

Scaffolding used across the [mock topic \(FYSS1001\) FLO site](#)

See also 'Key topic features checklist (editable)' (Word doc) in the [Support resources module](#) (First year support strategies site).

| Scaffolding feature | Purpose | Where in topic |
|--|--|---|
| Layout/structure | | |
| Modules at top of site – Communications and Key resources | Facilitates students finding important elements of the topic, that they will revisit/reuse in this topic and in other topics they may undertake | Referred to throughout |
| Modules are clearly named (context) | Facilitates site usability and aids self-management | All module headings |
| Links to support services (online and f2f) to support study | Reassures students that there is help available | Key resources module and where relevant |
| FLO icons for resources and activities – are named at the beginning/end of the link (URL, FORUM etc) | Familiarises students new to Moodle/Flinders with activity and resource icons in FLO so they can easily recognise them | Throughout (but could be less present after week 5) |
| Icons for specific skills in the topic – digital literacy, self-management and employability skills | Identifies when this skill is present or there is an opportunity to develop this skill – helping students to identify their progress for the end-of-topic quiz | Throughout (where relevant) |
| Alert boxes to draw attention to assessment etc | Makes it easy for students to find key points in the topic through a visual trigger (universal design) | Throughout |
| Headings/labels – During the f2f session activities, Out-of-session activities | Supports navigation to key areas of the topic for that week/module, so students prepare for sessions and beyond | Throughout (consistency) |
| Action verb + time-on-task grey 'bars' within modules | Identifies quickly what students need to do that week/module and help them manage their time | Throughout |
| Lecture recording and Resources folder | Provides these resources from f2f in a predictable place | Throughout |
| Horizontal rule | Separates the module/week into logical segments (navigation/usability) | All weeks/modules |

| Scaffolding feature | Purpose | Where in topic |
|---|---|---|
| Orientation | | |
| Orientation video | Supports students familiarity with topic | Week 1 (Getting started) |
| Learning online guide | Supports skill development for learning online | Key resources |
| 'About you' feedback activity | Encourages social presence and enables teacher to gain insights about students | Week 1 (Getting started) |
| 'Introduce yourself' forum | Encourages social presence and enables teacher to gain insights about students | Week 1 (Getting started) |
| Sentence explaining how the week/s supports or addresses learning outcomes | Reminds students that this is the purpose of this module and gets them thinking about whether this works for them – supports their quiz revisit and personal evaluation/self-management | Throughout |
| Narrative (text, but could also be audio/visual) | Contextualises activities and week/s focus | Throughout |
| Terms and definitions glossary | Threading and meaning making – building knowledge | Key resources module and where relevant |
| Introduction of some key concepts (f2f) | Supports understanding and development of key concepts such as Digital literacy, Self-management, Employability skills | Discussed in greater detail at beginning (Week 1) |
| Content | | |
| Threading (concepts, assessment reminders, skills, glossary terms, BYOD etc) | Prompts learning and use of supports. Develops the scaffolded learning approach through reiteration of and building on important ideas, concepts etc | Throughout |
| Learning outcomes ('This week [These weeks] supports the learning outcomes: ...) | Reminds students, keeps students and teaching team on track, helps with self-assessment of learning and reflection. Helps students and teaching staff gain insight into and maintain an appreciation of topic alignment | Throughout |
| Key concept identification (digital literacy, self-management and employability skills) | Reminds students of importance of these concepts , keeps students and teaching team on track, helps with self-assessment of learning of these concepts and reflection on their development | Throughout |

| Scaffolding feature | Purpose | Where in topic |
|---|--|--|
| Activities and tools | | |
| Scheduler activity/Chat activity and text reminders | Supports students (f2f/online synchronous), reminders keep them on track and help with self-assessment of learning and reflection; models flexibility and availability | Assessment reminders and other modules where relevant |
| Muddy points feedback activity (anonymous) | Encourages students to 'check in' with their own learning and feed back to teaching team. Allows teaching team to determine where there are common misunderstandings and misconceptions as well as identifying where individual students may be struggling with learning – particularly valuable where new concepts are introduced and/or built on | Week 3, 5, 8 and 12 (at the end of a week that ends a 'subject') |
| Questions forum and text reminders | Encourages students to 'check in' with their own learning and support peers' learning (if they choose), and feed back to teaching team who can then pick up on questions either in the forum or in the next f2f session – supporting understanding of difficult/new concepts around understanding etc. | Communications module + reminder in Out-of-session activities |
| Forum: Adding to your skill set Forum: How will you (or will you) use your artefacts/topic resources going forward? | Facilitates students sharing experiences as a basis for building on them in another context and learning from others; contributes to self-reflection about learning and where gaps might be | Week 9 (Filling in the gaps) Week 12 (Reviewing learnings) |
| Preparing for the next f2f session | Makes f2f time more meaningful and participative, and contributes to online participation NGP | Throughout |
| Reflective learning: Mahara eportfolio + resources (throughout) Prompt: 'Reflecting on what you have learned this week' | Provides a reflection tool. Also supports understanding of new technologies such as Mahara, and the importance of self-reflection from very early on. Allows development of independent learning | Week 2 (During the f2f session) Week 2 (Out-of-session activities) Week 2 (Reflection dropbox) Week 4, 6, 10: Reflection boxes (to discuss in f2f/add to eportfolio) All modules (Reflecting on what you have learned this week) |

| Scaffolding feature | Purpose | Where in topic |
|---|---|---|
| Assessment | | |
| Assessment resources folder | Puts all assessment information and support in one place for easy just-in-time access | Key resources module |
| Assessment 1 – Participation in online activities (NGP) | Reminder where relevant so students know: 'Your participation contributes to Assessment 1 requirements (see Key resources).' Promotes engagement and supports discussion | Throughout topic |
| Assessment 5 – Reflection (individual) | Provides opportunity for a final reflection on how student has reflected throughout the topic – provides feedback to teacher on how well they have conveyed the importance of the concept | Throughout topic and in Week 11 |
| Other assessment items – heading; text referring students to assessment information and communication tools; assessment alert box | Helps students learn to self-manage their time and be well prepared Alerts students to approaching assessments | Throughout topic, last item for the week/s |
| Integration between f2f and online (in and out of session) | Discussion in f2f sessions about assessment and, where relevant, the tool that will be used for assessment (students are asked bring their own device, if possible) | Throughout topic |
| Assessment feedback – heading; supporting text encouraging students to reflect etc | Acknowledges that students may feel upset/happy about their assessment results | 'During the f2f session' narrative two weeks after assessment is due |
| Assessment rubrics | Support understanding of assessment tasks. Students develop knowledge of how to use rubrics (as these are discussed in class) and how to acquire the grades they are after | Assessment resources folder > Key resources module In f2f session narrative and at bottom of modules (heading Assessment #) prior to week assessment item is due |