

Cognition, Emotion and Learning: Facilitating students' learning cognitively and affectively to prepare them for the rapid changing 21st century

Progress Report – For March 2019

Overview of IRN:

The IRN was established since 1st May 2015, with Prof Oon Seng Tan from National Institute of Education, Nanyang Technological University, Singapore as the convener and Dr Bee Leng Chua from National Institute of Education, Nanyang Technological University, Singapore as the co-convener for this International Research Network (IRN). The aim of this IRN is to create an international platform for researchers and practitioners to explore and work collaboratively on mediated interventions that would facilitate students' learning cognitively and affectively. To date, the IRN has successfully materialised its outreach activities and plan of actions. The IRN next plans to merge the current state of knowledge and chart research directions for researchers in the cognitive, social-emotional and motivational development of students' learning with an upcoming publication.

Activities

The convener and co-convener edited a book titled “*Advances in Mediated Learning Experience for 21st century education: Competencies, Contexts and Culture*” which is targeted to be published by July – August 2019. The contributors for the book include several IRN members such as Prof Oon-Seng Tan, Dr Bee Leng Chua, and A/P Isabella Yuen Fun Wong from Singapore, Professor David Tzuriel from Israel, Professor Carol Robinson-Zanartu and Professor Katherine Greenberg from United States of America. Other prolific chapter contributors include: Professor Louis H. Falik, Dr Dorothy Ruth Howie, Dr Emma Hurley, Dr Iveta Kovalčíková, Prof Jo Lebeer, Lilian Lomofsky, Prof David Martin, Dr Petri Partanen, and Professor Adina Shamir, amongst others.

This peer-reviewed volume is based on the theories of the late cognitive psychologist Dr. Reuven Feuerstein, who began his work on the theory of Mediated Learning Experience (MLE) and theory of Structural Cognitive Modifiability (SCM) in the 1950s, and it is written to present

both practitioners' and researchers' point of view. This book aims to provide a compilation of works that synthesise the most up-to-date knowledge, research, and practice of MLE and its interventions which would guide the application of MLE with diverse learners of different stages of human development. Besides an emphasis on the culturally responsive use of the Feuerstein approach, this book also intends to offer substantive coverage of the application of MLE across different contexts, and it seeks to merge the current state of knowledge and chart research directions for researchers in the cognitive and social-emotional development of students' learning.

After the completion of the edited book, a special issue on "*Mediated Learning Experience: Future Trends and Opportunities*" for the Journal of Cognitive Education and Psychology (JCEP) is proposed by members of the IRN. More updates shall be provided in due course.

List of Publications

Tan, O.S., Chua, B.L., & Wong, Y.F.I. (Eds.). (In press). *Advances in Mediated Learning Experience for 21st century education: Competencies, contexts and culture*. Singapore: Cengage Learning Asia.

Chua, B.L., & Tan, O.S. (In press). Mediated learning experience rating scale (MLERS) for problem-based learning environment. In O.S. Tan, B.L. Chua., & Y.F.I. Wong (Eds.), *Advances in Mediated Learning Experience for 21st century education: Competencies, contexts and culture*. Singapore: Cengage Learning Asia.

Samad, S.S., & Chua, B.L. (In press). Mediated learning experience in teaching Malay language oral : Video stimulus response. In O.S. Tan, B.L. Chua., & Y.F.I. Wong (Eds.), *Advances in Mediated Learning Experience for 21st century education: Competencies, contexts and culture*. Singapore: Cengage Learning Asia.

End of report