

# Scaffolding



## FOUNDATIONS

### LEARNER IMPACTS

- Behavior
- Motivation
- Self-regulation

## DESCRIPTION

Scaffolding enables not only the performance of a task more complex than the learner could handle alone, but enables learning to come from that experience (Reiser & Tabak, 2014). It also facilitates critical thinking skills, metacognition, and content understanding (which in turn impact motivation and achievement).

Scaffolding occurs when work is shared between the learner and a more knowledgeable other or agent such as contingency, fading, and transfer of responsibility (van de Pol et al., 2010). Design recommendations center around managing the learning process so that learners can engage in (often simplified) elements of disciplinary work in real problem contexts. Instructors focus learner attention and regularly prompt learners to explain and reflect on their work.

## CAPABILITIES

- Instruction: Scaffolded worked example
- Cognitive Tools: Bibliography/citation creation
- Cognitive Tools: Planning/outlining

## SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Adaptive scaffolded practice
- Simple Technology: Student input capabilities for shared explanations and reflections
- Content Support: Focus learner's attention on aspects of the problem they may take for granted



Pearson



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
<b>Purpose/Model</b>	<p>  The product strategy is aligned to scaffolding as a core principle of a learner-centered product.</p> <p>  The product strategy currently integrates the use of an evidence-based model of scaffolding.</p>	<p>  The product team is exploring scaffolding as a core LDP for creating a more learner-centered product.</p> <p>  The product team is exploring integrating an evidence-based model for the scaffolding.</p>	<p>  The product team considers scaffolding to be an important LDP for creating a more learner-centered product.</p> <p>  The product strategy considers scaffolding at a high level but does not currently align to an evidence-based model.</p>	<p>  The scaffolding LDP does NOT align to the product strategy and is not necessary to explore further.</p>	= ____
<b>Scaffolding Application</b>	<p>  The product uses a combination of learning strategy recommendations, and embedding of scaffolding in the design of scaffolding applications.</p>	<p>  Principle is applied only to a specific area of the product and more focus on enhancing the scaffolding of instructional content is needed to improve principle application.</p>	<p>  Product team thinks applying this principle would add value to their product strategy.</p> <p>  Product team has applied similar principles to their product strategy.</p>	<p>  This principle is NOT currently being applied to any area of the product and is NOT needed to improve the product.</p>	= ____
<b>Delivery</b>	<p>  Scaffolding of instructional content on a capability or service aligned to this principle has been gathered/ reported on.</p>	<p>  Product team is in early discussions about partnering with LD team to validate this principle with learners.</p> <p>  Product team has specific capabilities they need to validate this principle with.</p>	<p>  Product team needs more information about how this principle might be tested with learners using LD's validation services.</p>	<p>  This principle does NOT need to be validated in order to inform product design &amp; development.</p>	= ____
<b>Learner Characteristics</b>	<p>  Design &amp; development are currently using validation reports to further align the principle and the product strategy.</p>	<p>  Product team is currently exploring how validation results and recommendations could be used in product design &amp; development.</p>	<p>  Product team feels there is time in the schedule to include validation data to inform product design &amp; development.</p> <p>  Product team needs a consultation to learn more about validation services and results reports.</p>	<p>  Validation data will NOT be used to inform product design &amp; development.</p>	= ____
<b>Formative/Summative Applications</b>	<p>  The formative and summative applications make proper use of scaffolding LDP recommendations for creating assessments.</p>	<p>  Product team is currently exploring how recommendations on designing assessments with scaffolding of instructional content in mind could be used in product design &amp; development.</p>	<p>  Product team feels there is time in the schedule to include time spent on assessment application design &amp; development.</p> <p>  Product team needs a consultation to learn more about designing assessments based on this LDP.</p>	<p>  Formative/summative applications will NOT be used to inform product design &amp; development.</p>	= ____