

(AEP 4XX) AEP 675, THINKING MAPS
(Undergraduate Version)

Professor: Dr. Donna Rice
drdonnausa@gmail.com

Phone: 1.757.871.1336

COURSE CREDIT: 3 undergraduate credits

DATES/TIMES: online

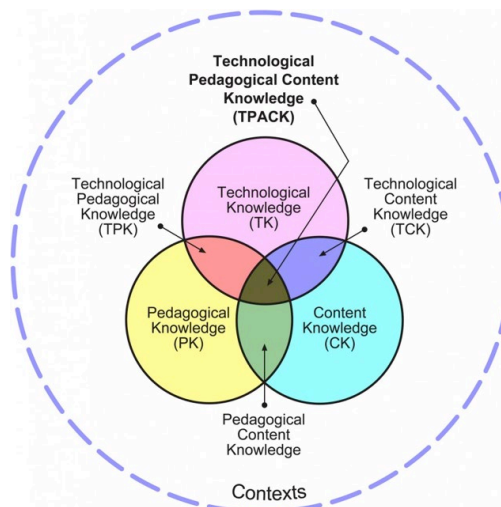
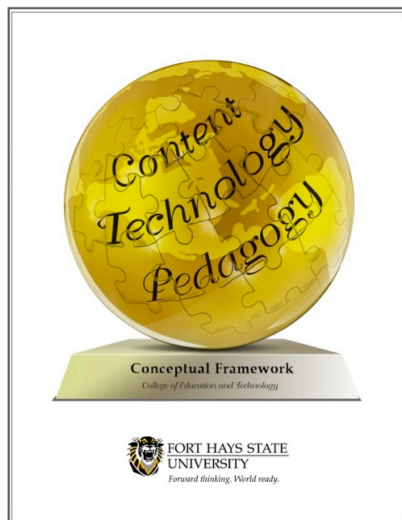
COURSE DESCRIPTION:

The Thinking Maps course is designed to enable teachers at all levels to use Thinking Maps® as a common visual language for learning. These thinking process tools are the foundation for learners' continuous cognitive development, from school to work. Thinking Maps® are used for content-specific and interdisciplinary learning, thus giving schools a common set of tools for integrating teaching, learning, and assessment. Given direct training in using these maps, students have concrete tools for independently and interdependently seeking patterns in information. These unique attributes of Thinking Maps® support students becoming independent, reflective, lifelong problem solvers and learners. Students are empowered to draw on a range of different and related thinking processes, and they are motivated to persevere during complex tasks.

TEXT: Hyerle, D. (2009). *Visual tools for transforming information into knowledge* (2nd ed).
Thousand Oaks, NC: Corwin Press, Inc. ISBN 978-1-4129-2427-6

You can order this book at Amazon either in paper copy or in Kindle for PC, Mac, or tablet.

http://www.amazon.com/Visual-Tools-Transforming-Information-Knowledge/dp/1412924278/ref=sr_1_fkmr1_1?ie=UTF8&qid=1350100587&sr=8-1-fkmr1&keywords=Hyerle%2C+D.+%282009%29.+Visual+Tools+for+Transforming+Information+into+Knowledge+%282nd+ed%2C%29.+Thousand+Oaks%2C+NC%3A+Corwin+Press%2C+Inc.+ISBN+978-141292427



www.tpck.org

The Conceptual Framework for Professional Educators at FH&S

Technological Pedagogical and Content Knowledge (TPACK)
<i>TPACK 1</i> – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
<i>TPACK 2</i> – Candidates demonstrate proficiency in oral and written communication skills.
<i>TPACK 3</i> – Candidates select, design, administer, and interpret a variety of appropriate assessments.
<i>TPACK 4</i> – Candidates incorporate theories and research to design and implement effective learning environments for all students.
Technological Knowledge (TK)
<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
Technological Content Knowledge (TCK)
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.
Content Knowledge (CK)
<i>CK 1</i> – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.
<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
Pedagogical Content Knowledge (PCK)
<i>PCK 1</i> – Candidates make/facilitate curricular decisions based on data.
<i>PCK 2</i> – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
<i>PCK 3</i> – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.
<i>PCK 4</i> – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
Pedagogical Knowledge (PK)
<i>PK 1</i> – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
<i>PK 2</i> – Candidates engage in and reflect on professional learning opportunities.
Technological Pedagogical Knowledge (TPK)
<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.

GOALS/LEARNING OBJECTIVES/COMPETENCIES/OUTCOMES

Students will . . .

1. Assess the barriers to adopting visual tools. Include what is meant by “The Elephant in the Room”
2. Analyze the relationship between visual tools, metacognition, and cartography
3. Summarize how to use visual tools to see relationships between entities, identify gaps, redundancies, and omissions.
4. Explain how visual-spatial-verbal displays of understanding will help to close the achievement gap by supporting all learners to transform static information into active knowledge
5. Compare and Contrast three basic categories of visual tools: (a) brainstorming webs, (b) graphic organizers, and (c) conceptual mapping
6. Graphically portray information. Explain why you chose the visual tool(s) you used.
7. Develop a lesson plan to introduce Thinking Maps®
8. Examine how Thinking Maps®, as a language, have been used successfully for English Language and special needs learners
9. Justify why using visual tools will improve teaching, learning, and leadership
10. Create a reflection of how you used them successfully in your classroom or organization

COURSE OUTLINE/CONTENT

COURSE FORMAT

This course will be based on the content of a nationally recognized instructor seminar and workshop sponsored by an educational, governmental, or commercial organization, the assigned book, and additional resources linked to this syllabus. Students will be evaluated through completion of the activities outlined in this syllabus.

Overall Course Objectives:

- Reflect knowledge from seminar, readings, and other sources
- Demonstrate implementation and application to classroom or organization
- Demonstrate writing skills and use of APA format

Activity 1: Background and Importance of Visual Tools

Activity Resources: Hyerle, D. (2009), Summary Definition of Visual Tools, Introduction, Forward, Prologue, Chapters 1, 2, 3

Pre-Activity:

1. Read assigned Sections/Chapters
2. Review seminar notes
3. Watch the video at the link below

<http://www.youtube.com/watch?v=8rgFOICnGN8&feature=related>

Main Task

Design four graphic organizers of your choice to:

1. Illustrate three to five barriers to changing from linear presentation of information to the different methods required to transform static information into active knowledge. Ensure the barrier, “The Elephant in the Room” is included.
2. Outline the background of visual tools for learning including the relationship between visual tools, metacognition, and cartography.
3. Display how visual tools can help students see relationships between entities identifying gaps, redundancies, and omissions.
4. Show how visual-spatial-verbal displays of understanding will help to close the achievement gap by supporting all learners to transform static information into active knowledge.

Include an explanation of why you chose the graphic organizers you used.

Learning Objectives 1, 2, 3, 4, 6

Activity 2: Using Visual Tools

Activity Resources: Hyerle, D. (2009), Chapters 4, 5, 6

Pre-Activity:

1. Read assigned Chapters
2. Review seminar notes
3. Use an interactive graphic organizer from the site below:
<http://my.hrw.com/nsmedia/intgos/html/igo.htm>

Main Task

Using an interactive graphic organizer of your choice, compare and contrast three basic categories of visual tools: (a) brainstorming webs, (b) graphic organizers, and (c) conceptual mapping.


In a reflection explain why you chose the visual tool you used.

Objectives 5, 6

Activity 3: Thinking Maps®

Activity Resources: Hyerle, D. (2009), Chapters 7, 8

Pre-Activity:

1. Read assigned Chapters
2. Review seminar notes
3. Watch the video at the link below until 7:15.
<http://www.youtube.com/watch?v=JYqpf0x4RIA&feature=related>
4. Lesson Plan Template
 [Download the Lesson Plan Template](#)

Main Task

Develop a lesson plan using the lesson plan template from Edutopia to introduce Thinking Maps® into your classroom.

Learning Objective 7

Activity 4: Justification of Why Using Visual Tools Improves Learning

Activity Resources: Hyerle, D. (2009), Review Chapters 1-8

Pre-Activity:

1. Review assigned Chapters
2. Review seminar notes
3. Watch the videos at the links below

http://www.youtube.com/watch?v=_fmXnxuSr2o

http://www.youtube.com/watch?v=-k7Yuo4uMhw&feature=results_video&playnext=1&list=PL715C608B8A9C8BBC

Main Task

In this activity you will:

Prepare a PowerPoint presentation to brief city officials, parents, and other interested parties to justify why using visual tools will improve teaching, learning, and leadership in your classroom/school.

Length: 6-10 slides (with 2-4 references on a reference slide)

No more than 6 bullets per slide or 6 words per bullet

Notes Length: 150-200 words for each slide

Be sure to include citations for quotations and paraphrases with references in APA format and style. Save the file as PPT with the correct course code information.

Learning Objective 9

Activity 5: Culminating Activity

Activity Resources: Hyerle, D. (2009), Review Chapters 1-8

Pre-Activity:

1. Review assigned Chapters
2. Review seminar notes
3. Review video clips

4. *** Use the template at this link: [Dr. Donna Rice - 6th Edition APA Template 2012](#). Follow the template, which includes a title page, introduction, main body, reflection, conclusion, and

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reference page. Follow the spacing guide provided in the template to ensure your paper is double spaced – no more, no less. Use a minimum of two levels of APA 6th Edition headings. Include page numbers and a Running Head per the template.

Writing tip: Be sure to use spell check and grammar check and have someone proofread your paper before you submit it. Your paper should be six to eight pages in length. *Many students find they need to write more pages to thoroughly cover the content of the writing assignment. That is okay but ensure every word counts and that you avoid redundancy.*

You may learn more about APA style online at apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers." A helpful guide to the APA 6th Edition PowerPoint can be found at <http://utsa.edu/tress/docs/APA%206th%20Edition.pdf>.

Main Task(100 points)

In this activity you will:

Prepare a six to eight page essay that explains the basic principles of graphic organizers and Thinking Maps[®] as they relate to thinking processes. Include a reflection on how your students/charges used (or could use) graphic organizers and Thinking Maps[®] to increase their learning/effectiveness. Include a justification of how visual tools were used (or could be used) to improve learning for all students including English Language Learners and students/charges with special needs. Provide at least three examples. Ensure you use the required template!

Learning Objectives 8, 9, 10

Return activities by email to:

Email submission:

Dr. Donna Rice

drdonnausa@gmail.com

Telephone: 757-871-1336

Students have one full semester to complete the above activities.

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-90	900-810
B	89-80	809-720
C	79-70	719-630
D	69-60	629-540
U	59 or below	539 or less
I		

Possible points: 900

Assignment	Points
Activity 1	150
Activity 2	150
Activity 3	150
Activity 4	150
Activity 5	300
Total	900

WRITTEN ASSIGNMENT CRITERIA

All written assignments must be typed and should conform to the basic principles of effective writing along with appropriate APA style guidelines, which are widely used in education. Also remember good writing involves an important balance of content and form.

FHSU Student Handbook

<http://www.fhsu.edu/studenthandbook/>

Return your student assignment by email to:

Email submission:

drdonnausa@gmail.com

Dr. Donna Rice

Telephone: 1.757.871.1336

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers."