



Instrumental Enrichment Research Projects in South Africa

- Introduced in 1980s into schools, technical colleges and colleges of education
- Many publications generated using MLE and FIE programme



THE PROGRAMME: 2 PARTS

1. Instrumental Enrichment Basic: for ages 3-8 and anyone of any age with serious disabilities.
2. Instrumental Enrichment Standard: for age 9 and up, through adult.



FIE BASIC:10 Instruments

| | |
|------------------------------------|-------------------------|
| Tri-Channel Learning | Know and Identify |
| Compare and Discover the Absurd | Orientation in Space |
| Identifying Emotions | Empathy |
| Finding Patterns | Preventing |
| Unit to Group | Violence |
| Reading Comprehension | |



FIE Standard:14 Instruments

FINDING PATTERNS

ORIENTATION IN

PERSONAL SPACE

ORIENTATION IN

GEOGRAPHIC SPACE

COMPARISONS

CATEGORISATION

UNDERSTANDING

ABSURDITIES

CREATING INSTRUCTIONS

ANALYTIC PERCEPTION

TIME RELATIONSHIPS

PROGRESSIONS

HIERARCHICAL RELATIONSHIPS

VERBAL LOGIC

SYMBOLIC LOGIC

SYNTHESIS



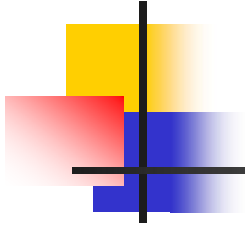
THREE BASIC PROCESSES

MEDIATION OF THE TASK

METACOGNITIVE REFLECTION

APPLICATION TO ACADEMIC SUBJECTS,
THE WORKPLACE, SOCIAL LIFE,
FAMILY LIFE

SOUTH AFRICA



IMPLEMENTATIONS and RESEARCH AND EVALUATION STUDIES



IE Research Projects

- In 1980's Careers Education Foundation South Africa – Prof. Willie Rautenbach
- Technical High School - Systemic approach by introducing FIE programme and lessons into the curriculum and technical subjects
- Infusion of principles and concepts into regular curriculum
- Effects: Graduate students proved to be more successful in the workplace when compared to other applicants

(Levy, 1995)



Wits University Cognitive Research Programme – Prof. Mervyn Skuy

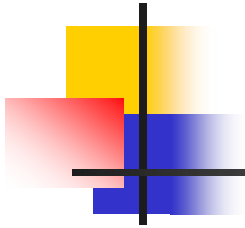
- IE programme for disadvantaged gifted learners in Soweto (Skuy, Mentis, Arnott and Nkwe, 1990 , 1992)
- Colleges of Education. FIE training for Pre-service teachers from historically disadvantaged communities; (Skuy, Lomofsky, Green and Fridjhon, 1993), Osman, 1995)
- FIE groups in above studies showed positive gains over the control groups.

After 1994 Colleges merged with Universities, and programmes ended.



FIE research in S.A. schools

- Schools in mining communities (Skuy, Mentis, Mentis and Fridjhon, 1995). Four different cultural groups showed positive gains in self-confidence and cognitive and scholastic skills
- Four schools in Western Cape by UWC and Wits researched FIE as a vehicle for OBE with positive outcomes for teachers and learners (Skuy, Lomofsky, Young, Ajam and Fridjohn (2001)



JOHANNESBURG: A South African study examined 200 **10**th and **11**th grade students in a Black suburb of Johannesburg. One third of the group had IE and a conventional enrichment program; a second group received a combination of IE and a creativity program; a third group received only the conventional enrichment. After 2 years,



Johannesburg, cntd.

results indicated superiority of both the first and second (IE) groups over the control group on cognitive, creative, and socio-emotional measures. A statistically significant difference in favor of both IE groups was also found on the Similarities sub-test of the WISC-R Test (Skuy, et al., 1994).



Research Project in Curriculum 2005 – WCED Curriculum Services Directorate 1998 - 2002

- FIE was one of several approaches in an action research programme (Lomofsky and Young, 1993)
- Class teachers trained in MLE and cognitive approaches.
- Innovative classroom programmes
- Positive changes in teacher attitudes towards underachieving learners
- Published book “Better thinking, better learning”.



2008 – 2010 SSETA Project

- Trained 600 people in FIE
- From business and industry
- Teachers in mainstream and ELSEN primary schools
- 22 teachers in High Schools for Skills
- FIE trainers followed up with classroom visits to schools for over a year



FIE Effects on Educators, S.A.

Two researchers in South Africa conducted a study through testing and narratives to determine the extent to which 24 prospective Mathematics educators at a South African university possess cognitive skills, and to establish the potential of the FIE programme to improve those skills. Results showed that



FIE and Educators, cntd.

the FIE programme has the potential to improve and develop cognitive skills and that university lecturers involved in educator-training can be equipped with knowledge about the merits of the FIE programme for improving cognitive performance (Kloppers and Grosser, Journal of Transdisciplinary Research in Southern Africa, 2010).



Further Research

Seabi, Joseph (2011). "Relating learning strategies, self-esteem, intellectual functioning with academic achievement among first-year engineering students." South African Journal of Psychology, Vol. 41 (2).



Further Research, cntd.

“Implementation of FIE and RAVE-O in Reading Comprehension for Children with Learning Disabilities (Glendinning, J. and Durbach, F., 2013).” (IACESA, 2013)

A hybrid program combining the RAVE-O and Instrumental Enrichment methodologies was implemented in a Johannesburg school for one full



Further Research, cntd.



Further Research, cntd.

school year. Pre- and post-tests showed significant improvement in standardised reading scores. Implications were noted for reading instruction in both remedial and mainstream schools. The approach has promise for elevating literacy rates and teacher development in South Africa.



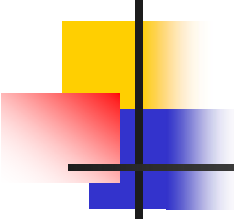
Current situation in S.A.

- Schools are doing FIE programmes in schools e.g., Bella Vista, Pinelands North primary School
- FIE-B and FIE-S workshops are offered on a smaller scale and projects are being run in schools, private therapists, and support personnel in an FET college in Cape Town
- Universities and Colleges in S.A. have included Feuerstein's MLE and Cognitive education in undergraduate and post-graduate teacher-training and psychology courses.



FIE BASIC PROGRAMME

25 Teachers and Educational Therapists have been trained in Cape Town, Johannesburg, and Durban(2010-2013) in the IE program for younger (age 3-8) learners (IE Basic). In addition, 31 teachers at the National Institute for the Deaf (Worcester) have been trained in a combination of IE Basic and IE Standard.



Reported Results from IE training in the 4 Sites, 2012

Reported results from the 4 sites
(Johannesburg, Cape Town, Durban, and
Worcester) have included improvement in
students':

- pattern-finding

- academic motivation



Current Results, cntd.

Self-Confidence

On-Task Behavior

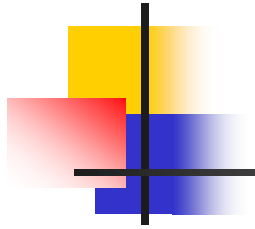
Reduction in Impulsivity

Detail in Explanations

Precision of Comparisons

Planning Behaviour

Attention Span





Current Results, cntd.

Organisation Skills

Ability to take others' viewpoints

Independence in Problem-Solving

Making Predictions

Peer mediation

Thinking for themselves.



WEBSITES AND EMAILS



WEBSITES

<http://en.Feuerstein-global.org>

www.iriinc.us

www.ictaweb.org

www.thinkingconnections.org



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