Scaffolding definition

Scaffolding is partner-assisted and material-assisted learning that fosters critical thinking and helps students to reach beyond what they could do on their own.

Scaffolding language & student output

- first brainstorming as a class, language needed to discuss a topic, and grouping this language as it is captured

Scaffolding language & student output

- having students use newly introduced words and phrases several times in different contexts for different purposes (Why? repetition supports retention)

Scaffolding language & student output

- providing speaking frames such as a debate framework or one for developing a line of reasoning

Scaffolding language & student output

- giving students several seconds of wait time before picking someone to answer a question

Scaffolding language & student output

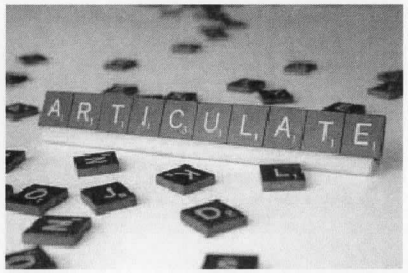
- eliminating hand raising altogether and picking students at random

(Why? If your pick students at random, everyone must pay attention.)

Scaffolding language & student output

- grouping language needed for a discussion by category and providing students with a copy so as to support discussion

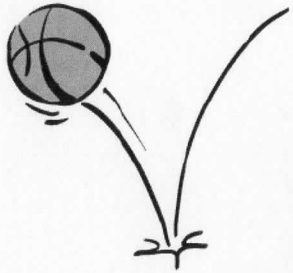
Scaffolding language & student output



Give students the opportunity to articulate their thinking before answering:

- 30 seconds silent thinking before any answers
- brainstorm in pairs first for 2-3 minutes
- write some thoughts down before answering
- discuss with your neighbor first.

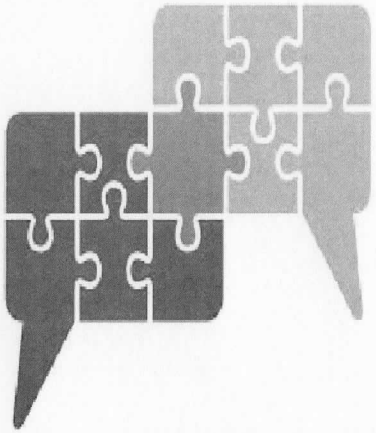
Scaffolding language &student output



Bounce answers around the room to build on understanding and have students develop stronger reasoning out of misconceptions.

"What is the evidence to back up that point?"
"Merixtell, how could you develop Miquel's answer further?
"Nuria, what would be a counter-argument to that claim/using that evidence?"

Scaffolding language & student output



Use an error in logic in a line of reasoning as a discussion point. Use a student's misconception in reasoning to draw out the thinking process.

(Why? - can use it to improve reasoning and creates a climate where students can use mistakes for learning)

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Scaffolding language & student output

Ask students why X is an example of Y.

Why is an apple an example of a fruit?
Why is a fox an example of a mammal?

(Why? This avoids factual recall and asks for the underlying reasoning to be made explicit.)

Scaffolding language & student output

When preparing for exams, students generate their own questions and then practice answering them.

(Why? This makes learners think explicitly about the underlying structures of assessment, as well as the material which they are being asked to manipulate.)

Scaffolding language & student output

- giving students the language needed for working in groups

Scaffolding language & student output

- establishing a system of 'learning/talk partners' (new partners each week who spend 30 seconds to 2 minutes discussing an answer to a question before answering before the whole class)

Scaffolding language & student output

- first viewing a video of an excellent student presentation and analysing it jointly to create criteria for presentations before students begin to work on their presentation

Scaffolding language & student output

- providing students in advance with the language (words, phrases) that they need to do a task (e.g. conduct and experiment, ask questions, interview someone, express feelings, write a report)

Scaffolding language & student output

Draw out the background knowledge that students have regarding a topic that you are about to introduce and anchor the new learning to this foundation.

Scaffolds for reading texts

- having students scan a text for unfamiliar words that are explained before reading begins

Scaffolds for reading texts

- first having students pre-use new language in a new text, before reading it

Scaffolds for reading texts

- shortening sentences

Scaffolds for reading texts

- breaking long paragraphs into several paragraphs

Scaffolds for reading texts

- adding in subheadings

Scaffolds for reading texts

- presenting a long and difficult text piece by piece so students are not overwhelmed by its length

Scaffolds for reading texts

- repeating key terms as opposed to using pronouns or synonyms

Scaffolds for reading texts

- highlighting or underlining key terminology and concepts

Scaffolds for reading texts

- inserting synonyms or definitions in parentheses into the original text

Scaffolds for reading texts

- using graphic organisers (e.g., Venn diagrams, tables & charts)

Scaffolds for writing

- having students summarise paragraphs by writing in subheadings

Scaffolds for writing

- providing key phrases or words to write introductions, bridging paragraphs and conclusions

Scaffolds for writing

- before doing a full assignment practicing achievement of success criteria one at a time such as writing an introductory paragraph that introduces the topic and explains how the text that follows is organised

Scaffolds for writing

- discussing as a class for how to plan for the writing assignment before starting to write

Scaffolds for writing

- providing writing frames that offer the structure of how the assignment is to be written

Scaffolds for writing

- providing exemplars of good and poor writing (e.g. a composition or a lab report) with written explanations of why one piece of work is good and another poor

Scaffolds for writing

- providing in parallel exemplars of good and poor writing with criteria for good writing and asking students to analyse the texts referring back to the criteria

Scaffolding Content and language

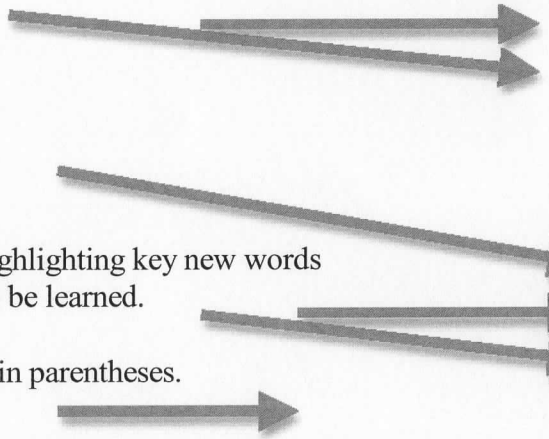
Generating Electricity
Process: *water* → *turbine* → *dynamo* → *electricity*
Adjectives: moving circular falling large circular metal magnetic
Adverbs: rapidly directly independently early efficiently
Verbs: *flow* *turn* *generate* *convert* *rotate* *produce*
Nouns: *dynamo* *electric motor* *rotary convertor* *altenator* *steam engines*
Related concepts power energy power generation direct current conduction

Repeating nouns instead of using pronouns and synonyms.
(*Language needs to be used several times before it takes hold*

Using short sentences.

Bolding or otherwise highlighting key new words and phrases that need to be learned.

Providing explanations in parentheses.

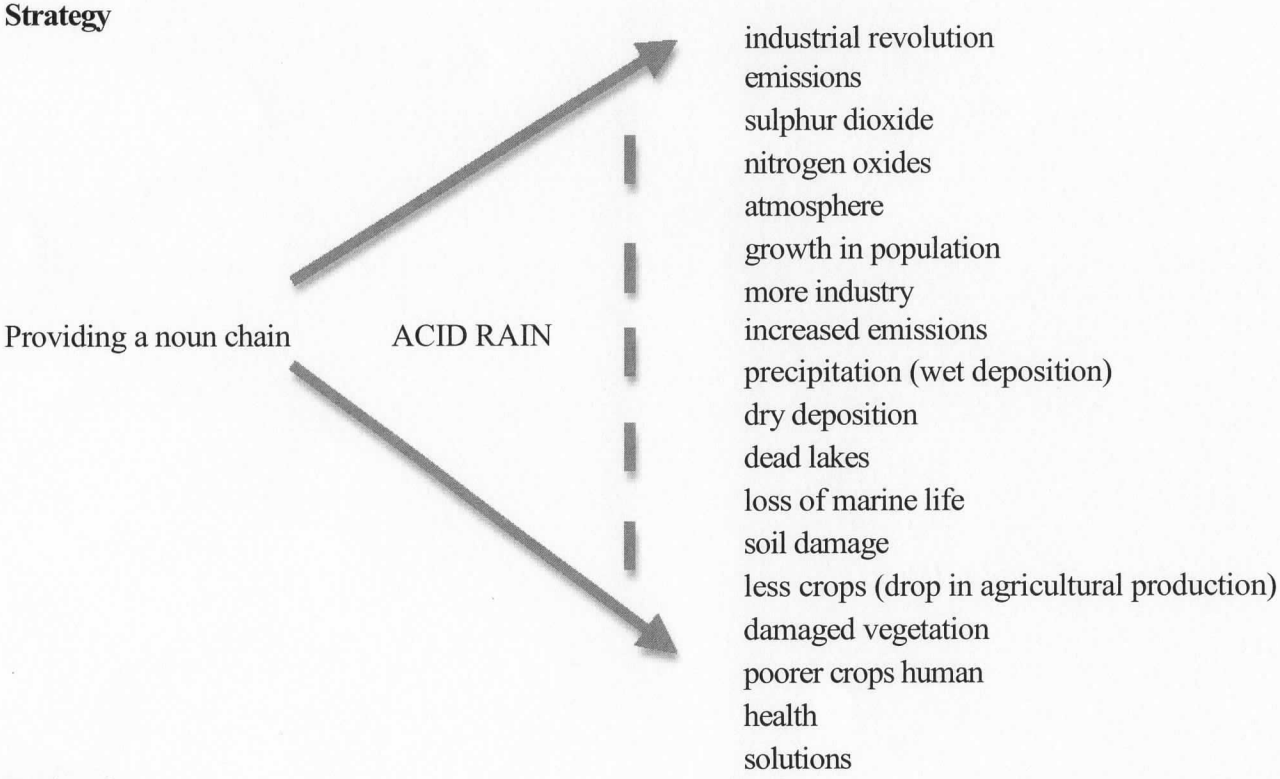


William the **Conqueror** **invaded** and **conquered** present day England in **1066**. William the **Conqueror** ruled the **conquered** land through a network of friends and **nobles** (Barons). William the **Conqueror** enticed these nobles (Barons) to move permanently from France to England. Each noble was **encouraged to build a castle** in a strategic location. The nobles ruled their own area. These barons **collected taxes**. William the **Conqueror** built a fortified castle in London. This castle is now called the Tower of London. English kings and queens were resident (lived) in this fortress or castle for almost 500 years.

NB: One can simultaneously reinforce key content by using underlining.

A structural language and content scaffold

Strategy



Rationale

The noun chain, using limited language, provides some of the links between the causes and consequences of acid rain. Links create meaning and foster critical thinking. Further, the key language is presented in a meaningful context. The language is thus more likely to be retained and put to later use. Nouns chain can also serve as a structure for organizing student presentations or written work.

SCAFFOLD FOR DEVEOPING A LINE OF REASONING

Introduce the argument to the reader.
e.g. why it is a particularly relevant topic nowadays
or refer directly to some comments that have been voiced on it recently.

Reasons against the argument
State the position, the evidence and the reasons.

Reasons in favour of the argument.
State the position, the evidence and the reasons.

After summarising the two sides,
state your own point of view,
and explain why you think as you do.

Sample language scaffold: There are many reasons why …

It is	essential helpful important necessary true	to	bear in mind consider point out remember take into account	that	…

Sample language scaffold: For continuation

First, First of all, Second, In addition, Furthermore, Another reason is Subsequently, Eventually, Next,	we have I would like it is important	to consider to weigh to evaluate to determine	…

SCAFFOLD FOR PERSUADING OTHERS

INTRODUCTION

Introduce the topic briefly in general terms.
State your own point of view.
Explain what you plan to prove.

COUNTERARGUMENTS

Explain briefly the main objections to your argument.
Provide evidence and your reasons.

YOUR POINT OF VIEW

Explain the arguments that support your own view,
Provide evidence, reasons and examples.

CONCLUSION

Summarize the key part of your argument.
State your key conclusion.

Language scaffold for presenting another point of view

The author A research study conducted by Researchers at the University of Science	argue(s) assert(s) claim(s) point(s) out maintain(s) say(s) is/are of the opinion	that	…

Language scaffold for criticizing another point of view

This These views The statement ...X…	is/are	highly debatable. incorrect. highly speculative. not always the case. not necessarily true. open to doubt. opinion(s) not fact(s). unlikely to be true.
	are not grounded in evidence.	

I disagree with X when he	argues claims proposes states suggests writes	that …