Research on Library youth education based on Scaffolding Theory

Weiyi Hu*
Xihua University, China
Corresponding author: huwy@stu.xhu.edu.cn

Abstract

The rich collection resources of public libraries can provide information, tools, emotional support for teenagers. Based on the explanation of scaffold theory, this paper analyzes the application forms of scaffold theory in public library education, studies the cases of national library applying scaffold theory to carry out youth education, and puts forward relevant enlightenment and thinking, in order to provide reference for public libraries to effectively use scaffold theory to carry out education work.

Keywords

Scaffolding Theory, Library Management, Youth Education

As an important public cultural service institution, public libraries shoulder the function of youth education. In recent years, the academic community has attached increasing importance to youth education in public libraries and actively explored diversified educational strategies. In this context, public libraries should introduce and utilize scaffolding theory, continuously broaden the educational ideas for young people, achieve service innovation, and provide a good learning experience for young people[1].

In the 1930s, Soviet psychologist Lev S. Vygotsky proposed the theory of "zone of proximal development". He pointed out that students' development can be divided into two levels: one is their current level, which refers to the level of problem-solving that students can achieve when engaging in independent activities. The second is the potential level of student development, which refers to the potential that students gain through teaching. The distance between these two levels is called the 'zone of proximal development', and if students receive new learning content in the 'zone of proximal development', their learning outcomes will be more significant. In the "zone of proximal development", if students can receive guidance and help from adults, they are more likely to master new knowledge, learn how to solve problems independently and control the learning process, complete the transition from dependence on others to self-regulation, and achieve cognitive development. Vygotsky called this process the "scaffolding construction", which is the scaffolding theory. The bracket has temporary characteristics and needs to be gradually withdrawn with the improvement of students' abilities to avoid dependence. The purpose of "building a scaffold" is to cultivate students' abilities for self-directed learning, independent learning, and self-regulated learning. Under the guidance of scaffold teaching theory, teachers can mobilize students' learning enthusiasm and guide them to complete learning tasks by building scaffolds such as problems, examples, situations, tasks, and evaluations[2,3]. Therefore, the youth education practice in public libraries should closely revolve around the "zone of proximal development" of young people, and provide them with appropriate support and guidance to maximize their potential.

In February 2018, the administration tried anew to cut IMLS and other cultural agencies from the 2019 federal budget proposal. Library groups sprang back into action, in even bigger numbers. According to a Library Journal article, the advocates followed the best practice of using consistent messaging across a large group: "Every message accompanying the press releases, information sites, and toolkits—whether from professional, political, academic, or nonprofit sources—shares the same basic point: the need to keep the advocacy momentum generated in the past year's work for library and cultural funding. The fight was not over with the authorization of the FY18 budget, and may not be over for some time". How true that turned out to be.

Scaffolding theory

Most public libraries are equipped with specialized study rooms, multimedia reading rooms, or small activity areas, as well as educational and teaching facilities, providing not only an immersive learning environment for young people, but also tool support for their exploration and learning[4]. Public libraries use digital learning devices such as e-readers and VR glasses to build tool racks, presenting teaching content in a novel and intuitive way, effectively mobilizing the learning enthusiasm of young people, enhancing their learning motivation, and guiding them to actively explore new things and learn new knowledge.

The quiet and orderly learning environment and various collection resources in public libraries help young people deepen their understanding of different historical and cultural backgrounds, enhance their sense of identity and belonging to human society and civilization. Public libraries usually provide opportunities for young people to communicate and interact with teachers, librarians, and other young people, that is, to build emotional

scaffolds to enhance the emotional connections between young people, as well as between young people and teachers and librarians, and to improve their cognitive abilities[5]. For example, inviting teachers and young people to discuss reading experiences, arranging for librarians and young people to communicate and search for information, and forming youth reading groups.

National Library Education Case

In order to understand the reasons for young people's registration and their level of understanding of ancient book knowledge, and to grasp their "zone of proximal development", the National Library conducted a questionnaire survey on 60 young people who had participated in the "Zero Distance Ancient Book" special class. The survey results show that 78 3% of the respondents registered independently due to their interest in ancient book knowledge or handicraft activities, over 50% of the respondents had learned about ancient book related knowledge outside of the classroom, and 17% of the respondents were very familiar with ancient book knowledge and often explored and learned related content independently; Most respondents have a willingness to further study cultural knowledge related to ancient books, hoping to gain a deeper understanding of ancient book culture and master relevant skills through professional guidance and support from the National Library.

In the practice of scaffolding teaching, building problem scaffolds is considered one of the effective ways to introduce teaching themes, guide students to think and explore. The construction of problem support should follow the principles of "targeted and progressive". The problem setting of the National Library closely revolves around the course theme of the "Zero Distance Ancient Books" special class, combined with the actual life of young

people, guiding them to actively explore and think deeply. For example, in the early stage of the course, by designing questions such as "Which ancient books have you read", "What kind of books can be called ancient books", "What are the reasons for the damage of ancient books", "What methods do you use to protect your own books in daily life", etc., it can stimulate young people's enthusiasm for learning. In addition, the National Library has also established problem scaffolds at different levels, gradually increasing the difficulty of problems according to the progress of the curriculum and the learning situation of young people, in order to enhance their thirst for knowledge and exploration, and stimulate their deep thinking about ancient books. For example, as the curriculum continues to deepen, more challenging questions are raised to young people, such as "Although movable type printing appeared in the Northern Song Dynasty, why woodblock printing was still the mainstream of ancient printing" and "Why should ancient book restoration follow the principle of" repairing the old as old ", and why not repair them like new books".

Exhibition hall learning is an extension of classroom learning. The National Library actively uses modern science and technology to hold exhibitions of ancient books, providing immersive visiting and learning environments for young people, and creating a strong atmosphere for learning ancient cultural knowledge[6]. To guide young people to explore the exhibition hall in depth, the National Library provides them with a specialized study manual, which is divided into multiple units, each unit containing a series of learning tasks, aimed at guiding young people to comprehensively observe and record their feelings and thoughts during the exhibition process. The situational framework built by the National Library helps young people

consolidate the knowledge learned in the "Zero Distance Ancient Books" special class and enhance their interest in exploring the connotations of ancient books.

The display of learning achievements helps teenagers to comprehensively examine their own learning outcomes and discover their personal strengths and weaknesses. In the teaching practice of the "Zero Distance Ancient Books" special class, the presentation and evaluation of achievements have been highly valued by the National Library. The National Library has established an evaluation framework based on clear evaluation criteria to guide young people to engage in targeted learning and continuously improve learning efficiency. The course evaluation forms of the "Zero Distance Ancient Books" special class are divided into self-evaluation by teenagers, teacher evaluation, and student peer evaluation. The evaluation indicators mainly include the classroom performance of teenagers, as well as the completion of learning manuals and handicrafts. In addition, the evaluation framework established by the National Library also provides effective evaluation tools for teachers, helping them scientifically judge the effectiveness of education and teaching, and adjust teaching strategies and methods in a targeted manner.

Inspiration and Reflection

The scaffolding theory has certain potential and value in the field of youth education in public libraries. The National Library's "Zero Distance Ancient Books" thematic class adopts scaffolding teaching as the main teaching method, which not only focuses on the perception, cognition, and operational abilities of young people, but also pays attention to their individual differences and personalized learning needs, providing them with comprehensive and effective learning support.

Through targeted guidance and task design, the National Library not only helps young people understand ancient cultural knowledge, but also guides them to master relevant learning methods and skills, in order to inject new vitality into the inheritance and development of traditional Chinese classic culture. However, there are still some problems in the application of scaffolding theory in the "Zero Separation of Ancient Books" special class of the National Library. Firstly, the National Library lacks flexibility in utilizing its collection resources. The course design of the "Zero Distance Ancient Books" special class is based on the exhibition content related to ancient books. Due to the limitation of the exhibition period, the content of related courses cannot be adjusted in a timely manner, making it difficult to fully utilize the role of information support and affecting the educational effect. Secondly, there are relatively few types of scaffolding constructed by the National Library in the process of youth education. The teaching scaffolds used in the "Zero Distance Ancient Books" special class at the National Library are limited in variety and lack innovation. Adolescents do not have sufficient opportunities for interaction and cooperation in the learning process, which is not conducive to improving their learning outcomes. Again, the National Library lacks experience in youth education, and there are relatively few classes for the "zero distance" special course on ancient books. As of now, the National Library of China has only offered 4 sessions of the "Zero Distance Ancient Books" special course, with only 15 students allowed to register for each session, which cannot meet the learning needs of all young people.

Conclusion

The National Library should strengthen the management of educational resources in its collection, optimize the allocation and utilization of relevant resources, and avoid the impact of changes in exhibition content on teaching content; Introduce new teaching methods such as virtual exhibitions and interactive displays, innovate the forms and methods of scaffolding teaching, explore educational methods that can effectively meet the learning needs of young people, and enhance their learning experience; Establish a comprehensive evaluation and feedback mechanism for youth education, adjust and improve teaching methods and content in a timely manner through regular evaluation of educational effectiveness, and continuously improve the quality of youth education work..

References

[1] L. S. Vygotsky. Mind in Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press, 1978: 86.

[2] Stadler, D., Rojas, A., Perrenod, W., Keyes, C. (2021). Using a scaffolding approach to integrate the information cycle into a library instruction course: A review and small case study. Journal of Education for Library and Information Science, 62(2), 119-136.

[3] Walton, M., Archer, A. (2004). The web and information literacy: Scaffolding the use of web sources in a project-based curriculum. British journal of educational technology, 35(2), 173-186.

[4] Cumming-Potvin, W. (2007). Scaffolding, multiliteracies, and reading circles. Canadian Journal of Education/Revue canadienne de l'éducation, 483-507.

[5] Willett, R. (2018). Learning through making in public libraries: Theories, practices, and

tensions. Learning, Media and Technology, 43(3), 250-262.

[6] Wang, L. (2007). Sociocultural learning theories and information literacy teaching activities in higher education. Reference & user services quarterly, 149-158.