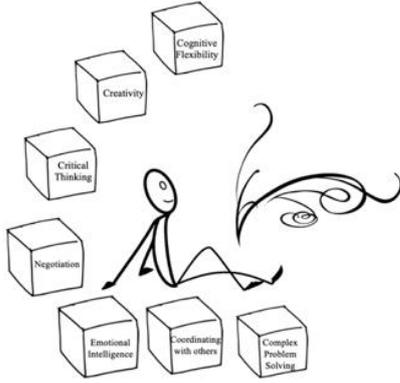


# Scaffolding Images and Text with Mini-Cards (Higher Education)



**Donna Lee Fields, Ph.D.**



*theory behind scaffold...*

We all know by now (pretend that you do, even if you don't!!!) that teaching critical thinking is a never-ending job. Critical thinking strategies are domain sensitive, which simply means that a strategy that works in art may not work in history, and a strategy that works debating an issue may not work in figuring out how to outmaneuver an opponent in lacrosse.

Critical thinking strategies are also intricately tied to culture. The following is a fascinating study of students that elucidates this connection:

- A group of Chinese students along with a group of North American students were given an exam with problems to resolve based on a version of Hansel and Gretel most familiar to North American children.
- Seventy-five percent of the American students were successful in reaching a solution to the problems, while only 20% of the Chinese students presented appropriate conclusions.
- The two groups were then given an exam with problems based on a version of the same folk tale most often presented in China. In this case, the percentage of students from each culture who reached successful solutions was diametrically reversed.
- The conclusion reached in the study, was that the polarity in scores resulted from the students' ability to more rapidly process the details of the versions of the story they were most familiar with - the objects referred to, the reactions to circumstances in the plot, the dialogue of the characters, the subtleties of responses, etc.\*

The studies expound on the subject, concluding that critical thinking strategies can become embedded in our consciousness the more we are exposed to them. In other words, the more opportunities we give our students to use them, the more successful they become in viewing situations from many angles and on many levels.

So what can we do? Well, instead following our first instinct and throwing up our hands, thinking that the task is so vast that we might as well not even begin, we instead take every opportunity to expand our practice. Whenever possible, broaden the variety of strategies we use in our classroom activities so that when our students go out into the world, they are more prepared - all because of the extra effort we put into our lessons.

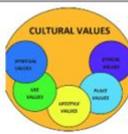
We add to this repetition. As was illustrated in the scenario above with the Chinese and North American students, repetition of knowledge is essential in the likelihood of assimilating strategies more deeply. Successful problem-solving many times results from simply repeated exposure to varied strategies.

In this scaffold, students have the opportunity to develop their linguistic and visual skills as they negotiate connections between text and images. They also interact with the information through temporal and grammatical transformations, as well as bodily-kinesthetic interplay.

\* ([Willingham, 2007](#))

*step by step...*

1. Choose 10-15 short paragraphs (or sentence clusters) from the unit you're about to begin and place them into the [template](#).
2. Choose an image that represents each of the sentence clusters - either from the textbook itself or from other sources - and place them in the [template](#) as well.

<p>Deculturization can only be described and comprehensively understood by grasping the underlying meaning of culture. It is very easy to know when one becomes decultured by looking at the level of deviation from normally acceptable behavior and practices.</p>	
<p>Notably, many misfits in the society are as a result of being decultured. What is culture? Sociologists define culture in various ways. It can be described as a set of common values, practices, goals and attitudes which define a society, institution or nation.</p>	
<p>It is important to mention that culture is wide and universal, it is not unique. There are many communities in the world which share practices and beliefs thus being defined by similar life boundaries. Political scientists Ronald Inglehart and Christian Welzel have spent years studying international values of cultures.</p>	
<p>Like any other culture in the world, American culture is defined by and not limited to language, religion, dressing, music and food. Therefore, deculturization occurs when individuals or the whole society abandons its culture or deviates from its original cultural standards.</p>	
<p>Just as there are countless number of cultures in the world so there are methods of deculturization. These methods most of which have contributed to the erosion of culture in the United States include change of language, segregation and isolation.</p>	

3. Make sets of these Mini-Cards for each pair of students. Cut them up separately, mix them up, and give a complete set to each pair of students.

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Just as there are countless number of cultures in the world so there are methods of deculturation. These methods most of which have contributed to the erosion of culture in the United States include change of language, segregation and isolation.

Deculturation... and comprehending the underlying culture. It is very easy to know when one becomes deculturated by looking at the level of deviation from normally acceptable behavior and practices.

It is important to mention that culture is wide and universal. It is not unique. There are many communities in the world which share practices and beliefs thus being defined by similar life boundaries. Political scientists Ronald Inglehart and Christian Smith have spent years studying the erosion of cultures.

4. Students work together in the following way.

- Match the sentences with the image (remind them that there is no one correct answer, but only answers that they can justify).
- Read the sentence clusters aloud.
- Describe the images with as much detail as possible.
- Using connectors, bridge one text to another verbally.

**Connectors List**

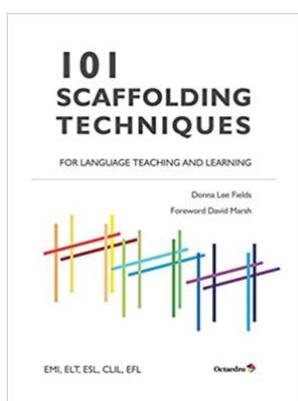
Cause & Effect	Comparison	Contrast	Persuasion	Opinion
Because Since For So Consequently Therefore Thus Hence Owing to As a result of Causes As a consequence of Leads to Contributes to Brings about Results in Because of this For this reason Stems from Comes from Results from Is the result of Is the consequence of Is due to Is caused by	Equally As with Likewise In the same way Similarly Like Of contrast Despite this In comparison In contrast Even though	However Nevertheless Alternatively Despite this On the contrary Yet Whereas Apart from Even so Although In spite of While	Of course Clearly Evidently Surely Indeed Undoubtedly Decidedly Certainly For this reason Besides Again	I think I believe I feel In my opinion In my view As far as I know It seems likely It seems to me In my experience I believe that As for me, I think If I am not mistaken What I mean is I'd say that Personally, I think
	Conclusion	Illustration	Addition	Emphasis
	To conclude In conclusion Finally On the whole Summarising Overall To sum up Evidently	For example Such as For instance Such as In other words An instance As revealed by To show that In the case of As an example For one thing	And Also In addition Further Furthermore Besides In addition to Moreover Additionally Not only ... but also Then Again Finally	Significantly Notably In particular In fact To be sure Truly Actually In reality As it happens

5. *Formative Evaluation/Reflection:* Students answer the following questions from the Question Continuum. (Remember, some questions reflect content and others reflect methodology thus augmenting even further [self-efficacy](#).)

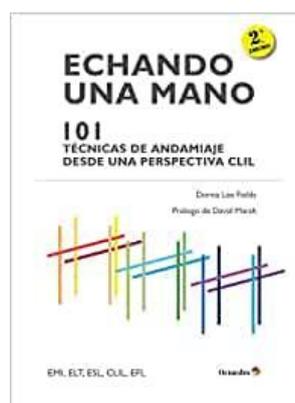


- Is there significant deculturalisation in your town?
- Which values in your country would be most difficult to neutralise?
- Who is more likely to be offended by the concept of deculturalisation?
- When is it most appropriate to mention a cultural value or behaviour that is offensive to you?
- Where is deculturalisation most likely - in rural, suburban or urban settings? What makes you think so?
- What is deculturalisation?
- How did this activity help you to assimilate some of the concepts of deculturalisation?
- Why is it important for governments to consider the effects of deculturalisation?
- What if you were on a committee to neutralise significant elements of culture between three different and co-existing societies. How would you begin?

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*video explanation...*



*transcript of video explanation...*

Hi! I'm Donna Fields and welcome to CLIL Scaffolding 1. This is a series of webinars designed to give you quick easy and adaptable scaffolding techniques. Scaffolding is simply transitioning into material more easily through activities and some easy techniques.

Today, I'm going to show you how to use Scaffolding Technique No. 20 that you can find in my book *101 Scaffolding Techniques for Language Teaching and Learning* that's also been translated into Spanish.

Today, the objective for this session, and it's always important to share objectives with our students. It helps them feel more empowered and involved, is to show how easy it is to adapt scaffolding technique No. 20 to a primary and secondary classroom. Are we ready?

Scaffolding Technique No. 2, called 'Finding my other half', we use when students need to read some information that may seem easy at first, but it will help them to learn the vocabulary, the concepts and some of the images beforehand. This book, for instance, is from a lower secondary science class. Again, it may look so easy to you that you may not realise that the students might be a little anxious knowing the vocabulary, about understanding the concepts and about interpreting the images. So, what can we do? Very easy.

We take the images from the book and put them on different mini-cards. We take the sentences from the book and put them on other mini-cards. Easy so far, right? Now there are just four steps. You have them on different mini-cards with the images and the text - I usually do 8-10 at the same time - then you cut them up individually.

Once they're cut up, you mix them up and give each pair of students a whole set. The students work together to put the images and text back together. Once they're back together, they read them aloud. If there are some students who are ahead of others, you can ask them to change the structure of the sentences, use different tenses, anything to keep them using the language. That deepens the learning.

So, that was for a secondary classroom. Let's try for primary.

We're going to use the same technique for primary for Art. A lot of art teachers tell me that they're supposed to teach in English, but it's difficult to find things that are meaningful to the students. What's very meaningful is to help them with instructions in English. There's a lot of vocabulary that they can use in other places and we need them to understand what the instructions are, yes?!

So, these are images and instructions from a whole unit in an Art book. You put them on the mini-cards and then you cut them up just as before. Once they're cut up, we give a set to each pair of students and they work together to match the image and the instruction. When they have the images and instructions matched up, you can have them to read them aloud. It's important that they read aloud as often as possible so that the language goes deeper into their being.

So that's it for today. That was my scaffolding tip for you - Technique No. 20 - that you can find in my book *101 Scaffolding Techniques for Language Teaching and Learning* and please write to me at my Linked page or my Facebook page and tell me what you think of the webinar and what other ideas you'd like.

You can find me at these sites:

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