

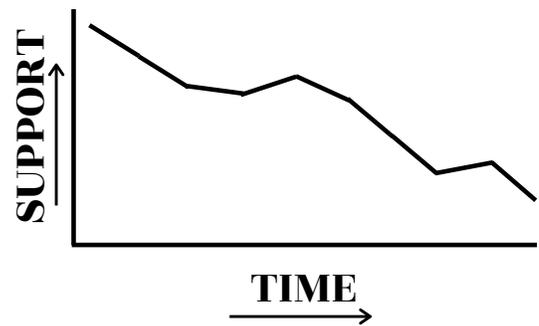
INSTRUCTIONAL SCAFFOLDING

is the process of building student knowledge, motivation, and competence by providing dynamic, tapering support.

Example: when children are learning to walk, parents provide complete support in the early stages, but as the child can bear more weight, the parents support the child less, with the child taking more responsibility until the child is walking on their own.

HOW DOES SCAFFOLDING WORK?

Instructors add **dynamic supports** for students in the learning process. As students grow in competence and confidence, **supports are gradually reduced**. In response to student needs, sometimes supports will be temporarily increased.



Scaffolding is useful for learners of all ages & levels.

THERE ARE THREE TYPES OF SCAFFOLDING:

1. CONTENT

When content scaffolding, instructors teaching a new skill will use **easy, familiar, or very interesting content** so that students are not overwhelmed. (Like my example above about children learning to walk.)



2. TASK

When task scaffolding, instructors will **outline** the steps to complete an activity. Then, the instructor **models** these tasks and explains the logic or reasoning behind these steps, and how they logically link to one another. Finally, students **practice** these steps. Instructors may give students responsibility for only one task at first, and upon mastery of that task, they are given more responsibility.

3. MATERIAL



When material scaffolding, instructors will use **prompts** to indicate to students what the next steps are or how to use a strategy. These prompts may be in the form of **guided outlines, rubrics, acronyms with step names, and high-level instructions**. These can be used in practice problems, on homework assignments, and even on tests.