

## **Part A0**

### **Achieving excellence in teaching through scaffolding learner competence**

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#### **Abstract**

How do teachers best support learning and ensure that students become self-directed learners? Traditionally, the most common form of supported learning has been an apprenticeship, where a novice learns through active participation in a task, initially only peripherally and then assuming more control and ownership. Originating in socio-cultural theory and developed by later theorists, the concept of scaffolding has been extended by practical applications and research in technology-based environments. As the World Wide Web becomes increasingly integrated into the delivery of learning experiences at tertiary levels, the concept of scaffolding needs to be redefined because it is not readily translated into contexts where the teacher is not present, as in on-line environments. The aim of this paper is to provide practical dimensions and examples how scaffolding can be implemented, to provide examples of how learners can be supported in the processes of constructivist inquiry, and to a categorization of learning supports that tertiary educators can apply across a range of instructional settings.