ENGLISH COMPOSITION 101

Scaffolding for Success

Procedural & Metacognitive Scaffolding

A Screencast Demonstration for Adult Online Learners

SECTION 1

Meet Our Learners

Who Are They?

- Adult learners — many first-generation
- First-semester online college students
- Returning after a gap from school
- Balancing work, family & coursework

Subject Focus

- English Composition 101
- Academic paragraph writing
- Point–Evidence–Analysis (PEA)
- Building confidence on the page

Shaw (2019): Scaffolding in online courses supports learners by providing structure that reduces anxiety and builds academic confidence — essential for returning adult students.

Two Types of Scaffolding

Both work together to build skill and independence

Procedural

Step-by-step guidance on ***how*** to complete a task — reducing overwhelm and providing a clear path forward.

"Helps learners navigate the course environment and engage in learning activities." — Wahid et al. (2018)

Example: Fillable PEA paragraph template

Metacognitive

Prompting learners to reflect on ***how they think*** — building self-awareness and independence over time.

"Supports learners in developing thinking skills to manage their own learning." — Wahid et al. (2018)

Example: Paragraph self-check checklist

SECTION 2

Procedural Scaffolding

Giving learners a clear sequence of steps

The PEA Paragraph Template

Three labeled boxes guide students from blank page to complete paragraph

Grounded in Vygotsky's (1978) Zone of Proximal Development — we meet learners where they are and guide them just beyond their current reach (Pérez Cortés, ILDT 5303 Module 8).

1 Point

Write ONE topic sentence stating your argument.

2 Evidence

Paste a direct quote or paraphrase from the text.

3 Analysis

Explain WHY this evidence supports your point.

Why it helps: Removes decision fatigue — students have a concrete, low-stakes entry point. Over time they internalize the structure.

Procedural Scaffolding in Action

Completed example (left) alongside blank template (right) — students see the goal before they start

✓ Completed Example

POINT	In "The Yellow Wallpaper," the narrator's obsession reveals her desperate need for creative freedom.
EVIDENCE	Gilman writes that the narrator sees "a woman stooping down and creeping" behind the wallpaper.
ANALYSIS	This image of entrapment reflects the narrator's own psychological imprisonment within her marriage and home.

Blank Template

POINT	*Write your topic sentence here...*
EVIDENCE	*Paste your quote or paraphrase here...*
ANALYSIS	*Explain why this evidence matters...*



SECTION 3

Metacognitive Scaffolding

Teaching students to think about their own thinking

The Paragraph Self-Check

Completed before submitting — ungraded prompts that build self-regulation

Shaw (2019): "Metacognitive scaffolding empowers students to take ownership of their learning" — helping them move from dependent to independent writers.

- [x] Can you underline your topic sentence?
- [x] Does your evidence come directly from the text?
- [ ] Does your analysis say something the quote doesn't already say?
- [ ] Would a reader know WHY this paragraph supports your thesis?
- [ ] What is still confusing to you about this paragraph?

★ Why it helps: Students catch their own gaps before submitting. Builds independence — the goal of all scaffolding is to eventually fade.

Metacognitive Reflection Prompts

These open-ended questions appear at the end of each writing activity

🔍 Monitor

"What strategy did you use to write this paragraph — and did it work?"

Builds awareness of process, not just product.

⚡ Evaluate

"Which part of this paragraph are you least satisfied with? Why?"

Encourages honest self-assessment before the teacher responds.

🔄 Plan Ahead

"What would you do differently next time? What do you need to learn?"

Closes the loop — reflection becomes a habit of growth.



The Goal: Scaffolding That Fades

With Scaffolding

Template + checklist provided

→

Partially Independent

Students use tools less often

→

Fully Independent

Internalized — no tools needed

"The measure of good scaffolding is when students no longer need it."



Thank You!

Key Takeaways

Procedural scaffolding gives learners a clear sequence of steps to follow

Metacognitive scaffolding helps learners monitor and regulate their own thinking

Both types work together to build confidence and long-term independence

References

Course Lecture Dabbagh, N., Marra, R. M., & Howland, J. L. (2019). Meaningful online learning: Integrating strategies, activities, and learning technologies for college courses. Routledge.

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