Boehm Test of Basic Concepts***: a norm-based test, however used without making direct reference to these American derived norms. This test was developed to assess the understanding of 50 high frequency basic concepts in young learners. Administered to Grade 1-4 learners.

# The Study

(2007 & 2008)

## Results: Grade 1

**Boehm Test of Basic Concepts (Grade 1): Comparing Mean Scores of Project Schools and Control Schools**

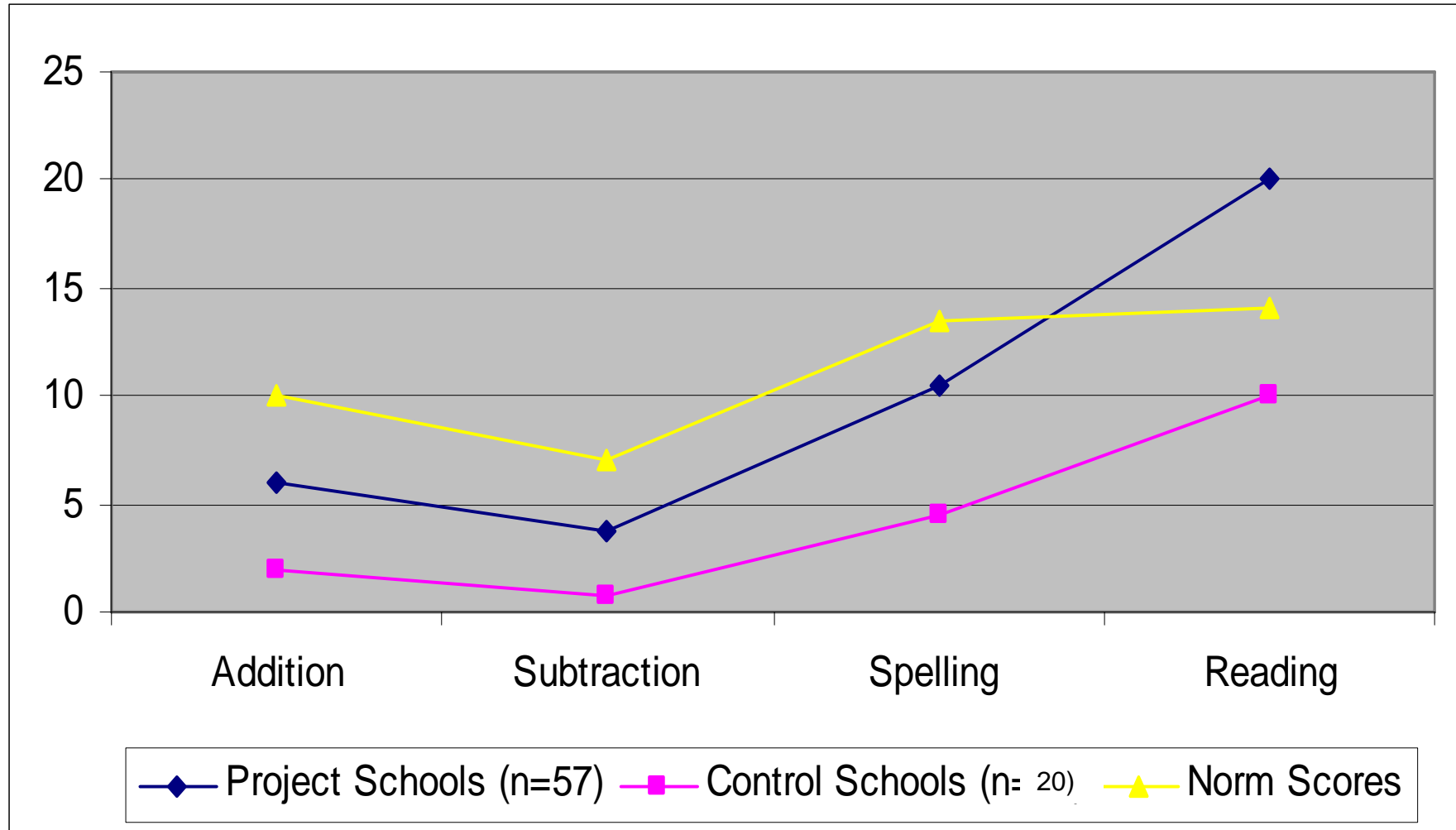


# The Study

(2007 & 2008)

## Results: Grade 1

### Scholastic Scores (Grade 1): Comparing Mean Scores of Project Schools and Control Schools (2007)

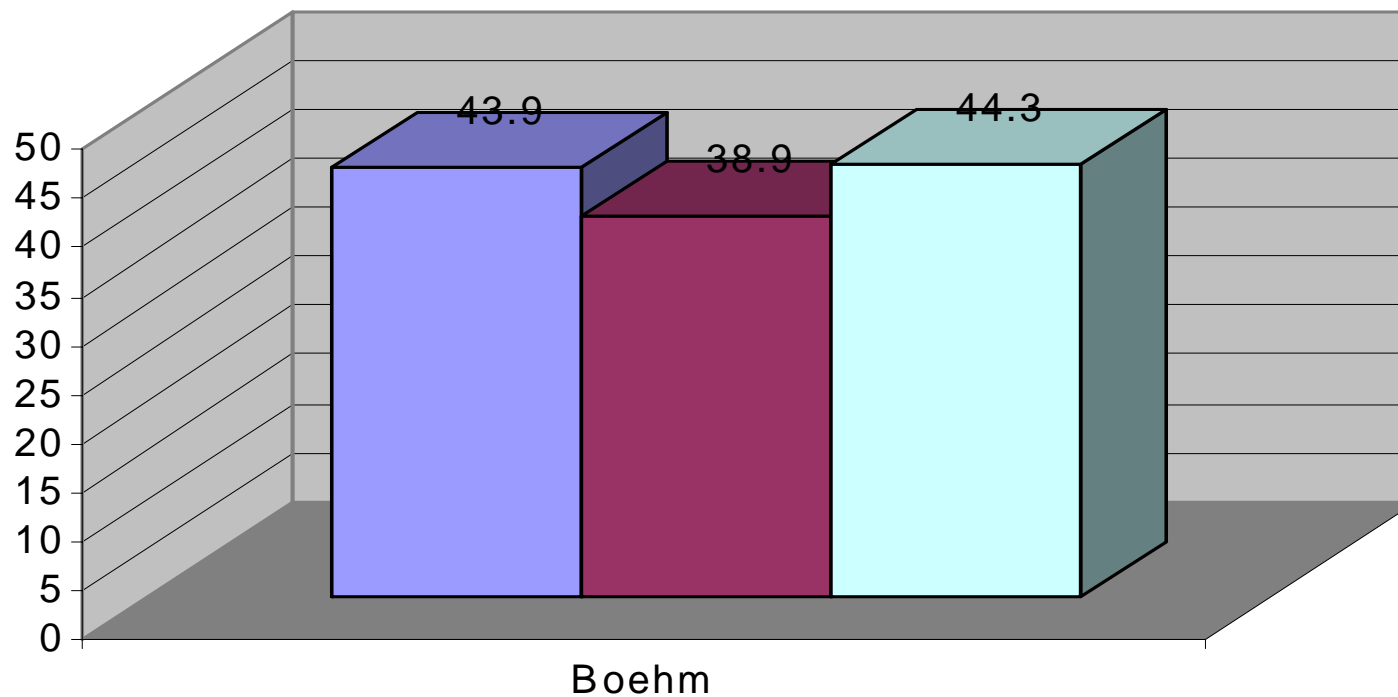


# The Study

(2007 & 2008)

## Results: Grade 2

**Boehm Test of Basic Concepts (Grade 2):  
Comparing Project Schools (n=49) & Control  
Schools (n=23)**



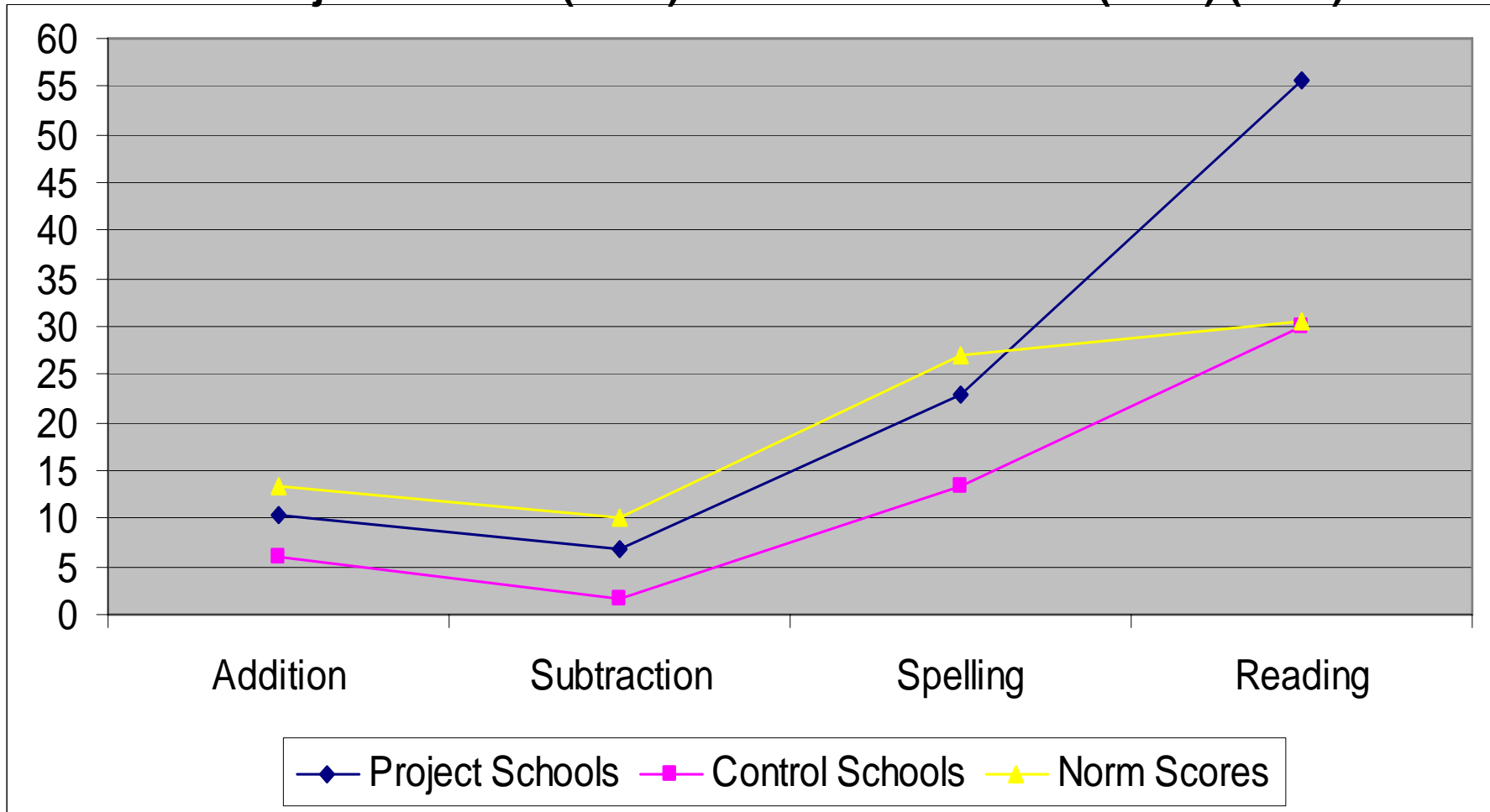
■ Project Schools ■ Control Schools ■ Hantam Trust (2006)

# The Study

(2007 & 2008)

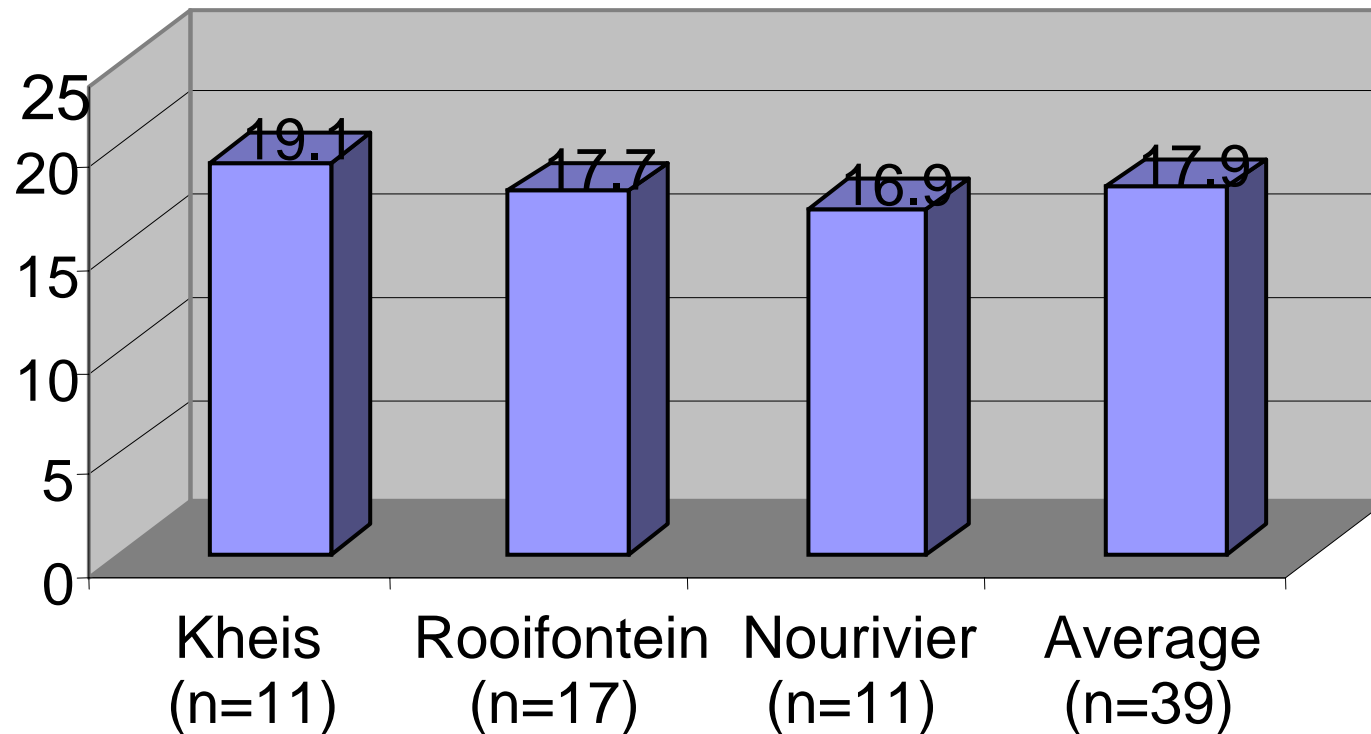
## Results: Grade 2

**Scholastic Scores (Grade 2): Comparing Mean Scores of Project Schools (n=49) and Control Schools (n=23) (2008)**



# Knowledge of Basic Concepts

## KAMIESBERG PROJECT SCHOOLS (2008) A Test of Basic Concept Knowledge (Grade 1)



### Guide to interpret total score:

21-24 = strong

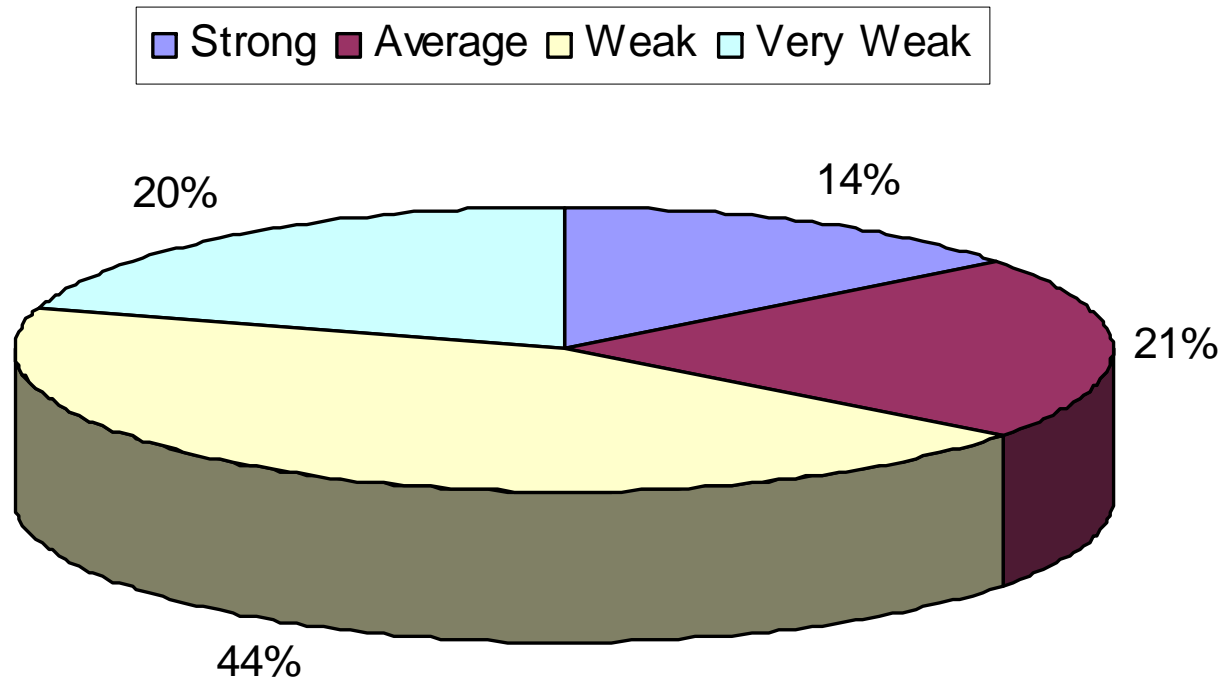
18-20 = average

11-17 = weak (intervention recommended)

0-10 = very weak (intervention recommended)

# Do Grade 1 Learners In Western Cape Know Their Basic Concepts?

**A Test of Basic Concepts Knowledge: Grade 1, 2008**  
(25 schools, n = 942)



Guide to interpret total score:

21-24 = strong

18-20 = average

11-17 = weak (intervention recommended)

0-10 = very weak (intervention recommended)

# The Study

(2007 & 2008)

## Conclusion

- Changes in teaching approach – teachers have begun to reorientate their teaching practice towards a mediational teaching style
- Changes in the focus of teaching – using conceptually constructed knowledge and cognitive tools to guide teaching
- Change in teaching-learning interactions – the emphasis on language interactions to guide teaching and learning
- Change in learner cognitive development – learners have begun to shift from pre-operational to concrete operational thinking patterns.
- Changes in teacher motivation – teachers are encouraged by the positive results achieved by their learners

# DIE BASIESE KONSEPTE-PROGRAM (2006-2009)

*'n Metakognitiewe Program vir Jong Kinders wat Leerstoornisse in die Grondslagfase Ondervind*



# Baseline Test Results

## KAMIESBERG PROJECT (2007)

ALPHABET KNOWLEDGE OF GRADE 2 LEARNERS AT PROJECT SCHOOLS AT THE END OF THE YEAR (N=28)

