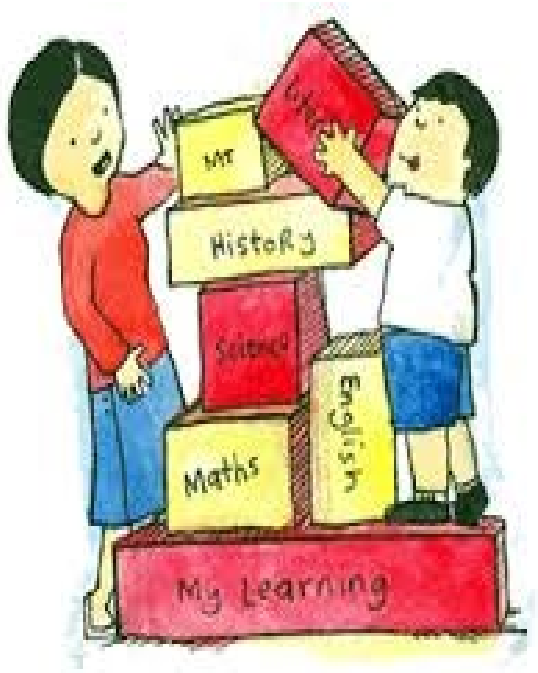
Western Cape Government
Education

Directorate: Inclusive and Specialised Educator Support

Using Scaffolding to improve learning in the classroom



Bridget B. Goosen

What is a scaffold?

- Temporary support structures the teacher put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own.
- Once students are able to complete or master the task, the scaffolding is gradually removed or fades away.
- The responsibility of learning shifts from the instructor to the student.

Teacher Approach to Scaffolding

- Teacher become more of a mentor and facilitator of knowledge rather than the dominant content expert.
- This teaching style provides the incentive for students to take a more active role in their own learning.
- Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels.
- Through this interaction, students are able to take ownership of the learning event.

Why Scaffolding?

- The need to implement a scaffold will occur when you realize a student is not progressing on some aspect of a task
- or unable to understand a particular concept.
- Although it is often carried out between the teacher and one student,
- scaffolds can successfully be used for an entire class.

Benefits of Scaffolded Teaching

- Provides for a supportive learning environment.
- In a scaffolded learning environment, students are free to ask questions and
- Provide feedback and support their peers in learning new material
- Challenges students through deep learning and discovery
- Engages students in meaningful and dynamic discussions in small and large classes

Benefits of Scaffolded Teaching

- Motivates learners to become better students (learning how to learn)
- Increases the likelihood for students to meet instructional objectives
- Provides individualized instruction (especially in smaller classrooms)
- Affords the opportunity for peer-teaching and learning
- Scaffolds can be —recycled for other learning situations
- Provides a welcoming and caring learning environment

Steps in Scaffolding

Step 1

- First, the teacher does it.

Step 2

- Secondly, the class does it.

Step 3

- Thirdly, the group does it.

Step 4

- Fourth, the student does it

STEP 1: The teacher does it

- The teacher models how to perform a new or difficult task, such as how to use a graphic organizer.
- For example, the teacher may project or hand out a partially completed graphic organizer and asks students to "think aloud" as he or she describes how the graphic organizer illustrates the relationships among the information contained on it.

STEP 2: The whole class does it

- The teacher and students then work together to perform the task.
- For example, the students may suggest information to be added to the graphic organizer.
- As the teacher writes the suggestions on the white board, students fill in their own copies of the organizer.

STEP 3: The group does it

- At this point, students work with a partner or a small cooperative group to complete the graphic organizer (i.e., either a partially completed or a blank one).
- More complex content might require a number of scaffolds given at different times to help students master the content.

Step 4: The student does it

- This is the independent practice stage where individual students can demonstrate their task mastery
- For example successfully completing a graphic organizer to demonstrate appropriate relationships among information and
- receive the necessary practice to help them to perform the task automatically and quickly.

Types of Scaffolds

1. Advance organizers

How/ When to use it?

Tools used to introduce new content and tasks to help students learn about the topic:

- **Venn diagrams** to compare and contrast information
- **Flow charts** to illustrate processes
- **Organizational charts** to illustrate hierarchies
- **Outlines** that represent content
- **Mnemonics** to assist recall
- **Statements** to situate the task or content
- **Rubrics** that provide task expectation.

Types of Scaffolds

2. Cue Cards

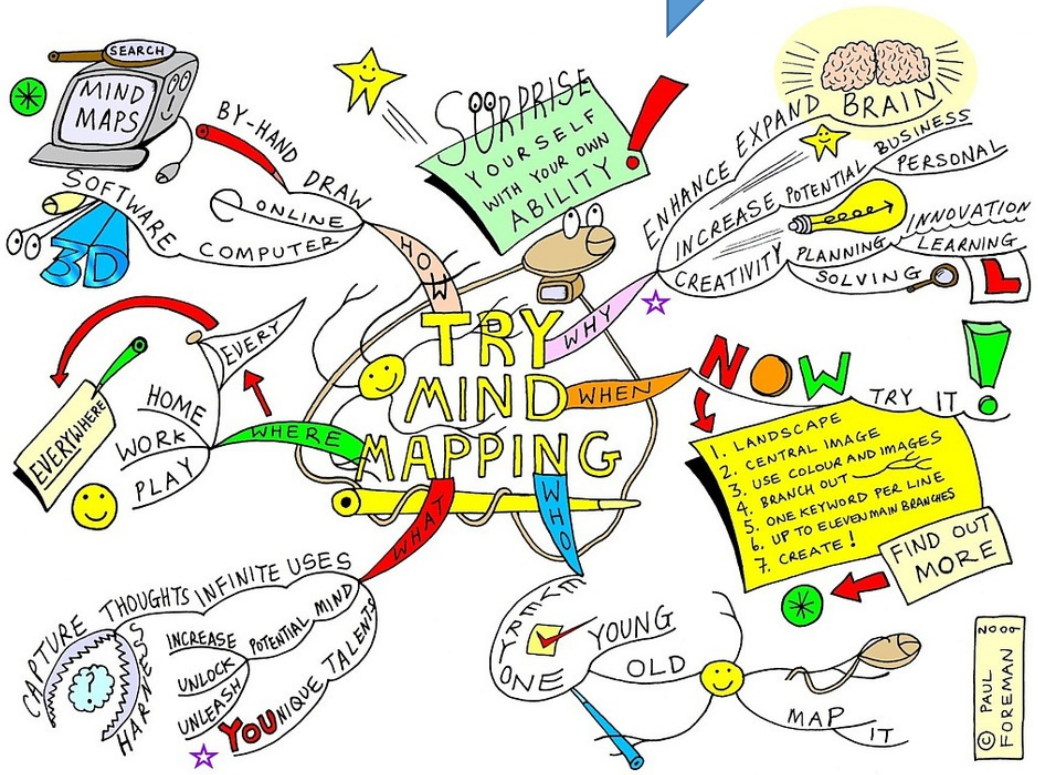
How/ When to use it?

Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area:

- Vocabulary words to prepare for exams
- Content-specific stem sentences to complete
- Formulae to associate with a problem;
- Concepts to define

Types of Scaffolds

3. Concept- and mind maps



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How/ When to use it?

- **Maps that show relationships:** Partially or completed maps for students to complete
- Students create their own maps based on their current knowledge of the task or concept

Types of Scaffolds

4. Examples

How/ When to use it?

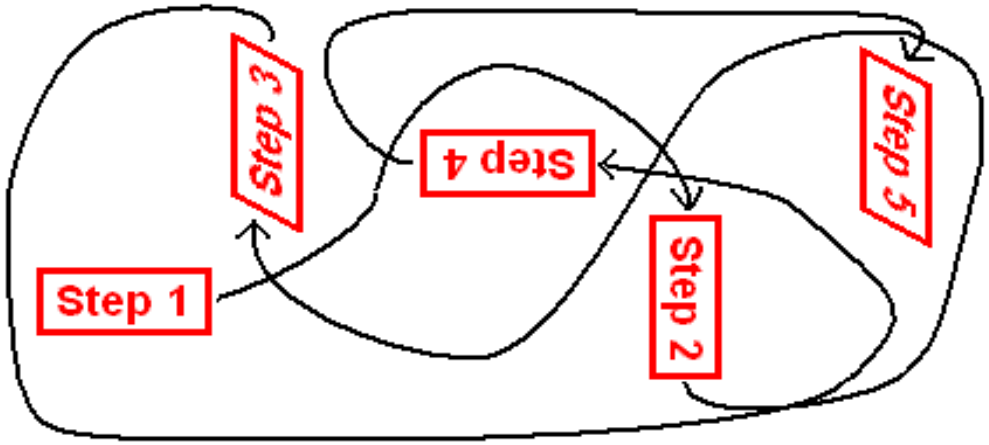
Samples, specimens, illustrations, problems:

- Real objects
- Illustrative problems used to represent something

Types of Scaffolds

5. Explanations

Simple Explanation



Complicated Explanation

How/ When to use it?

More detailed information to move students along on a task or in their thinking of a concept:

- Written instructions for a task
- Verbal explanation of how a process works.

Types of Scaffolds

6. Handouts

CH. 3.3 ISLAMIC BELIEFS AND PRACTICES

Name_____ #____
Date _____
Period _____

The Qur'an

Muslims consider the Qur'an to be the _____ .

Beliefs	Guidelines fpr Behavior
Central teaching in Qur'an: • • Other teachings in the Qur'an:	Acts of worship, guidelines for behavior and social life: Relations Among people: Jihad (definition):

The Sunnah

The Sunnah refers to:

The Five Pillars of Islam	The Sunnah and Daily Life
Definition: Describe each of the 5 pillars of Islam. 1. Statement of faith: 2. Daily prayer: 3. Donation to charity: 4. Fasting: 5. Hajj:	Other examples of Muhammad's actions and teachings:

Islamic Law

Shariah:	Most Muslim countries today:

How/ When to use it?

Prepared handouts:

- that contain task- and content-related information,
- but with less detail and room for student note taking.

Types of Scaffolds

7. Hints

How/ When to use it?

Suggestions and clues to move students along:

- “place your foot in front of the other”
- “use the escape key”
- “find the subject of the verb”
- add the water first and then the acid”

Types of Scaffolds

8. Prompts

How/ When to use it?

A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge:

Physical:
Body movements such as:

- pointing
- nodding the head
- eye blinking
- foot tapping.

Verbal:
Words, statements and questions such as: "Go", "Stop", It's right there", "Tell me now" "What toolbar menu item would you press to insert an image?" "Tell me why the character acted that way."

Types of Scaffolds

9. Question Cards

How/ When to use it?

Prepared cards :

- given to Individuals/ Groups of students
- to ask each other pertinent questions about a particular topic or content area.

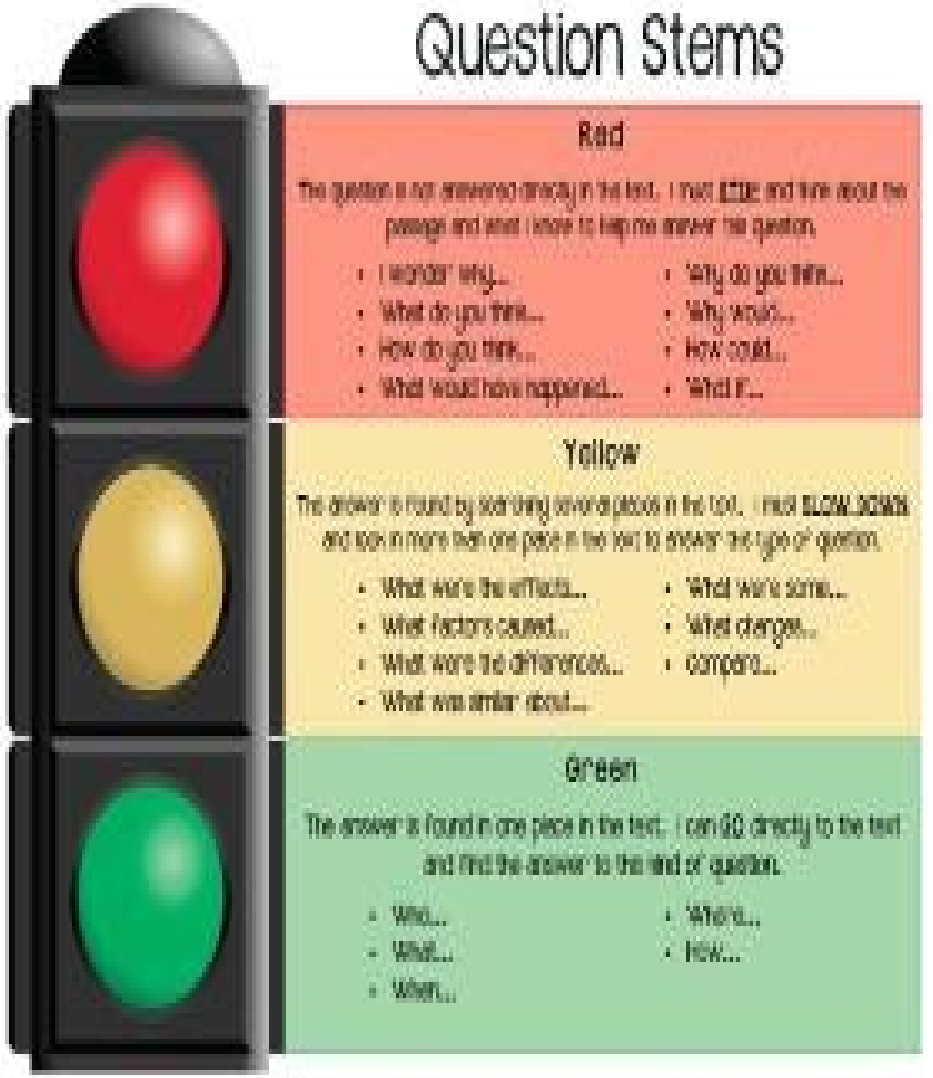
Types of Scaffolds

10. Question Stems

How/ When to use it?

Incomplete sentences which students complete:

- Encourages deep thinking by using higher order
- “What if” questions.



Types of Scaffolds

11. Stories

How/ When to use it?

Stories relate complex and abstract material to situations more familiar with students:

- Recite stories to inspire and motivate learners

Types of Scaffolds

12. Visual Scaffolds

How/ When to use it?

Pointing:

- call attention to an object

Representational gestures:

- holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process

Diagrams:

- such as charts and graphs

Methods of highlighting visual information:

Preparing to use Scaffolding

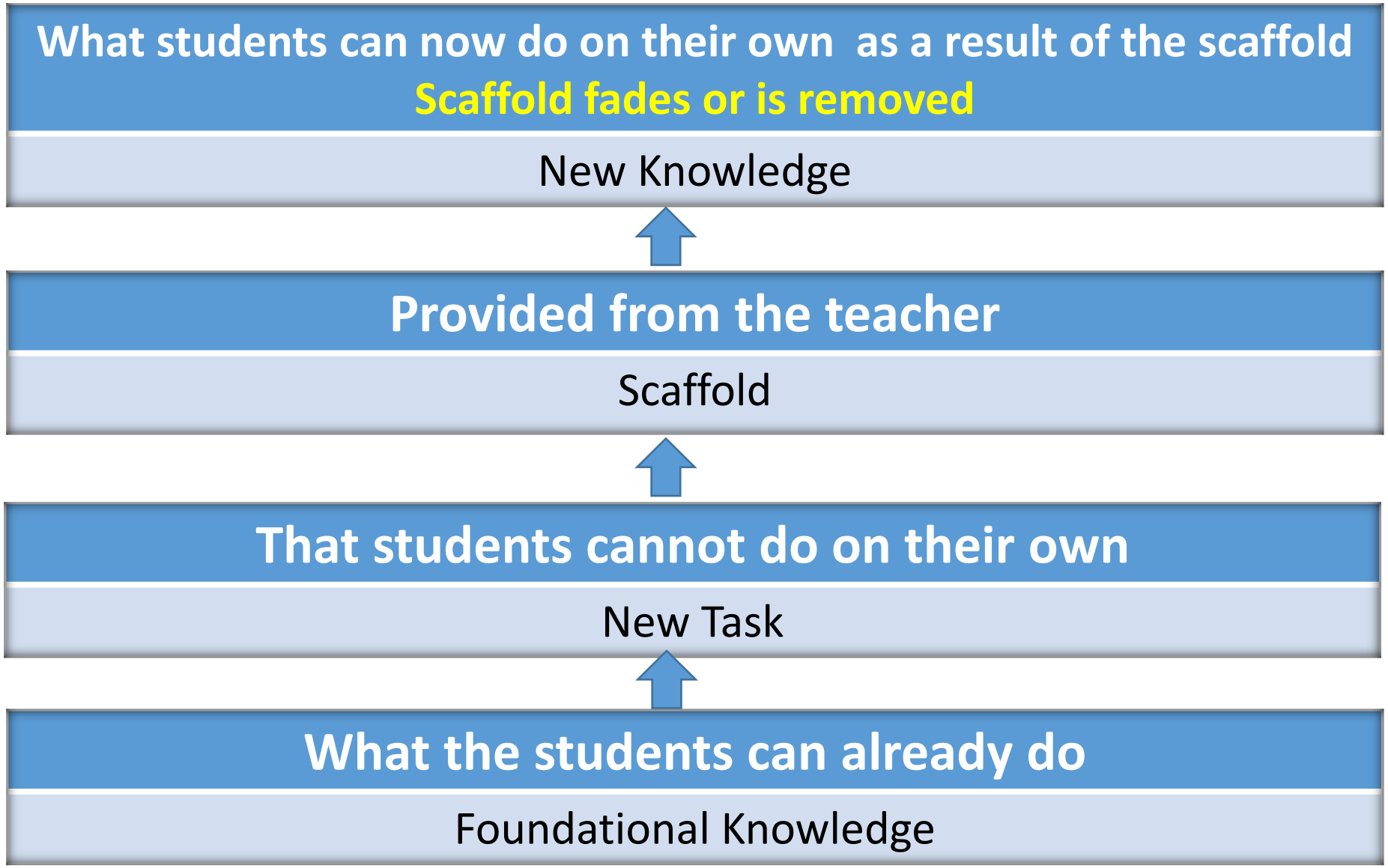
Plan to use scaffolds on topics that former students had difficulty with or with material that is especially difficult or abstract.

The teacher breaks the task into smaller, more manageable parts

1. Teacher provides an outline of the components of the task
2. Students prepare their outline
3. Teacher provides a rubric of how each criteria will be assessed
4. Students would work on those criteria at the same time and self-evaluate their progress
5. The pattern would continue until the task is completed

Scaffolds might not be necessary in all parts of the task

An Illustrative Model of Scaffolding



Guidelines for Implementing Scaffolding

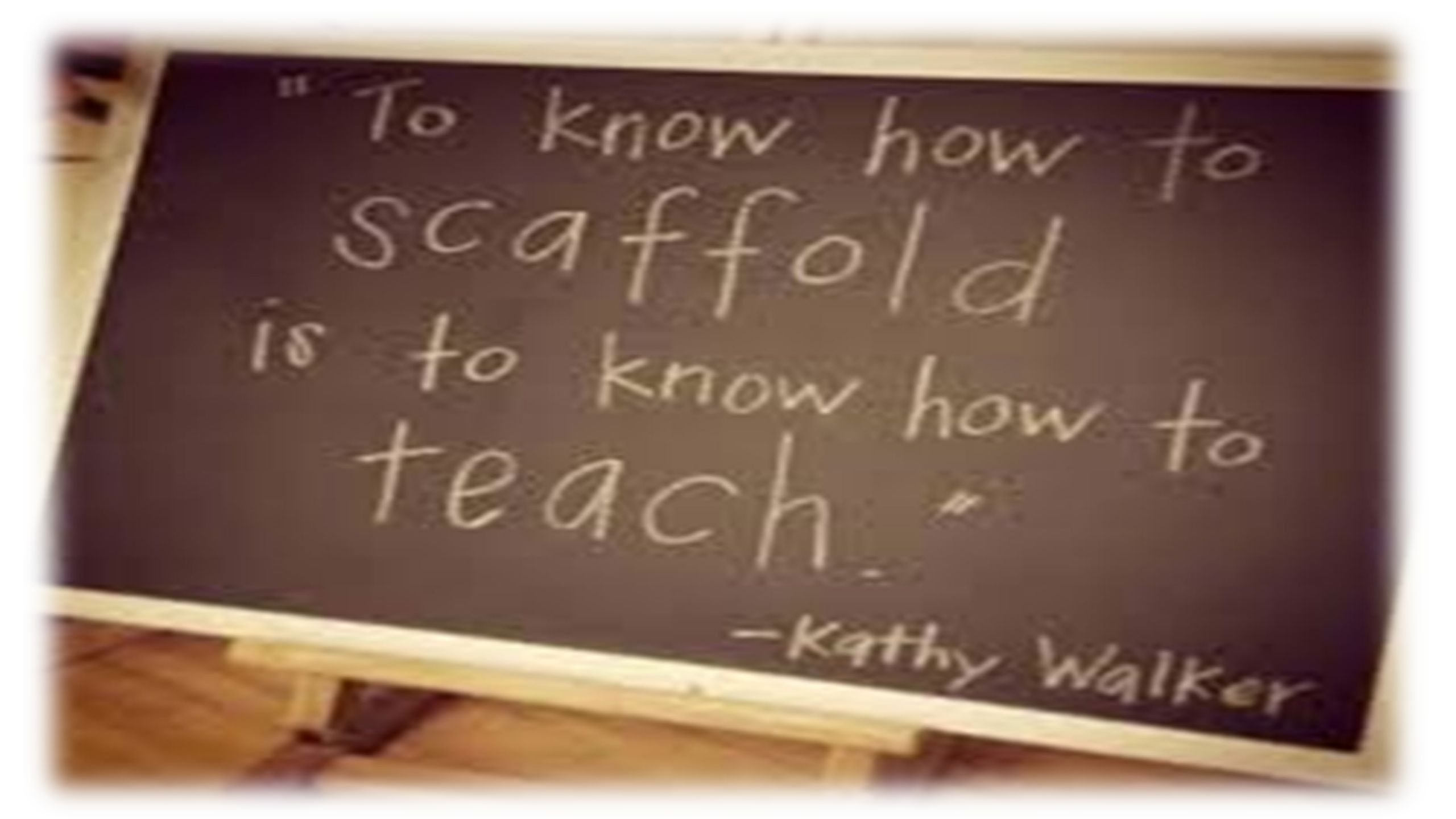
- Select suitable tasks that match curriculum goals, learning objectives and students' needs.
- Allow students to help create instructional goals (this can increase students' motivation and their commitment to learning).
- Consider students' backgrounds and prior knowledge to assess their progress – material that is too easy will quickly bore students and reduce motivation. On the other hand, material that is too difficult can turn off students' interest levels.
- Use a variety of supports as students progress through a task e.g., prompts, questions, hints, stories, models, visual scaffolding —including pointing, representational gestures, diagrams, and other methods of highlighting visual information

Guidelines for Implementing Scaffolding

- Provide encouragement and praise as well as ask questions and have students explain their progress to help them stay focused on the goal.
- Monitor student progress through feedback (in addition to teacher feedback, have students summarize what they have accomplished so they are aware of their progress and what they have yet to complete).
- Create a welcoming, safe, and supportive learning environment that encourages students to take risks and try alternatives (everyone should feel comfortable expressing their thoughts without fear of negative responses).
- Help students become less dependent on teaching supports as they work on tasks and encourage them to practice the task in different contexts

Pitfalls of Scaffolded Instruction

- Planning for and implementing scaffolds is imperative
- Selecting appropriate scaffolds that match the diverse learning and communication styles of students.
- Knowing when to remove the scaffold so the student does not rely on the support.
- Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds.


"To know how to scaffold is to know how to teach."
—Kathy Walker


Dankie
Mahalo
Grazie
Spasiba
THANK YOU
Enkosi
Gracias
Merci
Danke
Shukran