How Effective is Instructional Scaffolding in Developing Students' Critical Self-Reflection?

Huda Abdul Salik, Cecile Le Roux, & Michael Melville

The Purpose

This research explores how instructional scaffolding can assist students to perform on a Classroom Assessment Technique (CAT), specifically an Exit Ticket (ET). The goal of this specific CAT in this course is to help students develop critical self-reflection in the form of self-authorship and reflective judgement. This Exit Ticket provided practice opportunities for a high-stake assignment: a *Critical Self-Reflection paper*. However, student performance on the Exit Ticket was low initially.

The Intervention

The scaffolding consisted of posting a question for students to help formulate their Exit Ticket claims and then the posted question (i.e., scaffolding) was removed after several administrations.

	First Part of Semester	Remainder of Semester
F18 (n = 28)	No ET Question	ET Question
S19 (n = 21)	ET Question	No ET Question
F19 (n = 23)	ET Question	No ET Question
S20 (n = 14)	ET Question	No ET Question
F20 (n = 32)	ET Question	No ET Question
S21 (n = 23)	ET Question	No ET Question

The Significance

- Student performance increased faster across semesters when given scaffolding for their Exit Tickets at the beginning of each semester. This suggests that the administration became more efficient over time.

- Rubric criterion 3 is most directly targeted by the scaffolding intervention.

- Performance on the Critical Self-Reflection paper improved after F18, and scores were 90% on average each semester (except for F20, possibly impacted by remote instruction).

What was done

An in-classroom intervention study was conducted across 6 semesters to explore the main research question: **How well do students perform on Exit Tickets with and without scaffolding?**

- Students completed a short, low-stake assignment – Exit Ticket – in an Organizational Behavior course (70311) on a regular basis at CMUQ from Fall 2018 to Spring 2021.
- Exit Tickets were graded out of 6 points each, consisting of 3 criteria.
- Students need to show engagement with the course content by constructing their own knowledge of a course topic (Criterion 1), while simultaneously supporting their claims (Criterion 2) and applying the knowledge to themselves (Criterion 3).

What was found

Students approach ceiling performance (i.e., full points) at a faster rate each semester.
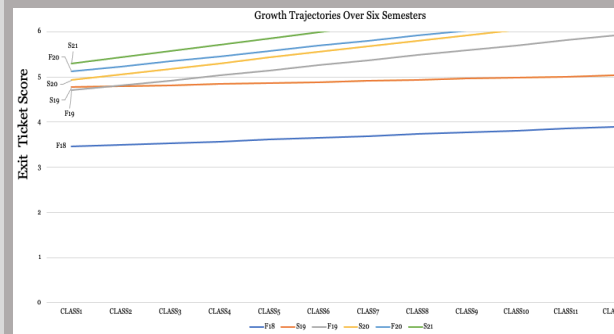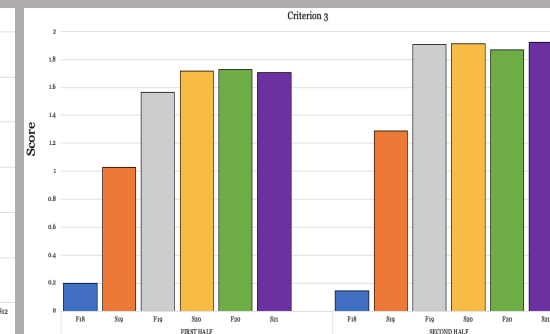

Figure 1. Total ET scores for first part of 6 Semesters

Figure 2. ET Scores for Criterion 3 Over 6 Semesters