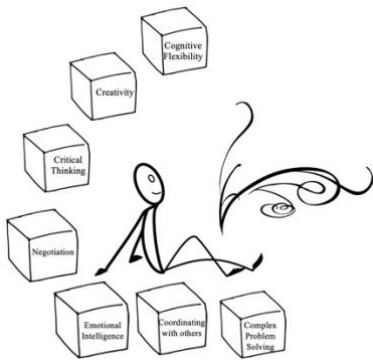


Scaffolding New Information by Considering the Ludicrous (Higher Education)



theory behind the scaffold...

The use of textbooks is a controversial topic in education. Do they benefit or constrict our teaching? The studies show that they can do either, depending on how they are written and how we use them.

In the best-case scenarios, coursebooks reflect in-depth research on the most effective ways to present information, with accompanying teacher's books that offer varied ways to scaffold, expand, assess and reflect on the material. There are, however, those publications that reflect less meticulous care in both structure and detail, and these can be less than ideal.

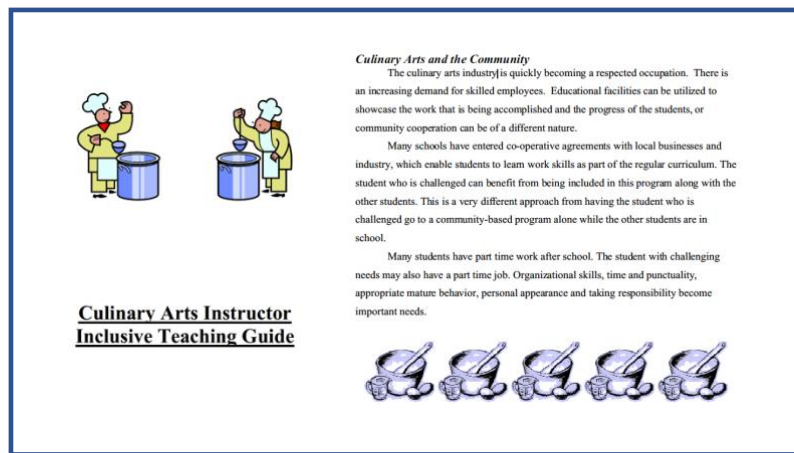
If teachers use the publisher's books as the sole resource, the students have a good chance of progressing in their studies. On the other hand, if they depend on the Student Book without scaffolding the activities and texts, the information will often be received by the students as dry and almost indecipherable.

The ideal is to use coursebooks as a guide and not exclusive to all other possible sources and to be discerning and critical thinkers. We can augment the effectiveness of the books and add dynamic techniques that can infuse the exercises with more scaffolding, assessments, and attention to varied learning styles with little effort. This scaffold is one way to do just that - adding a bit of fun to the lesson by giving students ludicrous statements to consider and justify where they might find truth in them and also why they are also beyond the pale.

The example below comes from a class on the culinary arts. You'll see how you can quickly adapt the activity for whatever that you are about to begin.




step by step...

1. Choose a page or passage from the coursebook you are about to begin.



2. Divide up the text into chunks and place them into a table. (See [template](#).)
3. Identify an image from the text that encompasses an overview of the chunked information.
4. Write a statement that includes information from the chunked text and the image you've chosen and that is absurd (ludicrous).
5. Make one copy of the table for each pair of students.
6. Students work in pairs to write what about the statement could be true if they stretched their imagination and then why it is actually ludicrous. In both cases, they will be using the information from the text and academic language of the subject in general to express themselves. (See examples below.)

CONSIDERING THE LUDICROUS

CHUNKS OF TEXT	Why the statement could be true	Why the statement is ludicrous	Image and Statement
The culinary arts industry is quickly becoming a respected occupation. There is an increasing demand for skilled employees, not only for highly trained chefs. Educational facilities can be utilized to showcase the work that is being accomplished and the progress of the students, or community cooperation can be of a different nature.	A highly-trained motorcycle enthusiast might be confident enough to wear a chef's hat.	Motorcycle enthusiasts wear helmets that protect their heads and make them look fierce.	 This is the type of headgear a highly-trained motorcycle enthusiast wears.
The practical skills of a culinarian (food service professional) is very specific. A culinarian needs to be able to do math in order to convert measurements, a sense of history in order to establish food origin, and spice sense to compliment food of particular regions.	It's possible to use spices to spices to do mathematical conversions in measurements if we use different containers.	Even though different countries have special ways to calculate mathematical conversions, spices are powders and cannot be used independently as an accurate way of doing this.	 These are spices used in mathematical conversions in measurements in India.
The history of food has cross-cultural roots that can provide the framework for individual leadership opportunities. Each student can help organise with the assistance of the culinary educator, a menu that is based on his or her culture or family traditions.	Some students need someone very confident and direct. A dictator could be the ideal person for these types of students.	A dictator might find having power on one kitchen a very small domain.	 This is the ideal leader for students who need a culinary educator help them to organise a menu based on their cultural tradition.

7. *Formative Assessment/Reflection:* Answer the questions from the Question Continuum.



- Do most restaurants want five stars in the Michelin guide?
- Which restaurants are most likely to be successful?
- Who would rather go to a restaurant or make food at home?
- When is the best time to cook?
- Where do the most renowned culinary artists work?
- What makes a person an expert in culinary art?
- How do most chefs run their kitchen?
- Why are there schools for the culinary arts?
- What if you could create your own academy to teach the culinary arts. How would it be different from others? What types of people would you most want to attract?

find more scaffolds here...

