

## Vygotsky: Scaffolding and the Zone of Proximal Development

Two of the major contributions of Vygotsky to our work with young children include his discussions of:

**Scaffolding** - the process whereby teachers, parents and older peers support and stretch children's thinking to the next higher level of understanding through shared experience and discussion, and

**The Zone of Proximal Development** - the fairly precise area between the child's current mastery level and the next higher level. When accurately assessed and targeted, this is the "zone" wherein the use of appropriate scaffolding can bridge the student from one level to the next. As such, teachers should assess and target activities and speech purposefully.

### *BLOOM'S REVISED TAXONOMY*

**Creating:** *Generating new ideas, products, or ways of viewing things. Designing, constructing, planning, producing, inventing*

**Evaluating:** *Justifying a decision or course of action. Checking, hypothesizing, critiquing, experimenting, judging*

**Analyzing:** *Breaking information into parts to explore understandings and relationships. Comparing, organizing, deconstructing, interrogating, finding*

**Applying:** *Using information in another familiar situation. Implementing, carrying out, using, executing*

**Understanding:** *Explaining ideas or concepts. Interpreting, summarizing, paraphrasing, classifying, explaining*

**Remembering:** *Recalling information. Recognizing, listing, describing, retrieving, naming, finding*