INSTRUCTIONAL SCAFFOLDING TO SUPPORT ONLINE LEARNERS

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Vice President of Online Learning
Ultimate Medical Academy
Your Event Hosts and Director

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Cally Latchford
Participating in Adobe Connect

Technical tips

Audio:
• Your computer speakers (or headphones) provide the audio. | Closing other programs can improve your audio. | We recommend using an updated version of Flash.

Full Screen Option:
• During the presentation, the “Full Screen” button at the upper right will allow you to switch back and forth between full screen and normal view.

Troubleshooting:
• Closing browser and rejoining event often corrects technical issues.

Participation tips

Use the Chat window to:
• Introduce yourself;
• Share questions or comments; or
• Communicate a technical issue.

Activities:
• We will use polls and additional chats throughout the event for interaction.
• Participation is required when Continuing Education credits are available.
Meet Tina Stavredes

Dr. Tina Stavredes,
Vice President of Online Learning
Ultimate Medical Academy
Objectives & Outcomes

• Consider the issue of student retention and the factors that contribute to student attrition of nontraditional adult online learners

• Understand the impact of learning styles on student success in the online environment

• Discuss motivational factors and other learner dispositions that impact their success online

• Discover instructional strategies that can be used to scaffolding the learning environment to help students persist in their courses
Persistence Models

**Traditional Campus-Based Learners**
- Spady Retention Model (1970)
- Tinto Integration Model (1975)
- Pascarella’s General Model of Assessing Change (1985)

**Non-Traditional Distance Learners**
- Bean & Metzner (1985)

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External Persistence Factors

- Family
- Employment
- Encouragement
- Finance
- Life Crises
Internal Persistence Factors

- Support Services
- Academic Skills
- Technical Skills
- Academic/Social Integration

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Attributes of Adult Learners

• **Need to know.** Adults need to know why they should learn something and how it benefits them.

• **Self-concept.** Adult learners may have difficulty with someone telling them what to do and how to think, which may make them resistant to learning in some situations.

• **Experience.** Previous experience is important to adult learners. Adults have a lifetime of experience and want to use and share what they know to enhance their learning.

• **Readiness to learn.** Adults become ready to learn something when they have a need to solve a problem. Older adults may be more ready to learn than younger adults.

• **Orientation to learning.** Learners’ orientation to learning can be life-, task-, or problem-centered. They want to see how what they are learning will apply to their life, a task they need to perform, or a problem they need to solve.

• **Motivation to learn.** Although learners may respond to external motivators, internal priorities are more important. Incentives such as increased job satisfaction, self-esteem, and quality of life are important in giving them a reason to learn.
Student Readiness Surveys

- Penn State: http://ets.tlt.psu.edu/learningdesign/assessment/onlinecontent/online_readiness
- Foothill College: http://www.foothill.edu/fga/pre_assessment.php
  - Self-direction
  - Learning preferences
  - Study habits
  - Technology skills
  - Computer equipment capability
Student Readiness Surveys

• SmarterMeasure:
  http://elearningtoolbox.com/products.cfm
  – Self-motivation
  – Time-management skills
  – Self-discipline
  – On-screen Reading Rate and Recall
  – Persistence
  – Availability of time
  – Ability to use a laptop, printer, software, and the Internet
  – Typing speed and accuracy
Activity: Discussion

• Using the chat area, share your observations and ideas of the attributes of adult learners. Do you see these attributes in your online students? If not, which ones would you challenge as not being a disposition of your online students?
Learning Styles

• Most times learning styles are addressed in terms of learners preference as a visual learner, auditory learner, or tactile learner.

• Cognitive learning styles are also important in the online environment as well as social learning styles.
Cognitive Learning Styles

• *Cognitive style* refers to “an individual’s characteristic and consistent approach to organizing and processing information” (Tennant, 1997, p. 80).

• There are numerous classifications of these styles; however, according to Tennant (1997), two dominant approaches are the
  – Field Dependence/Independence dimension by Witkin (1950)
  – Kolb Learning Style Inventory (Kolb, 1976).
# Field Dependence/Independence

<table>
<thead>
<tr>
<th>Field Dependent</th>
<th>Field Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceives globally, perceives field as a whole</td>
<td>Perceives analytically, perceives field as a set of component parts</td>
</tr>
<tr>
<td>Cognitive tasks are more difficult</td>
<td>Performs better on cognitive tasks</td>
</tr>
<tr>
<td>Has difficulty with ambiguous or unorganized material—needs to have structure imposed</td>
<td>Capable of structuring unorganized or ambiguous material</td>
</tr>
<tr>
<td>Needs to have defined goals for learning</td>
<td>Can define own goals for learning</td>
</tr>
<tr>
<td>Is externally motivated, needs external reinforcement</td>
<td>Is internally motivated, can provide own reinforcement</td>
</tr>
</tbody>
</table>
Kolb Learning Styles

- Concrete Experience (CE) - learning by feeling (involvement in an experience)
- Reflective Observation (RO) - learning by reflection, watching, and listening
- Abstract Conceptualization (AC) - learning by thinking
- Active Experimentation (AE) - learning by doing
Social Learning Styles

• Learning styles are “personal qualities that influence a learner’s ability to acquire information, interact with peers and the instructor, and otherwise participate in the learning experience” (Grasha, 1996, p. 41).

• This definition focuses on the social styles of learners and the interaction that occurs between peers and with the instructor in a given learning environment, all of which has an impact on learning.
## Social Learning Styles - Grasha Riechmann Learning Style Scales

<table>
<thead>
<tr>
<th>Style</th>
<th>Preferences</th>
</tr>
</thead>
</table>
| Independent | • Prefer to work alone  
               • Not interested in discussion and other learner interaction  
               • Not interested in team work                                      |
| Dependent   | • Look to instructor and learners as guides  
               • Prefer an authority figure to tell them what to do  
               • Prefer highly structured environments                         |
| Competitive | • Interested in learning for reward and recognition  
               • Prefer exams to projects                                          |
| Collaborative | • Learn by sharing and cooperating with instructor and learners.  
               • Prefer group work and discussions                                |
| Avoidant    | • Not excited about attending class or studying  
               • Uninterested  
               • Overwhelmed                                                       |
| Participative | • Interested in class activities and discussion  
               • Work hard  
               • Want to meet instructor’s expectations                            |
Motivation and Persistence

• Motivation is driven by the need for achievement and avoidance of failure (Snow, 1997)
• Learners approach the learning environment with a need for achievement, which is driven by numerous factors in their lives
• These factors may include advancing in their career or changing careers, as well as the desire to earn a degree.
• Anxiety, which stems from fear of failure, can affect motivation
Intrinsic and Extrinsic Motivation

- Intrinsic motivation relates to the achievement of personal goals such as building knowledge and skills or for the sheer joy of learning.
- Extrinsic motivation relates to a need for achievement related to external rewards or punishments.
Attributes of Successful Learners

- Self confidence
- Internal locus of control
- Self-efficacy

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Self Confidence and Self Efficacy

• Self-confidence refers to individuals’ belief in themselves and their ability to succeed in general (Bandura, 1997).
• Self-efficacy is an person’s belief that he or she can succeed at a specific task or range of tasks in a given domain (Bandura, 1997).
• Self-efficacy influences the effort that learners put forth, how long they persist at a task when confronted with obstacles, and how they feel about the task.
• Individuals with low self-efficacy tend to believe that things are tougher than they really are.
• Persons who have a strong sense of efficacy, organize their attention and effort to the demands of the situation and are spurred by obstacles to greater effort.

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Internal Locus of Control

- Locus of control refers to individuals’ beliefs about what determines their successes or failures in life.
- Individuals with an internal locus of control believe that they are in control of outcomes and attribute their successes and failures to their ability to control outcomes through their own actions and efforts.
- Individuals with an external locus of control attribute their successes or failures to luck, chance, or something in the external environment, such as the power of others or environmental effects, which is outside of their control.
- An external locus of control can reduce motivation because individuals think that no matter what they do, they will not be able to succeed.
- Strong academic self-efficacy coupled with an internal locus of control is a key predictor of success in a distance education setting.
How to Improve Self-Efficacy

- Build in successes
- Control content
- Provide verbal persuasion
- Give continuous feedback
- Monitor learner behavior
Activity:
Strategies to Increase Self Efficacy

• Worksheet – Consider the following strategies for increasing self confidence
  – Build in success
  – Control content
  – Provide verbal persuasion
  – Give continuous feedback
  – Monitor behavior

• Using the worksheet, take a few minutes to consider ways to supports learners for each of the categories and write them into the examples column.

• Once you have finished we will share some of your ideas!
### Strategies to Increase Self Efficacy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effect</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build in successes</td>
<td>Success raises efficacy, whereas failure lowers efficacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structure initial course activities so learners have opportunities to experience success</td>
<td></td>
</tr>
<tr>
<td>Control content</td>
<td>The amount and structure of information can become overwhelming and create anxiety</td>
<td></td>
</tr>
<tr>
<td>Provide verbal persuasion</td>
<td>Verbal persuasion can have a positive influence on self-efficacy by providing learners encouragement that they can succeed and that others feel the same way.</td>
<td></td>
</tr>
</tbody>
</table>
# Strategies to Increase Self Efficacy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effect</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give continuous feedback</td>
<td>Ongoing feedback can help learners build confidence by communicating specifically what they are doing well, as well as how they can improve performance</td>
<td></td>
</tr>
<tr>
<td>Monitor learners with external locus of control</td>
<td>Be aware of statements from learners who attribute failures to a number of things outside their control, a belief that can lead to poor effort</td>
<td></td>
</tr>
<tr>
<td>Monitor learners with poor performance</td>
<td>Poor performance may be a result of external locus of control and thinking that no matter what they do they won’t succeed, so why try</td>
<td></td>
</tr>
</tbody>
</table>
Self Directedness

• Many online courses are designed based on the assumption that adult learners are self-directed
• Self-directedness is situational
• Learners may be self-directed in one situation but require more direction in another
• Self-directedness can be learned and taught
Staged Self-Directed Learning (SSDL) Model (Grow, 1996)
Activity: Poll

• What is your dominant teaching style?
  – Authority
  – Motivator
  – Coach
  – Guide
# Staged Self-Directed Learning (SSDL) Model (Grow, 1996)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Instructor as Authority:</th>
</tr>
</thead>
</table>
| Stage 1: Dependent learner | • Little prior knowledge in subject  
|                         | • Unsure of the focus of his or her learning  
|                         | • Low self-confidence  
|                         | • Low motivation  
|                         | • Has difficulty organizing information  
|                         | • Has difficulty making decisions |  
| Stage 2: Interested learner | • Basic understanding of what needs to be done  
|                         | • Not confident  
|                         | • Low motivation |  

Instructor:  
- Directs activities  
- Provides explicit directions  
- Offers frequent feedback  
- Provides encouragement  
- Builds confidence  
- Gives frequent feedback
Staged Self-Directed Learning (SSDL) Model (Grow, 1996)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 3: Involved learner</td>
<td>• Has skills and knowledge in subject &lt;br&gt;• Has learning goals &lt;br&gt;• Confident &lt;br&gt;• Motivated</td>
<td>• Instructor as facilitator: &lt;br&gt;• Facilitates progress through content &lt;br&gt;• Offers appropriate tools, methods, and techniques &lt;br&gt;• Provides choices &lt;br&gt;• Encourages learners to share experiences</td>
</tr>
<tr>
<td>Stage 4: Self-directed learner</td>
<td>• Has skills and knowledge in subject &lt;br&gt;• Ability to set learning goals &lt;br&gt;• Confident &lt;br&gt;• Motivated &lt;br&gt;• Good time management skills &lt;br&gt;• Ability to self-evaluate</td>
<td>Instructor as consultant or guide on the side: &lt;br&gt;• Provides self-evaluation strategies &lt;br&gt;• Gives support when needed</td>
</tr>
</tbody>
</table>
Zone of Proximal Development Theory (Vygotsky, 1978)

Current ability → ZPD → Potential Ability
Zone of Proximal Development (Vygotsky, 1978)

- Scaffolding in the zone of proximal development
  - Too much support diminishes motivation
  - Too little support hinders learners
  - Just enough support to help learners reach the next level of understanding
Cognitive Scaffolding

- Current ability
- ZPD
- Potential Ability
Cognitive Scaffolding

- Procedural
- Metacognitive
- Conceptual
- Strategic

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Procedural Scaffolding

• Procedural scaffolding supports learning how to navigate the course environment and engage in learning activities.
• Lack of standard design templates leads to learners having to understand the structure of the course and how to navigate the course environment.
Orientation Scaffold

- Assignments
- Grades
- Collaborative Tools
- Learning Units
- Other course features
Navigating Course Content

• Consider the location of resources – redundancy can create confusion
• Hyperlinks- can create a “lost in space” effect
• Separate required vs. supplemental resources
Expectation Scaffold

- Overview
- Syllabus/Required Materials
- Discussion Protocol & Assignment Submissions
- Due Dates/Weekly Deadlines
- Grading and Instructor Feedback
- Learner Policies
# Resource & Tool Scaffolds

<table>
<thead>
<tr>
<th>Critical Thinking Process</th>
<th>Reflective Process</th>
<th>Team/Group Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Resources</td>
<td>Library Resources</td>
<td>Plagiarism Resources</td>
</tr>
</tbody>
</table>

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Activity: Procedural Scaffolding Strategies

• Think about ways you currently use procedural scaffolding strategies in your online course/s

• Share your ideas
Cognitive Scaffolding

- Procedural
- Metacognitive
- Conceptual
- Strategic

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Metacognitive Scaffolding

Supports learners in developing thinking skills to help them manage their learning
Planning Scaffolding

- Planning scaffolding support the:
  - Establishment of learning goals
  - Plan to achieve goals
  - Development of strategies for effective learning and management
### Planning Scaffolds

#### Course Overview Presentation
- Course goals and objectives
- How units of study/activities support goals and objectives
- Major assignments to demonstrate achievement of goals

#### Course Roadmap
- Goals and Objectives
- Activity
- Rationale
- Resources
- Estimated Time to Complete
- Due Date
- Posting Location & Criteria

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## Course Roadmap

<table>
<thead>
<tr>
<th>Unit Overview &amp; Objectives</th>
<th>Activity</th>
<th>Rationale</th>
<th>Resources</th>
<th>Estimated Time to Complete</th>
<th>Due Date</th>
<th>Posting Location &amp; Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 overview/goals &amp; objectives</td>
<td>Quiz</td>
<td>Rationale/alignment with goals</td>
<td>List of resources need to complete the activity</td>
<td>Include range for time to complete from novice to expert.</td>
<td>Date due</td>
<td>Where to post activity/grading criteria</td>
</tr>
</tbody>
</table>

| Unit 2 Overview/Objectives Etc. | | | | | | |

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## Planning Scaffold

### Unit Presentation

- Describe objectives and how they relate to the overall goals of the course
- What learners need to do
- What resources they will use
- What needs to be submitted and graded with due dates
- Information on areas needing special attention/where learners have had problems in the past
## Planning Tool: Unit Checklist

### Name of Course

#### [Unit & Number] Checklist

<table>
<thead>
<tr>
<th>Description of Checklist</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Order of Activities</th>
<th>Activity</th>
<th>Estimated Time to Complete</th>
<th>Status Mark as complete or incomplete</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 1 - Describe</td>
<td>Time range from novice to expert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2, Etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Monitoring Scaffolding

• Metacognitive strategies for monitoring the learning process involve:
  – Tracking learner progress
  – Monitoring potential outcomes
Monitoring Understanding

• Static:
  – Practice Tests
  – Study questions
  – Worked examples

• Dynamic:
  – Draft assignments
  – Discussions
    • w/in discussions
    • Private feedback on discussions
Monitoring Understanding in Discussions

- Prompts
- Elaboration
- Clarification
- Weaving
- Perspectives
- Inferences/Assumptions
- Implications
- Summary
Evaluation Scaffolds

• Based on results of planning and monitoring methods
• Allows learner opportunity to determine effective or non-effective processes
• Results may require revising or modifying learning strategies
Use of Scoring Guides

• Scoring guides support learners in being able to evaluate their performance against the metrics that will be used to assess them.

• Provide opportunities to reflect on their performance on specific criteria and develop a plan to improve or expand their learning strategies.
# Scoring Guide - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies relevant concepts, theories, or materials to argue/support a point of view and posts initial response to discussion by midweek to extend the dialogue. (30%)</td>
<td>Does not include a point of view or point of view is not developed. (0-15 %)</td>
<td>Does not use relevant course concepts theories, or materials to argue/support a point of view. (16-21 %)</td>
<td>Applies some relevant course concepts, theories, or materials to argue/support a point of view. Posts initial response to discussion by midweek to extend the dialogue. (22-26 %)</td>
<td>Applies and analyzes most concepts, theories, or materials to argue/support a point of view. Posts initial response to discussion by midweek to extend the dialogue. (27-30 %)</td>
</tr>
<tr>
<td>Applies relevant information [facts, data, evidence, or real world examples] to support point of view with implications and/or consequences of reasoning. Relevant information is cited and referenced to APA format. (30%)</td>
<td>Does not apply relevant information [facts, data, evidence, or real world examples] to support point of view. (0-15 %)</td>
<td>Applies information [facts, data, evidence, or real world examples] to support point of view, but lacks relevance and does not address implications of reasoning. (16-21 %)</td>
<td>Applies relevant information [facts, data, evidence, or real world examples] to support point of view. Relevant information is cited and referenced. Does not address implications or consequences of reasoning. (22-26 %)</td>
<td>Applies relevant information [facts, data, evidence, or real world examples] to support point of view. Includes a discussion of implications and/or consequences of reasoning. Relevant information is cited and referenced to APA format. (27-30 %)</td>
</tr>
<tr>
<td>Collaborates with fellow learners, relating the discussion to relevant concepts over at least two days to extend the dialogue. (30%)</td>
<td>Does not collaborate with fellow learners or collaboration is not relevant to discussion (i.e. good job posts). (0-15 %)</td>
<td>Collaborates with at least one fellow learner relating discussion to the relevant course concepts. (16-21 %)</td>
<td>Collaborates with at least two fellow learners, relating the discussion to relevant course concepts but does not participate in the discussion over at least two days to extend the dialogue. (22-26 %)</td>
<td>Collaborates with at least two fellow learners, relating the discussion to relevant course concepts over at least two days to extend the dialogue. (27-30 %)</td>
</tr>
<tr>
<td>Applies proper spelling, grammar usage, and mechanics. (10%)</td>
<td>Has six or more spelling, grammar usage, mechanics errors in discussion post. (0-5 %)</td>
<td>Has four to five spelling, grammar usage, mechanics errors in discussion post. (6-7 %)</td>
<td>Has two to three spelling, grammar usage, mechanics errors in discussion post. (8 %)</td>
<td>Has zero to one spelling, grammar usage, mechanics errors in the discussion post. (9-10 %)</td>
</tr>
</tbody>
</table>

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Self-Reflection

• Reflection allows learners to consider:
  – Where they have been
  – Where they are
  – Where they want to go

• Helps develop self-directedness

• Allows learners to develop plans for continuous improvement
At the beginning of the course:

- Why am I taking this course?
- What do I hope to gain from taking this course?
- How will this course help me in the real world?
- On a scale of 1-10, rate your current knowledge and skills in relationship to each of the objectives of the course.
- What objectives will I need to focus more attention and effort on?
- What are my academic strengths/weaknesses?
- What type of support will I need from the instructor to help gain additional academic skills?
At the end of a major activity:

- What did I learn from this activity?
- What am I still confused about or need more practice on?
- What knowledge and skills did I use to help me complete the activities?
- What knowledge and skills do I need to work on?
- What process did I use to make sure that I understood the requirements of the activity?
- What process did I use to break down the components associated with the activity?
- What process did I use to ensure I remained on task?
- What process did I use to ensure I was learning?
- What process did I use when I wasn’t sure about what to do or when I needed clarification or elaboration to understand something?
- What was the most enjoyable part of the activity?
- What was the least enjoyable part of the activity?
- How could the activity be improved?
At the end of the course:

• Consider your rating of the course objectives as the beginning of the course and rate your level of knowledge and skills for each objective at the end of the course.
• What objectives were you most successful at achieving?
• What objectives do you need to continue to develop?
• What processes did you use throughout the course to ensure you understood the course content and associated activities?
• What processes did you use to ensure you met the criteria of the assignments?
• What academic skills did you use to successfully complete the course?
• What academic skills do you need to work on to improve your learning?
• What did you enjoy the most/least about this course?
• How could this course be improved?
Activity:
Metacognitive Scaffolding Strategies

• Think about ways you currently use metacognitive scaffolding strategies in your online course/s
• Share your ideas
Cognitive Scaffolding

- Procedural
- Metacognitive
- Conceptual
- Strategic
Conceptual Scaffolding - Knowledge Maps

- Conceptual scaffolding guides the learner regarding what to consider during learning
- Knowledge maps scaffold learning by:
  - reducing cognitive load
  - facilitating the representation of relationships
  - facilitating higher order learning – analysis, synthesis, evaluation
  - providing many paths for knowledge retrieval
  - supporting the communication of knowledge
Impact of Knowledge Maps

• Learners with low verbal ability or prior knowledge benefit the most
• Learners who support interaction with the use of knowledge maps, learn more effectively
• Learners remember more central ideas using knowledge maps than with text
• Results in better recall
## Graphic Organizer Tools

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Graphical Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequential</td>
<td>Cycle, Flowchart, Continuum, Series of Events</td>
</tr>
<tr>
<td>Analysis</td>
<td>Fish Bone, Spider Map</td>
</tr>
<tr>
<td>Comparative</td>
<td>Venn Diagrams, T-Charts, Comparison Charts</td>
</tr>
<tr>
<td>Conceptual</td>
<td>Concept map, Idea Tree</td>
</tr>
<tr>
<td>Hierarchical</td>
<td>Organization charts</td>
</tr>
</tbody>
</table>
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Concept Mapping Tools

- Microsoft Word – SmartArt
- iMind Map
- Inspiration
- Bubbl.us
- Xmind
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Inspiration Software

THANKS FOR SHARING THIS DIAGRAM EXCERPT!

Paul Rutherford
Science Coordinator
Lee's Summit R-7 School District
Lee's Summit, MO

FRICITION

is a reduced by
force
which reards the
motion
such as
lubricants

between
solids
and
fluids
referred to as
between
drag

such as
air
and
water

such as
moving in
parachutist

which reaches
moving in
terminal velocity
moving through
gravity=9.8 m/s²

which is a function of
weight
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Xmind

Problem Statement

People
Materials
Process
Environment
Equipment
Management
Activity:
Conceptual Scaffolding Strategies

• Think about ways you currently use conceptual scaffolding strategies in your online course/s
• Share your ideas
Cognitive Scaffolding

- Procedural
- Metacognitive
- Conceptual
- Strategic

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Strategic Scaffolding

• Dynamic scaffolding that emphasizes alternative learning pathways & tailored instruction to support individual students
• Requires an understanding of the individual learning preferences of learners and level of prior knowledge
• Requires frequent dialogue with student
• May require strategies to help simplify and organize information
Just-in-Time Support

- Alternative Explanations
- Probing Questions
- Hints
- Worked Examples
- Supplementary Resources
Activity:
Strategic Scaffolding Strategies

• Think about ways you currently use strategic scaffolding strategies in your online course/s
• Share your ideas
Summary

• Considered the issue of student retention and the factors that contribute to student attrition of nontraditional adult online learners
• Developed an understanding of the impact of learning styles on student success in the online environment
• Discussed motivational factors and other learner dispositions that impact their success online
• Discovered instructional strategies that can be used to scaffolding the learning environment to help students persist in their courses
• Outcome - A set of strategies to support students in the online learning environment to improve learning.
Bibliography


• Rovai, A. P. (2003). In search of higher persistence rates in distance education online programs. *The Internet and higher education. Volume:6; Issue:1; Page:1*
Upcoming Events

Becoming a Critically Reflective Teacher
    Stephen Brookfield
    Wednesday, May 2, 12:00 – 1:30 pm Eastern

Social Media for Educators
    Tanya Joosten
    Friday, May 4, 12:00 – 3:30 pm Eastern (half-day)

NEW! Summer Intensives throughout June!
Final Thoughts

• Evaluations
• Certificates of Participation
Thank you!

CONTACT INFORMATION

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Spring 2012 event information

www.WileyLearningInstitute.com