

Supplemental Material: Scaffolding Examples

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Below are two examples of a scaffold for a major assignment/assessment in an undergraduate capstone course. Included are the mini assignments and rationale for each designed learning experiences as they contribute to the final major assignment/assessment.

Reaction Journals (11 within a 16 week course)

- Go over rubric
- Begin with an in-class writing exercise in response to a Narrative Prompt (listed in syllabus)
- Give full points for first 2 journal entries, but provide feedback and the grade they would have gotten
- Students write EVERY WEEK in order to gain writing fluency skills and improve their level of reflection by making improvements based on the feedback from instructor
- During the 4th week of class, bring in 3 writing samples of reaction journals (one poor, one proficient, one exemplary); give students a blank copy of rubric and in groups have them collaboratively grade each piece. Then share out how they graded the journal entries and give evidence of what was missing and what could have been included to make it an exemplary piece. You will notice they grade harder than you would! This is an eye-opening experience for them and they also get a chance to experience collaborative grading. You will notice a big difference in their writing after this.

- Hold them accountable for APA format
- Since the reaction journals will be the building blocks for their auto-ethnographies, it is important that they have a chance to improve their writing and reflection during this time.

Auto-ethnography

- Go over rubric
- This is a culmination of all they've experienced in this course. It is their narrative; their journey toward understanding. This is their chance to really recognize their perspectives and how they've been shaped through the interaction of the materials and learning experiences in this course. It is a synthesis and a story. In order to prepare for the narrative aspect of this final paper, it is important that they become familiar with narrative perspectives. Most of what we've done throughout the course prepares them for the eventuality of this auto-ethnography.
 - Reaction journals – they can mine these entries for evidence of their own growth and thoughts, feelings, assumptions
 - Discussion board posts – to each movie they provide evidence for the 3 narrative perspectives
 - Identity in-class activity: using Post-it Notes to create their identity – Who I am
 - Perspectives in Review in-class activity: using their course readings and their reaction journals, each group will construct an overview of a perspective on a one-sheet along with examples of thoughts, feelings, assumptions they had through the course and what readings help them make meaning of them. Each group uploads this document to the FILE EXCHANGE on Blackboard, but also presents it to the class (reviewing for the class each perspective)

- Life map activity (in-class): see activity description and samples. This makes it personal and offers students a way to conceptualize their own journey.
- Choose a metaphor and item: Students have difficulty deciding how to structure their narrative. They can tell their story in a linear fashion or they can organize it around a theme or a metaphor. Take time to brainstorm with them different themes and metaphors so they have a place to start. During the last few weeks have them start thinking about an item they will bring to class to share that represents their journey.
- “Response to . . .” each perspective in-class writing. For example, “Response to Policy” (political perspective) was used after the Great Debate about inclusion.
- Write to a Narrative Prompt, just as in 1st week of class (listed in syllabus). Do this 2 weeks before Autoethnography is due.

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