

Methods of Teaching Young Children: Scaffolding

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Outline

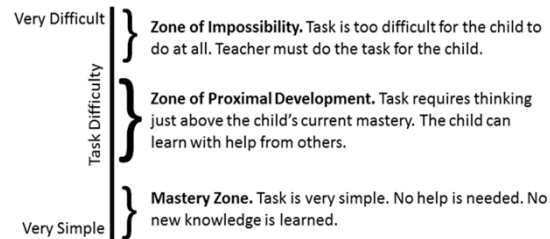
- Concept of Scaffolding
 - Gradual Release of Responsibility Model
 - I do, We do, You do
- Types of Scaffolds
 - Model/Demonstrate
 - Think Aloud
 - Hints
 - Practical Assistance
 - Instructional Feedback
 - **Asking Questions**

REVISION

Principles of Child Development #11

Development and learning advance when children are challenged to achieve at a level just beyond their current mastery

Vygotsky's Zone of Proximal Development: Range of tasks that a child can not do alone but can accomplish when assisted by a more skilled partner



REVISION: Scaffolding

- **Scaffolding:** Assistance by a more skilled person (**teacher**) that allows a child to complete a task they cannot do independently
- The ZPD is where real learning is possible because the task is above the child's current level of mastery, but still within reach
 - Instruction should always be aimed at a child's ZPD.
- **Scaffolding IS a powerful teaching method**

Scaffolding: Gradual Release of Responsibility Model

- **Gradual Release of Responsibility Model:** Pupils gradually (slowly) take more responsibility for a new skill or learning strategy
 1. Teacher takes most responsibility
 - Modeling
 - Describing
 2. Teacher and pupils take joint responsibility
 - Pupils practice
 - Teacher provides assistance and feedback
 3. Pupils take most responsibility by independently applying new skill/strategy

I do, We do, You Do

- **I do:** Teacher Model
 - **Think Aloud:** Verbally describe what you are doing/thinking
- **We do:** Teacher and pupils jointly perform a task
- **You do:** Pupils practice independently

Types of Scaffolds

- **Model/Demonstrate:** Teacher shows how to perform a specific skill or procedure
- **Think Aloud:** Demonstration of what you are thinking in your mind as you perform a certain skill
- **Hint:** Small piece of practical information or advice
 - The best hints are oftentimes questions
- **Practical Assistance:** Any type of support that makes a task simpler for a child who has not yet mastered the skill

Instructional Feedback

- **Feedback:** Information that teachers give a child to help the child know if their knowledge or skills are accurate
- Feedback is needed:
 - Correct answer
 - Incorrect answer **AND**
 - Why the incorrect answer is incorrect
 - How to get the correct answer
 - Guidance to improve performance

Asking Questions

- “Effective questioning techniques may be among the most powerful tools that educators employ” (Woolfolk, 2007, p. 493)
- Effective questions require pupils to think deeply about what is being taught and results in meaningful learning

Types of Questions

- Rhetorical question requires no meaningful responses from students
- Yes/no question
- Short-answer question where the answer was previously provided in class
- Thought-provoking question that requires students to think beyond information presented in class

A rich old farmer, who felt that he had not many more days to live, called his sons to his bedside. “My sons,” he said, “heed what I have to say to you. Do not on any account part with the estate that has belonged to our family for so many generations. Somewhere on it is hidden a rich treasure. I do not know the exact spot, but it is there, and you will surely find it. Spare no energy and leave no spot unturned in your search.” The father died, and no sooner was he in his grave than the sons set to work digging with all their might, turning up every foot of ground with their spades, and going over the whole farm two or three times. No hidden gold did they find; but at harvest time when they had settled their accounts and had pocketed a rich profit far greater than that of any of their neighbors, they understood that the treasure their father had told them about was the wealth of a bountiful crop, and that in their industry had they found the treasure.

Effective Questions

Comprehension (Understanding) Questions to help children summarize the story

1. What did the farmer tell his sons at his deathbed?
2. How did the sons look for the treasure?
3. What did they find in their search for the treasure?
4. What is the lesson we can learn from this story?

Application Questions

1. Who do you know who works hard? What do they do to show they work hard?
2. What do you work hard at?
3. Why is it important to work hard?