



Trying to Leap Buildings in a Single Bound? You Need Scaffolding!

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Intro

What is a skill/hobby you have
always wanted to learn?



01

Theory Behind Scaffolding

— — —
What is it? Why should we use it?

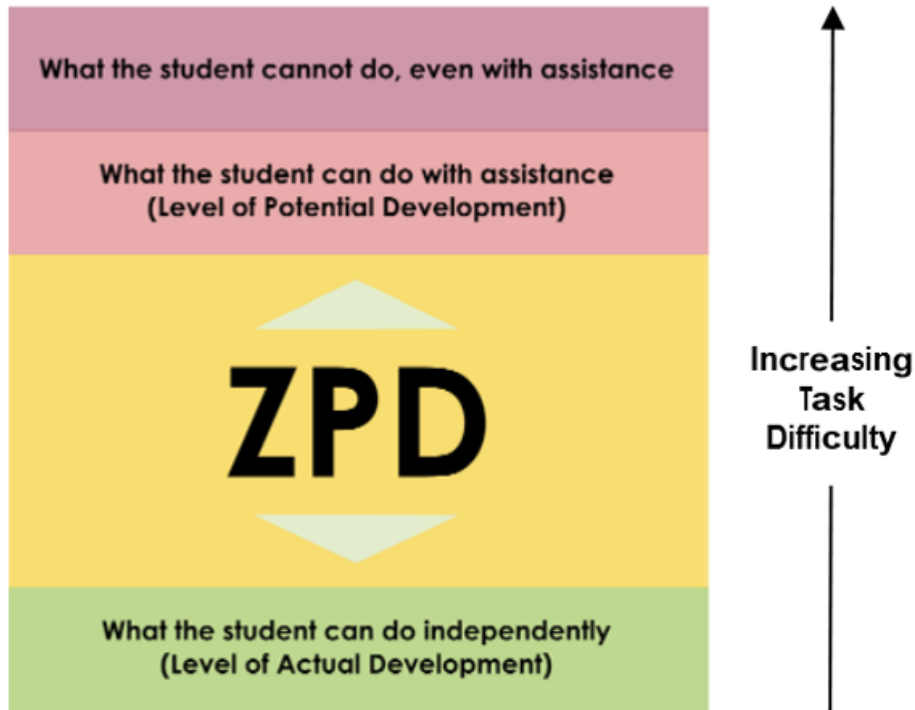




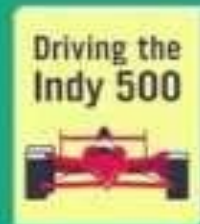
Vygotsky: Zone of Proximal Development

Ohio State University: STAR Educator Resources (2017) *Scaffolding in STAR*.
<https://star.ehe.osu.edu/professional-development/pd-background/pd-why-book-reading/star-read-aloud-practices/pd-scaffolding/>

LOCATING THE ZPD

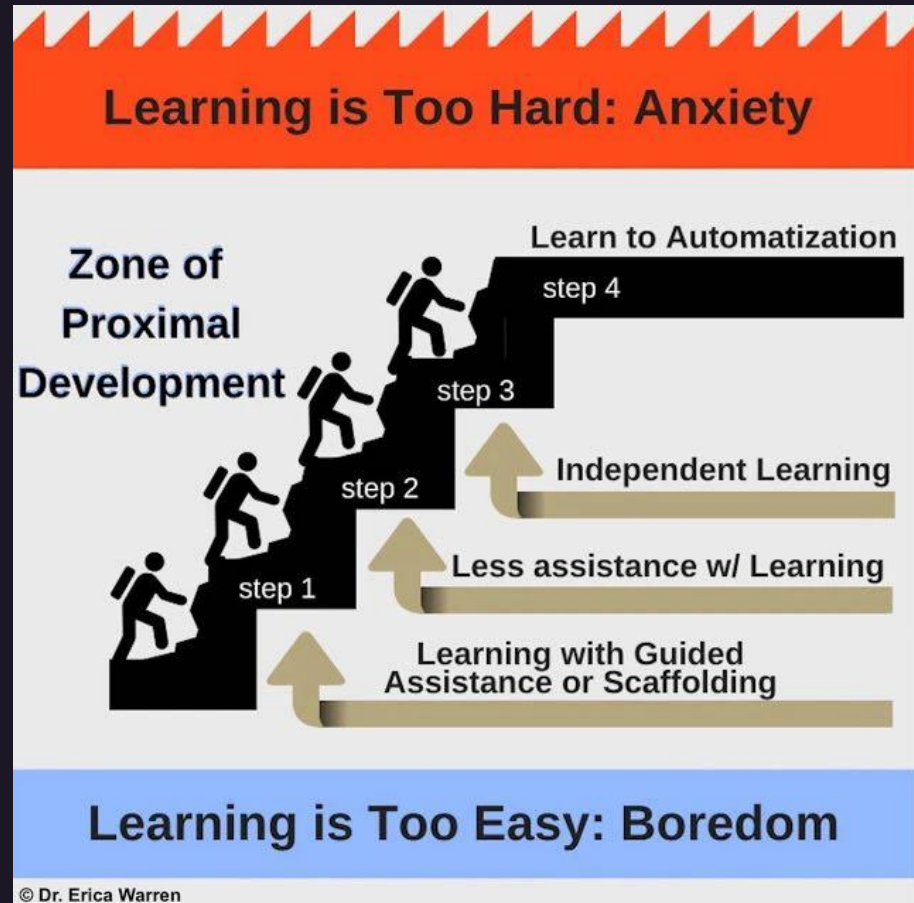


What Each Student *CAN DO*



TEACHHub.com (2019, January 17). *Zone of Proximal Development-Video Podcast* [Video.] YouTube. <https://youtu.be/kTpn7LdcKZM>

Scaffolding: Wood, Bruner and Ross (1976)



Warren, E. (2021, March 17). *Maximize Learning: Keeping Students in the Zone of Proximal Development*. Good Sensory Learning. <https://goodsensorylearning.com/blogs/news/scaffolding-development>

Characteristics of Scaffolding

Recruitment	Enlisting the learner's interest and adherence to the requirements of the task
Reduction in Degrees of Freedom	Simplifying the task so that feedback is regulated to a level that could be used for correction
Direction Maintenance	(verbal prodder and corrector) Keeping the learner in pursuit of a particular objective
Marking Critical Features	(confirming and checking) Accentuating some and interpreting discrepancies
Frustration Control	Responding to the learner's emotional state
Demonstration	Or modelling solution to a task

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 17(2),



How?

How would you want to be taught your aspirational skill/hobby?

02

Scaffolding Examples



“I do, we do, you do...”



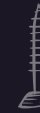
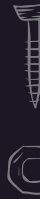
In the Classroom...

- Guided Notes (Outline, Starred points during lecture...)
- Think, Pair, Share...
- Jigsaw (split up a document/reading/project into groups. Each group reads their section and then shares with the class)
- Fish Bowl (a few demonstrate, while the class watches and provides feedback)
- Checkpoints for Understanding
- You do the work and they narrate or vice versa
- Quizzes, Non-graded practice
- Students correct their own assessments





Paper/Report



01 Instructions

- Written Instructions (step-by-step vs paragraph)
- Video Instructions
- Guided Outline
- Graded Sample with Feedback



02 Mini Assignment

- Short Research Paper
- One section at a time

03 Multiple Check Points

- Submit Topic
- Submit Draft (Bibliography or single Section)
- Peer Edit
- Final Product

04 Peer Support

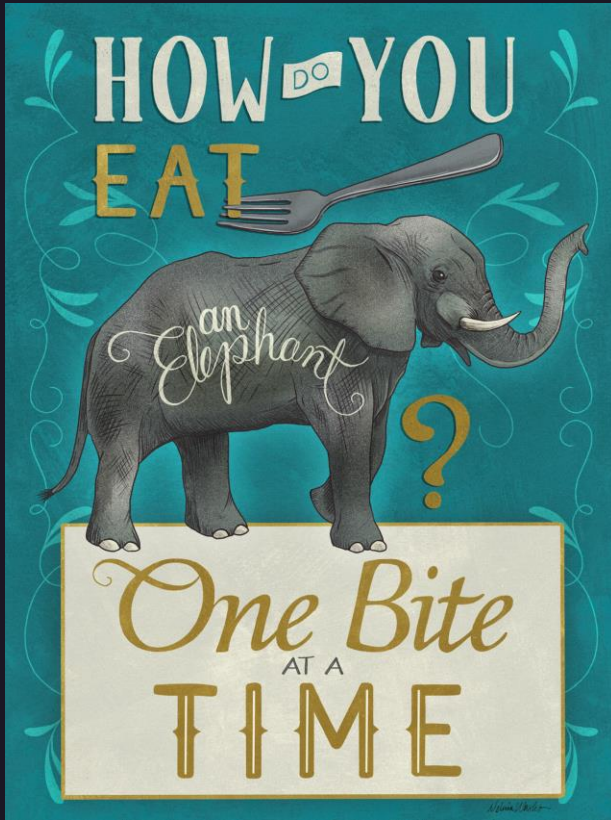
- Provide a Student Example (with permission)
- Group assignment
- Peer Editing





Process Based Assignments

- Metacognitive Strategies (I think to myself...)
- Break it down into steps (label the steps)
- If/then Statements
- Group Work
- Video of the Procedure
- Demonstrate Grading an Assignment
- “My Favorite Mistake”
- Annotated Work Sample



Ask yourself: How can I break this assignment into reproducible building blocks for my students?

Illustration created by Melissa Washburn retrieved on September 30, 2022 at <https://melissawashburn.com/illustration/how-do-you-eat-an-elephant/>

Thank you!

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