

This thesis presents a draft of a diagnostic tool, intended to use to analyze mediated learning experience („MLE“) in the interactions of parents and school aged children. The first chapter deals with historical roots of MLE and theoretical concepts, which inspired Reuver Feuerstein, author of MLE. Next chapters of the thesis are giving insight to MLE parameters and connecting the parameters to the contemporary knowledge from psychological practice. The thesis is also focused on MISC approach, created by Pnina Klein, which hasn't been described yet in the czech psychological literature, even though it is based on MLE and it is commonly used in foreign research and interventional programmes. The thesis describes the structure of MLE and possibilities of it's uses. At the end of the theoretical part of the thesis, methods, based on MLE theory, used in the Czech republic, are described. Contemporary methods of analyzing interactions of parents and children are also mentioned.

Research project of the thesis was focused on designing a draft of a specific form of a diagnostic tool Observed Interactions of Mediated Learning Experience (Pozorované Interakce Zkušenosti Zprostředkovaného Učení – „PIZZU“). It's contents and graphic form was created in cooperation with pedagogues and psychologists. Creating PIZZU included the first testing of it's reliability as interrater agreement. Research project was attended by 57 psychologists, pedagogues and special pedagogues, who were observing interactions of mediated learning experience in two videotapes, which were made to be used in this thesis. This thesis could not declare sufficient level of reliability of the PIZZU method. Possible interpretations of the results were presented. Possibilities of the future use of the PIZZU method were explored.