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Scaffolding: What, Why, How

What the child can do in cooperation today, he[she] can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it . . . (Vygotsky, 1986, p. 188; as cited in Wink & Putney, 2002, p. 85).

Session Description:

Scaffolding in all content areas for all students is required of all teachers today. The purpose of this interactive session is to demonstrate multiple ways of scaffolding across the content areas for elementary, intermediate, and secondary students. The presenters will share diverse and unique examples of scaffolding.

Scaffolding: What is it?

Scaffolding is how we structure our strategies to make content more comprehensible for students. Scaffolding is the gradual withdrawal of the teacher's pedagogical support when a student moves from learning in groups to independent learning and mastery.

Scaffolding: Why?

To lead the learner to her next developmental level
To make language and content comprehensible and accessible
To reduce statistics like these:

Top 5 Reasons Students drop out:

1. Bored 47%
2. Missed too many days (43%)
3. Spent time with others not interested in school (42%)
4. Too much freedom/no rules (38%)
5. Failing (35%)

(From: Assam, A. *The prepared graduate: Why students drop out.* April 2007 | Volume 64 | Number 7, pps. 91-93)

Scaffolding: The Historical Context

Wood, Bruner, and Ross (1976) coined the term when they wrote about a tutor who was interacting with child and a wooden puzzle of a pyramid. Wood et al state that the two are working on "a 'scaffolding' process that enables a child or novice to solve a problem, carry out a task or achieve a goal, which would be beyond his unassisted efforts...(p. 90).

http://stanford.academia.edu/RoyPea/Papers/109079/The_Social_and_Technological_Dimensions_of_Scaffolding_and_Related_Theoretical_Concepts_for_Learning_Education_and_Human_Activity

Scaffolding originated with Vygotsky's notion of the Zone of Proximal Development (ZPD).

What is the ZPD?

. . .the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1986, p. 86; as cited in Wink and Putney, 2002, p. 86)

Many think of scaffolding in the construction business, but it is now almost a prerequisite skill for all teachers. It is particularly effective with students who are in the process of acquiring a new language.

Scaffolding: How

Scaffolding involves teachers planning to front-load the pedagogical supports with a gradual and planned pull-back of these supports, as students move from learning collaboratively to demonstrating their new knowledge independently.

An archetypal format:

The teacher will:

The class will:

The individual will:

Resources:

Roe, C., &Wink, J. (2012, in process). Scaffolding Strategies in Content Areas

Wink, J.

Central Ideas of Vygotsky,

http://www.joanwink.com/scheditems/vyg_central_ideas0509.pdf

Reflective Cycle

<http://www.joanwink.com/scheditems/reflection-an-overview.pdf>

Garrett: How to do Writing Workshop.

<http://www.youtube.com/watch?v=INhbW2Ymk3I>

<http://www.joanwink.com/newsletter/2012/news0312.php>

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon.

Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Psychology and Psychiatry and Allied Disciplines*, 17, 89-100.

Vygotsky (1986). *Thought and language*. Cambridge, MA: MIT Press.

Resource List of Scaffolding Strategies used in the Activity

Centers:

Story Boards
Cloze procedure
Pull in prior knowledge
Model

Key vocab: Simplify and extend
Sequencing of strategies and content
Visuals
Technology As the More Capable Peer
Create a problem-solving task for whole group
Create a problem-solving task for small group
Create a problem-solving task for individual

Content Areas:

Math: Journals - terms used in lesson- students define, draw, explain, and provide another example in L1 or L2	Social Studies: Venn Diagram - connect history to present day example through current events in paper or on news.	Language Arts: Prompts for listening, speaking, reading or writing – students research, create & present
Science: Model - students replicate, explain in own terms, teach another using graphic organizer	Art: Demonstrate, interpret, Show in another medium - Students describe their work in L1 or L2	PE: Without words - model activity having students replicate movements showing small groups how to do it
Music: I do We do You do - Sing/Play piece, students repeat as a group, then add parts, put together whole piece	Other:	Other:

Other Internet Resources:

Calumet Purdue

<http://education.calumet.purdue.edu/vockell/edpsybook/edpsy12/edpsy12scaffold.htm>

Forever in First

<http://foreverin1st.blogspot.com/>

Scaffolding In Education

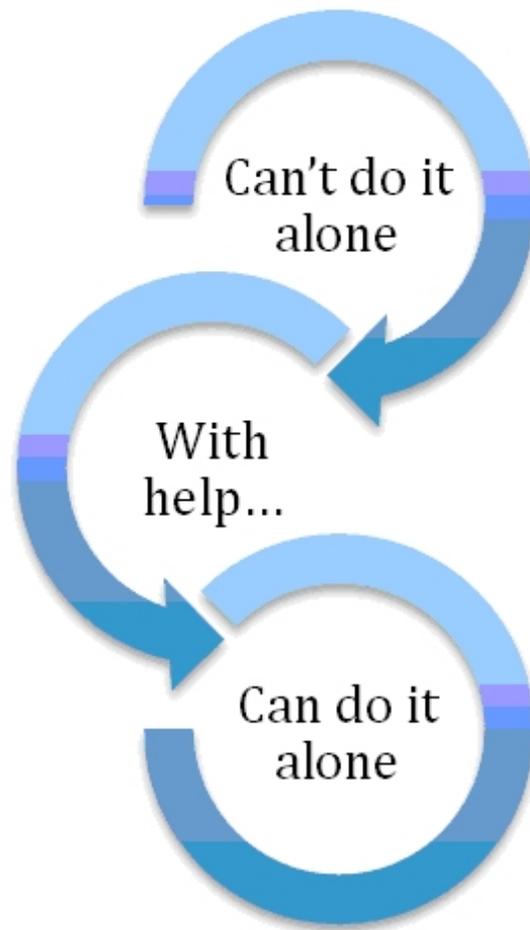
<http://scaffoldingineducation.net/all-about-scaffolding-in-education/>

CARLA from U of MN

<http://www.carla.umn.edu/cobaltd/modules/strategies/ust.html>

ReadWriteThink

<http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html>



CRoe 2012

Lev Vygotsky and His Central Ideas

2012 http://www.joanwink.com/scheditems/vyg_central_ideas0509.pdf

The central ideas of Vygotsky, followed by Vygotsky in *wink-speak*, with all apologies to the legacy Lev.

Higher levels of cognition are expressed through language, which is developed in social processes.

Or, talk is our tool.

Social processes affect higher mental functions.

Or, we talk with others, and we get smarter.

Our cognitive capacities are social in origin.

Or, we generate our own knowledge – kids do, too.

The interactive process between language and thoughts affects both.

Or, words and ideas join together to help us understand.

Our social, historical, and cultural contexts affects our thought, language, perception, problem-solving, and cognition.

Or, our lived experiences make a difference.

Central to being human is manipulating signs and mediating meaning, which is all determined by social relations.

Or, talking with and listening to others, determines the path we take.

Mediation of meaning is socially-grounded.

Or, if students are denied the use of their dominant language, they are denied equal access to education.
