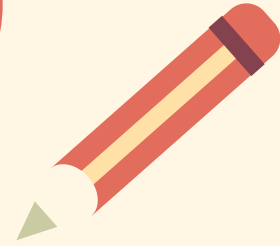


Assisting Students in the ZPD

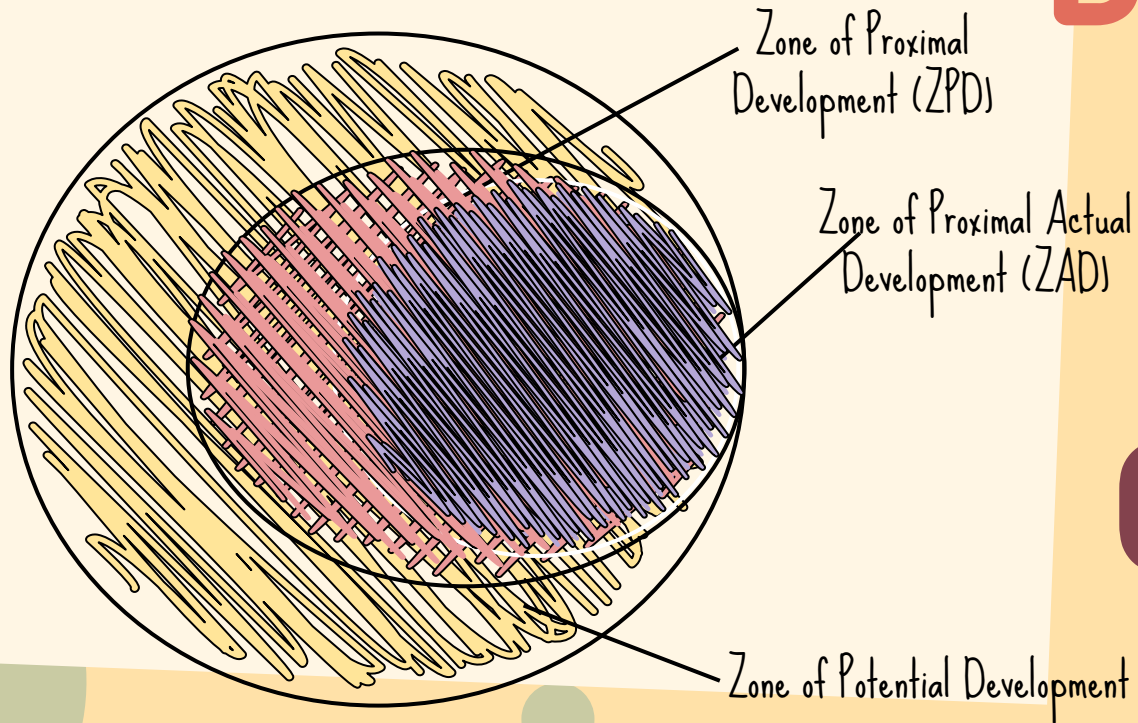
By Bjorn Svorkdal



What is the Zone of Proximal Development??



Zone of Proximal Development (ZPD)



B

A

C

Assistance in the ZPD

As facilitators to learners in the ZPD our job is to support and assist them by controlling elements of the task that are beyond students comprehension. This assistance can be achieved by using scaffolding and behaviour shaping to guide students thinking.



Assistance in the ZPD

1. Scaffolding

- Collaborating with a student to help them complete a skill just outside of their current skill set
- Enabling a student to achieve a goal that they would not be able to without assistance
- Scaffolding can be seen in the classroom as encouragement, questioning, modeling, organizing group work/ talk circles, or reminding students of concepts and showing examples

2. Behaviour shaping

- Organizing a task for a student by breaking up a task into manageable parts
- This is commonly seen in work sheets where a question is divided into smaller parts

References to Scaffolding and Behaviour Shaping in Peer Reviewed Articles

- In Norton and D'Ambrosio's article "ZPC and ZPD: Zones of Teaching and Learning" they explained facilitators can assist learners by scaffolding, a metaphor for assistance in the ZPD which compares laying out logical steps for a student to follow to putting scaffolding on a building which represents a skill (Norton & D'Ambrosio, 2020)
- A facilitator can help a student learn in the ZPD with behaviour shaping by breaking a skill into familiar steps for a student to follow (Norton & D'Ambrosio, 2020)
- In Veronica Morcom's article Scaffolding Social and Emotional Learning in an Elementary Classroom Community she explained behavioural shaping as leading students through a series of graduated steps. She continued to explain the relevance of using behaviour shaping and scaffolding to guide affective development through the use of group talk circles. (Morcom, 2014)

Evidence of Assistance in BC's Curriculum

The big ideas represented ZPD in the communication and collaboration sections. The communication big idea explained “Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas”

The collaboration section of the big ideas explained “Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas”

And to the first peoples learning principal

Use of Scaffolding and Behaviour shaping to future teachers

- We can scaffold group talk circles by giving students roles and talking cues to help them develop a community of collaborative learning (Morcom, 2014)
- By scaffolding and behaviour shaping we can help students learn effectively in their ZPD
- Behaviour shaping can be useful to segment questions in formats such as worksheets or tests

Further questions of inquiry

What is the connection between behaviour shaping and Gradual Release of Responsibility?

REFERENCES

Svanhild, B. (2020) Student–teacher dialectic in the co-creation of a zone of proximal development: an example from kindergarten mathematics, *European Early Childhood Education Research Journal*, 28:3, 413-423, DOI: [10.1080/1350293X.2020.1755498](https://doi.org/10.1080/1350293X.2020.1755498)

Norton, A., & D'Ambrosio, B. (2008). ZPC and ZPD: Zones of Teaching and Learning. *Journal for Research in Mathematics Education*, 39(3), 220-246. Retrieved November 20, 2020, from <http://www.jstor.org/stable/30034969>

Silalahi, R. (2019). UNDERSTANDING VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT FOR LEARNING. *Polyglot: Jurnal Ilmiah*, 15(2), 169 - 186. doi:<http://dx.doi.org/10.19166/pji.v15i2.1544>

BC's New Curriculum. (n.d). Retrieved November 21, 2020, from <https://curriculum.gov.bc.ca/curriculum/english-language-arts/core/introduction>

REFERENCES

Thwaite, A. (2019). Halliday's View of Child Language Learning: Has it been Misinterpreted?. *Australian Journal of Teacher Education*, 44(5).

<http://dx.doi.org/10.14221/ajte.2018v44n5.3>

Wilmot, R. (2020). Session 11 - October 19 Writing: Creating the Details,
. Curriculum and Instruction, University of Victoria, Victoria, Canada.

Wilmot, R. (2020). Session 12 - October 22 Writing: Controlling time, crafting effective leads, middle and ending sections, University of Victoria, Victoria, Canada.