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morrow (2010) also points out that some teachers structure their instruction as a tutorial. the purpose of a tutorial is to help a learner master a specific skill. other teachers may use their instruction as a scaffolding, where the teacher guides the learner through a skill that allows for progressive skill building. however, some teachers structure their instruction as a tutorial, then guide their learners through the steps necessary to accomplish a task. there are many different ways in which this process can be broken down. for example, a teacher may first give a learner an assignment to read and summarize an article. the teacher then works with the learner to make sure they have understood the information in the text and designed a summary that would be useful to their peers and the class as a whole. the teacher can then ask the learners if the summary makes sense and what they would change to make it more effective. by doing this, the teacher has scaffolded the task. the teacher has provided the students with information that will allow them to master the task successfully and the teacher has also provided corrective feedback. this means that teachers should be careful to avoid over-scaffolding. just as with over-mentoring, over-scaffolding means that the

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teacher is doing too much with the learner. this can lead to a teacher being confused about the role of the instructor, which can negatively impact the learner. 23. this is a case where the student is not present at the time of the instruction. this case is also less of a problem if the teacher offers a written lesson plan. in this case, the student goes home and reviews the lesson plan in preparation for the next class period. this is important for a couple of reasons. first, it allows the student to receive the same content as the teacher, but with more breadth and depth than in the classroom. also, the teacher can modify the lesson plan for the next class period to account for the student's readiness to learn.

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experiences of other teachers in the field and in my practice at pnnl inform my current teaching and curriculum development. these experiences have informed my professional development and the development of new teaching materials (wikipedia, 2012). my teaching practices have evolved with my learning and development over time. although the pedagogical approach i will use in this course will be primarily one of scaffolding, i will also use the other phases of pedagogical approaches to best serve my students' learning. the major challenge is that the teacher is expected to assess the level of each students' understanding at the beginning of each unit, and to provide appropriate assistance and guidance as needed. the teacher must be vigilant to ensure that the students' have mastered the necessary skills and knowledge required for the task. students must become proficient in the most appropriate tools and techniques for successful collaboration and for the long-term success of their research projects. this includes awareness and understanding of effective study strategies and the use of technology to support their learning. wiklund (2011) notes that students want to know what the teacher wants them to do, and that the teacher must make an effort to convey goals, strategies, and behaviors. it is important for the teacher to establish clear learning goals and to ensure that students understand their learning goals. learning goals can take different forms, including the identification of what the students need to know and be able to do, as well as the identification of what the students already know or what they already do. students often need to be challenged to stretch themselves to develop their skills and knowledge, to think beyond the immediate task, and to reflect on how the task applies to real world situations. students need to understand the relevance of the task, and how the task fits with their goals and future plans. students need to see evidence of their progress on a regular basis. 5ec8ef588b

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