TRAVERSING BRIDGES IN EDUCATION: ROLE OF SCAFFOLDING TO SUPPORT INSTRUCTION

by:
Joan F. Tuazon
Teacher II, Pita Elementary School

With the onset of the Coronavirus pandemic, education needs to be flexible in providing instructional support, especially in easing the delivery of instruction using the preferred modalities of the learners.

The most challenging part of education in this time of pandemics is the effective transfer of meaningful learning through instructional support. It is in such a situation where scaffolding comes in. As Pecson (2020) mentioned, scaffolding is a term associated with the works of Wood, Bruner, and Ross in 1976. It is instructional support provided by the teacher, tutor, parent, or any supervising professional, which is temporary, to assist learners in accomplishing their tasks and solving problems independently. It is an assistive learning technique proven to promote independency among learners, making them invest in their own pace of learning to explore, investigate, and formulate new information based on actual involvement in the process.

Hence, scaffolding becomes a viable instructional strategy where a teacher, tutor, or parent may provide temporary support to the learners, either as learning instructors or facilitators on assuring that the learners will acquire and apply the necessary competencies. Its end goal is to make learners independent, especially in this time of emergency.

With distance or remote learning, scaffolding provides better opportunities for teachers, parents, and learners to bridge the gap in education. A key to its successful implementation is constant communication and extending feedback on learner’s progress.
in providing more responsive and adaptive learning modalities, self-learning materials, and an effective learning management system.

Providing sufficient support among learners breaks further perennial barriers in the delivery of quality education in the country. Indeed, when important stakeholders of education work hand-in-hand in providing necessary support and assistance to the learners, learners could continue their education and learn to the fullest. However, it is essential that profiling and tracking of learners’ progress will be done rigorously to provide necessary intervention along the process. Preferred learning modalities and communication strategies must be established first to plan and design a functional program for every learner.

References: