

# Practice for Impactful Teaching Strategies through Scaffolding Method

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# INTRODUCTION

## New Roles of Student in 21 Century Learning

- Learner as a worker: Learner is doing the learning while the teacher is the designer of learner's work
- Self-directed learner: The teacher helps each learner to be independent, self-directed and self-motivated learner to prepare them for life-long learning
- Learner as a teacher: The best way to learn is to teach. Learners will help other learners to learn as in peer tutoring practiced in massive open online courses (MOOC)

# INTRODUCTION

The learning skills required in 21 century learning

- Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning
- Ways of working. Communication and collaboration
- Tools for working. Information and communications technology (ICT) and information literacy
- Skills for living in the world. Citizenship, life and career, and personal and social responsibility

# PROBLEM STATEMENT

- The biggest challenge for most lecturers are teaching the non-graded subjects (pass or fail in nature). Since the subjects do not affect the CGPA, students were found not being serious or showing interest in the class.
- It affects the learning outcome of the subject and also the psychosocial and moral of the students and lecturers.
- Therefore, an action research using Scaffolding method with a group of lecturers teaching non-graded subjects to see the effectiveness and impact on student's learning.

# RESEARCH QUESTION (RQ) & OBJECTIVE (O)

- RQ:
- What are the impacts of scaffolding method as a strategy in teaching Grooming and Professional Etiquette class?
  
- O:
- The study aimed to explore the impact of scaffolding method as a strategy in teaching Grooming and Professional Etiquette class.

# METHOD

- Descriptive analysis - survey - students feedback
- The subject chosen was Grooming and Professional etiquette among Diploma Students in Faculty of Business, Multimedia University (MMU).

# RESULTS AND DISCUSSIONS

## Students demographic background

- 72 valid responses from the students.
- 68.1% (49) female and 31.9% (23) male students.
- Chinese 70.8% (51), Malays 22.2% (16), and Indian 6.9% (5).
- First year students 88.9% (64), second year students 8.3% (6), and third year students 2.8% (2).

Table 4: Descriptive Analysis of the questionnaires

\*Note: Refer Table 3 for details of Q1-Q9

# RESULTS AND DISCUSSIONS

Questions	Scale									
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	%	n	%	n	%	n	%	n	%	n
Q1	1.4	1	0	0	9.7	7	47.2	34	41.7	30
Q2	0	0	0	0	15.3	11	43.1	31	41.7	30
Q3	0	0	0	0	11.1	8	45.8	33	43.1	31
Q4	0	0	0	0	9.7	7	45.8	33	44.4	32
Q5	0	0	0	0	18.1	13	48.6	35	33.3	24
Q6	0	0	0	0	15.3	11	45.8	33	38.9	28
Q7	0	0	0	0	13.9	10	47.2	34	38.9	28
Q8	0	0	1.4	1	12.5	9	51.4	37	34.7	25
Q9	0	0	0	0	9.7	7	43.1	31	47.2	34



# RESULTS AND DISCUSSIONS

- The results were highly skewed to right (Agree and Strongly Agree) that could be interpreted that the Scaffolding method has good impact on student's learning.
- The students were able to show professional image and etiquette for working environment, specifically to demonstrate professional behaviour and appropriate communication in work setting.
- it was not only enhanced, encouraged and enabled learning, but also it helped students to implement constructivism in the classroom. Scaffolding in this class has helped students become active learners and problem solvers.

# CONCLUSION & LIMITATION

- Through scaffolding, teaching and learning processes had becoming more effective and interesting as students learned and experienced what they learn in classes by “doing it”.
- The students were more confidence when they experienced the task themselves rather than listening to lectures and watching video in the classes.
- However, the results cannot be generalized to all subject using the same method as it is only applied to the Grooming and Etiquette subject in MMU..

# SUGGESTION FOR FUTURE RESEARCH

- This method could be tested and replicated to:
  - different groups of students and syllabuses to see Scaffolding impact on teaching and learning.
  - compare between different nature of subjects such as Mathematics and Psychology.

# THANK YOU

