

Abstract

The Bachelor thesis studies assessment qualities of the dynamic Learning propensity assessment device battery. In the key part of the thesis, the eleven tests contained in the LPAD battery as well as intervention phases of mediated learning experience are described. The main aim of the thesis is to present significant studies in which these diagnostic tools were used, both in the area of assessment and research. In most cases presented in the thesis, the LPAD battery tests were used with specific populations – individuals with either mental, physical or cognitive handicap. The dynamic nature of the tests and the mediated learning experience help to quantify and highlight the cognitive modifiability potential of the test groups. The concluding part of the thesis presents a research proposal. It suggests a research project centred on an experiment with deaf and hard of hearing students. The experiment is designed to verify the usefulness of dynamic assessment as applied in the LPAD battery and to test the effect of the mediated learning experience on the change of cognitive modifiability.