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## *From the Editors*
## Scaffolding Matters: Instructional Contexts and Student Motivations

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First introduced by Jerome Bruner in the late 1960s, the idea of instructional scaffolding is now commonplace in U.S. classrooms. In sharp contrast to the model forwarded by Piaget and other stage theorists, Bruner's observations of children in the act of learning suggested their frequent use of prior information already mastered in the building of new knowledges and task-based strategies. What's common practice today—teaching approaches that reduce frustration and risk through modeling the activity, revisiting key concepts at regular intervals, providing explicit direction, and motivating student interest by creating meaningful and relevant contexts for learning—comes to us from Bruner's general claim that all learners can be successful in their pursuits when the material is appropriately organized to the task; that is, when teachers work to make more apparent and accessible the connections between the "old" and the "new" of what our students know and do in the classroom.

This volume of *JCLL* takes up the idea of instructional scaffolding as critical practice in college reading and writing classrooms, a means of asking ourselves how we might better support and extend our students' developing knowledges about and strategies for the kinds of literacy tasks expected in postsecondary educational settings.

We begin with **Noreen S. Moore** and **Michelle L. Filling's** "iFeedback: Using Video Feedback for Improving Student Writing." In this article, the authors describe how leveraging advances in audio/visual software technology can provide students with in-depth, specific, and personalized feedback about their writing. As the co-authors explain, study data indicate that introducing innovative technologies in the feedback loop offers a dynamic alternative to written comments, with benefits for students and instructors alike.

Next, we turn the focus to a study that investigated the changes that occur in college students' reading compliance and metacognition as they progress through coursework, reported in **Tiffany F. Culver** and **Linda Morse's** article, "The Impact of Experience on College Students' Textbook Reading Practices." Challenging the assumption that merely accumulating experience with college-level textbooks is enough to improve comprehension or promote metacognitive awareness, Culver and Morse argue for more direct instruction in active reading strategies across the curriculum and at all levels.

In our *Tips for the Classroom* section, **Nathan Mickelson** offers practical advice for using writing to focus and deepen student engagement with course material in his article, "Writing at Transitions: Using In-Class Writing as a Learning Tool." Drawing on the fundamentals of Writing to Learn pedagogy, Mickelson shows how structuring in-class writing activities during times of transition—at the beginning or end of class, when moving from topic to topic or activity to activity, and so forth—not only encourages students to take risks in articulating complex ideas but also builds classroom community in the process.

**Gail Gibson's** article, "I Ain't Reading that Book: Making Space for Resistance in the Postsecondary Literacy Classroom," is featured in the *Theory to Practice* section of this volume. In this article, Gibson suggests that perceived gaps in college students' literacy readiness might be better

understood as a function of their resistance to the social, cultural, and political constraints of traditional classroom instruction, rather than as evidence of the need for individual skills remediation. Using selected research and her experiences teaching college reading to explore the motivations of adult learners who resist required texts or writing assignments, Gibson makes the case for listening to student resistance, instead of subverting it, as we shape and reshape our class-room curricula.

Volume 38 closes with a *Book Review* of Gregorio Hernandez-Zamora's (2010) ethnography, the subject of **Shui-yin Sharon Yam's** essay, "Researching Global Outcast Literacy: A Review of *Decolonizing Literacy: Mexican Lives in the Era of Global Capitalism*." Characterizing Hernandez-Zamora's book as a critical "intervention" in the field's ongoing conversations about conducting ethno-

graphic literacy research in developing nations and the presumed efficacy of international literacy programs and policies, Yam provides a useful map for our reading, locating the study's touch points and providing case examples to highlight the importance of engaging in more ethical and socio-economically aware methods in our future literacy research endeavors.

Finally, we would like to express our deepest thanks and appreciation to the former co-editors of *JCLL*, Drs. Eric Paulson and Sonya Armstrong, for the countless ways in which they graciously guided and supported our efforts throughout this transitional year. "Scaffolding" our learning at every turn, to be sure, and in the widest possible meaning of that word. We are grateful to these colleagues, and recognize the bright path they have blazed for our work. We are indebted, as well, to the group of reviewers, who ably assisted us with the production of

this volume. Your commitment to our shared investments as postsecondary literacy teacher-researchers, coupled with your steadfast good will, assures us that we are in good company as the new co-editors of *JCLL*.

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## *2013: Call For Proposals*
### *College Literacy & Learning*
### *Special Interest Group* meeting at the
### International Reading Association's
### Annual Convention in Anaheim, CA
### May 5-9, 2013

*For information about the*
*College Literacy & Learning Special Interest Group:*
http://www.reading.org/General/AdvocacyandOutreach/SIGS/CollegeLitSIG.aspx

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