The Effects of Intervention for Mutual Peer Mediation on Peer Interaction and Learning Motivation in Computerized Environment in the Classroom

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Abstract

In the study, it was suggested to harness the established theoretical paradigm of mediated learning experience (MLE) to collaborative learning in the classroom in an information and communication technology (ICT) environment. The aim of the study was to examine whether mutual mediation training among students studying in an ICT environment significantly improves the prevalence of mediated learning strategies among them during collaborative learning and their learning motivation.

The independent variables were learning environment and intervention and the dependent variables were MLE strategies and learning motivation. Learning environment was composed of ICT versus traditional. The intervention was either mutual mediation training or an alternative program (teaching social values). The sample included 98 students coming from four classes in two schools representing different learning environments: ICT and traditional. Each class was assigned in a Solomon type design, to one of four conditions: (a) ICT environment and Peer Mediation with Young Children (PMYC) program; (b) ICT environment and an alternative training; (c) traditional environment and PMYC; (d) traditional environment and an alternative training. Students' interactions were videotaped and analyzed later by the *Observation of Mediation Interaction* scale (OMI). Learning motivation was measured by the *Motivated Strategies for Learning Questionnaire (MSLQ)*.

The findings showed that training for mutual mediation in an ICT classroom environment significantly improved the frequency of MLE strategies, and learning motivation, as compared with the other groups. The pattern of structural relations between the research variables indicates that MLE strategies mediate between environment and training for mediation and learning motivation.

The importance of the findings is in expanding and broadening the MLE theory in three levels: (a) MLE was introduced into the classroom with complete mutuality between peers; and enabled its broad application in curricula of ICT environments; (b) the findings contribute to understanding development of learning motivation; (c) we added operational definitions of MLE strategies in an ICT environment.

The ICT environment in schools creates new needs and sets new goals within teaching and learning processes. Information has become accessible, and this may comprise the basis for the transfer of roles that were to date found in the hands of the teacher. It also may enable the growth of an independent learner as an individual and as part of a group via mutual mediation in which each participant contributes according to his or her unique abilities.