

This is my screen-reader friendly version of my Instructional Scaffolding Infographic. There is no formatting, just a list of points regarding the basics of metacognition and answering questions. You can find these resources at <https://caitkirby.com/resources.html>. Written by Cait Kirby.

Title: Instructional Scaffolding

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.

There is an image of a graph. On the x axis is time, on the y axis is support. There is a line that trends downward across the x axis, symbolizing support. While it trends downward, there are points at which the line trends upward again for small periods, symbolizing the dynamic nature of support in response to student needs.

Scaffolding is useful for learners of all ages and 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.