

A Dream to Bicycle: A Curriculum Practice of Thematic Teaching Constructed by Scaffolding Theory

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Abstract : The aim of this research is to examine (1) how a kindergarten teacher followed the scaffolding theory to inspire children's interest in bicycling and (2) how these children had learned the skill of bicycling. Results revealed that: first of all, the teacher (1) used questions during the teaching process to stimulate the levels of children's abilities; (2) provided follow-up thematic clues and hints which are based on children's abilities (e.g., would not provide instructions and demonstrations except children continued failing to solve the current problems); (3) assisted only when children needed it. Furthermore, when children continued failing the task and being frustrated, instead of providing more concrete guidance, the teacher would utilize the following strategies: (1) postulating children's thoughts; (2) encouraging children to feel the difficulties; (3) giving children opportunities to reflect on how to solve the problems. In sum, by raising questions, allowing children to implement by themselves for the first attempt, then inducing children to correct their actions, the teacher built a scaffold with thematic teaching to develop children's potential on bicycling.

Keywords : thematic teaching, scaffold, zone of proximal development, children

Conference Title : ICEDP 2022 : International Conference on Educational and Developmental Psychology

Conference Location : Tokyo, Japan

Conference Dates : February 24-25, 2022