

# Scaffolding children's learning

Drina Madden

708-403-9000

# GOALS

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- To understand Vygotsky's views of development
- Techniques and approaches that foster the application of Vygotsky's theories

# SOCIALLY SHARED COGNITION

- 1. Social Interaction*
- 2. Task and Setting Conditions*
- 3. Social Engagement as a Stimulus for Cognitive Development*

# 1. Social Interaction



- Children bring to social situations
  - assumptions
  - purposes that grow out of their history in social experiences



# 1. Social Interaction

- They try to understand the **cognitive task** presented by the adult



- AND try to make sense of the **social relationship** in which the task is presented

# 1. Social Interaction

- Children can easily be misled by the nature of adult questions.
- Adults are likely to underestimate children's knowledge and skills.



# 1 Social Interaction

- **Teachers need to adjust classroom learning experiences**
  - to acknowledge
  - make productive use of the social histories of children



# 2 Task and Setting Conditions

- Conservation is taught directly by Western cultures through social, sharing, dividing situations
  - **Piagetian** conservation observations reflect **social standards** rather than developmental norms



- *All children in all **cultures do not** face identical tasks*

# 3. Social engagement

## *as stimulus for cognitive development*

- **HOW they organize their joint activity** is of greatest importance.



- Social experience stimulates children's cognitive growth through ***guided participation***.

- ***Guided participation involves language exchange***

# IMPORTANCE OF LANGUAGE



- All **higher functions** that are unique to human beings are created through **collaborative activity**.

# IMPORTANCE OF LANGUAGE

- Language **assists** the individual's psychological processes





# MEDIATION THROUGH SIGNS

- **Language** is the critical **link** between



- social
- psychological functioning



# MEDIATION THROUGH SIGNS

- The purpose of speech is
  - **Communication**
  - **Social contact**
  - **Influencing surrounding individuals**



# INTERNALIZATION

- Speech is a tool of the mind



- It allows for **higher level thinking**
- Results from **internal and external** stimuli and connections

# ZONE OF PROXIMAL DEVELOPMENT

- Education **LEADS** development - Vygotsky



- Look at what children can do
  - with the **help of others**
  - therefore, have the **potential** to learn



# ZONE OF PROXIMAL DEVELOPMENT

- ZPD is the “distance between:
  - **actual** developmental level as determined by independent problem solving
  - the level of **potential** development as determined through problem solving
  - under **adult guidance** or in **collaboration** with more capable peers.

# ZONE OF PROXIMAL DEVELOPMENT

- **With help**, children can perform tasks into which they are **developing** the capability to perform **alone**



# ZONE OF PROXIMAL DEVELOPMENT



- **The role of education is**
  - to provide children with experiences that challenge them but
  - can be accomplished with sensitive adult guidance

# ZONE OF PROXIMAL DEVELOPMENT

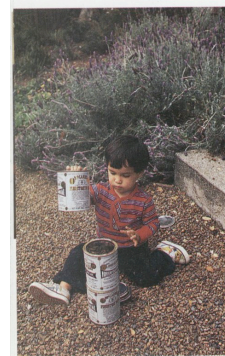


- **The role of the teacher** is to keep tasks in children's
- **Zone of Proximal Development - slightly above their level of independent functioning**




# SCAFFOLDING

- Has been shown to **foster general cognitive growth** and to increase **children's performance on a wide variety of tasks**







# SCAFFOLDING

- **Joint problem solving**
- Intersubjectivity – two participants who begin a task with a different understanding arrive at a **shared understanding** – a common ground for communications

# SCAFFOLDING

- **Warmth and responsiveness** – child leads and adult follows



- Keeping the child in the **Zone of Proximal Development**

# SCAFFOLDING

- Promoting **self-regulation** – adult relinquishes control



# CHILDREN'S PRIVATE SPEECH

- Children's **self talk** is different from **social speech**



- **Private speech** is communication with the self to self-regulate or guide thought processes and actions

# CHILDREN'S PRIVATE SPEECH



- It then becomes verbal thinking and guides the person into internalization

# CHILDREN'S PRIVATE SPEECH

- **Scaffolding** fosters private speech and self-regulation through the *modeling supplied during the teacher/child interaction*

