

Inspired (Concept Mapping)

ICT.5

TIME

150 minutes

OVERVIEW

Students use concept-mapping software to create a title page for their Personal OLE Binder or to organize information for a personal biography or a biography of a key pal.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 4.1.2 *Choose Forms*—Choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs . . .] for various audiences and purposes.
- 4.1.3 *Organize Ideas*—Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- concept mapping

SUGGESTED LEARNING RESOURCES

Software

- concept mapping

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.5#1: Sample Title Page for Personal OLE Binder
- BLM ICT.5#2: Sample Biography Web
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.5#1: Concept-Mapping Skills Checklist

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the concept-mapping software installed on the class computers.
- Create a sample concept map to show students when beginning the Activating Strategies (or use BLM ICT.5#1: Sample Title Page for Personal OLE Binder or BLM ICT.5#2: Sample Biography Web).
- Choose either of the following learning experiences (discussed below):
 - Title Page Concept Map
 - Biography Concept Map
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.5: Inspired.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.

TITLE PAGE CONCEPT MAP**Activating Strategies**

- Students discuss the need to organize information and to display it in a manner that makes sense. They brainstorm examples of organized information (e.g., lists, tables of contents, indexes, dictionaries, telephone directories, encyclopedias).
- Students examine title pages from various informational resources. They list common items found on all title pages. Students note the page set-up, such as the location of the name(s) of author(s) or editor(s), the title of the publication, and the publisher, and note the size of lettering for each item of information provided.
- Students view a sample concept map previously created (see Preparation and Set-up) on a computer and a projection system. To learn how the concept-mapping software works, students work as a class to remake the sample concept map step-by-step. Students point out similarities with word processing and other programs they are already using.

Acquiring Strategies

- In collaborative groups, students decide what their concept map should look like. They discuss possible images to represent each category in their concept map.
- Students agree on a rotation of roles in their collaborative group so that all group members have an opportunity to practise using the concept-mapping software.

Applying Strategies

- Students create their concept map. They print a copy for each group member, ensuring that the name on the page is customized for each member.

BIOGRAPHY CONCEPT MAP**Activating Strategies**

- Students discuss the need to organize information and to display it in a manner that makes sense. They brainstorm examples of organized information (e.g., lists, tables of contents, indexes, dictionaries, telephone directories, encyclopedias).
- Students examine tables of contents from biographies. They list recurring themes that could apply to the lives of students (e.g., childhood, school, activities).

- Students view a sample concept map previously created (see Preparation and Set-up) on a computer and a projection system. To learn how the concept-mapping software works, students work as a class to remake the sample concept map step-by-step. Students point out similarities with word processing and other programs they are already using.

Acquiring Strategies

- Students list important events in their lives. They identify two or three events that occur at different stages of life (e.g., infancy, pre-school, Early Years).
- Students think of at least three categories in which the events can be organized.
- Students brainstorm more events, if needed, so that each category contains at least three events.

Applying Strategies

- Students create a concept map using concept-mapping software, and organize their biographical information in previously created categories.
- Students export their biographical concept map and include it on the title page of their Electronic Collection (see OLE.10: Electronic Collection).

Variations/Extensions

- Students use biographical information noted from email exchanges with a classmate or a key pal (see ICT.3: Riddle This) to create a concept map. They continue their correspondence, seeking more information, as needed, to complete a concept map.
- Students use a digital camera (see ICT.6: Caught in Action) to take photographs of themselves and include these in their biographical concept map.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

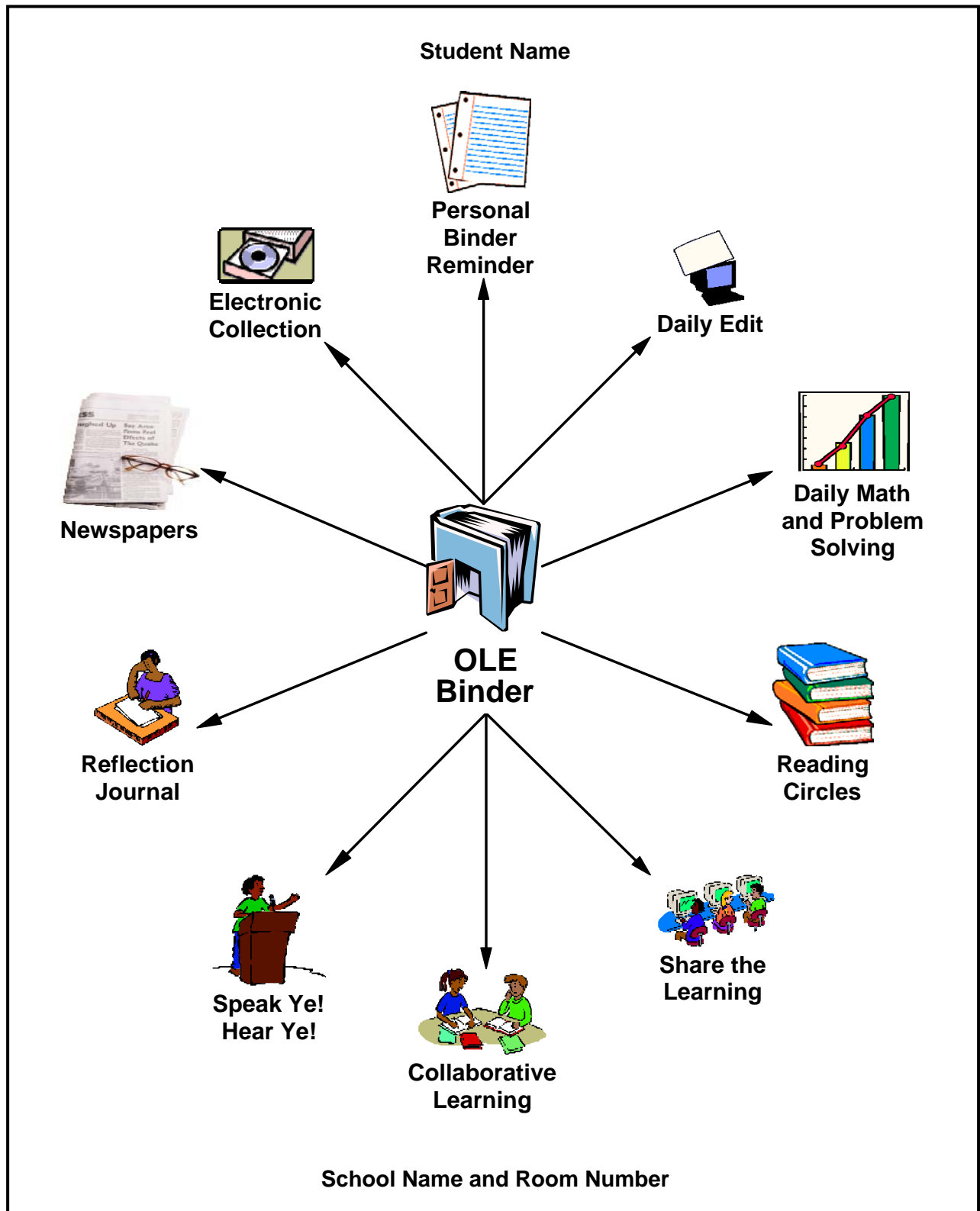
SUGGESTIONS FOR ASSESSMENT

- Assess the student-created concept maps using TBLM ICT.5#1: Concept-Mapping Skills Checklist.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Use TBLM ICT.2#1: Skill Know-How Checklist for this ICT to record ongoing observations of students' skills.

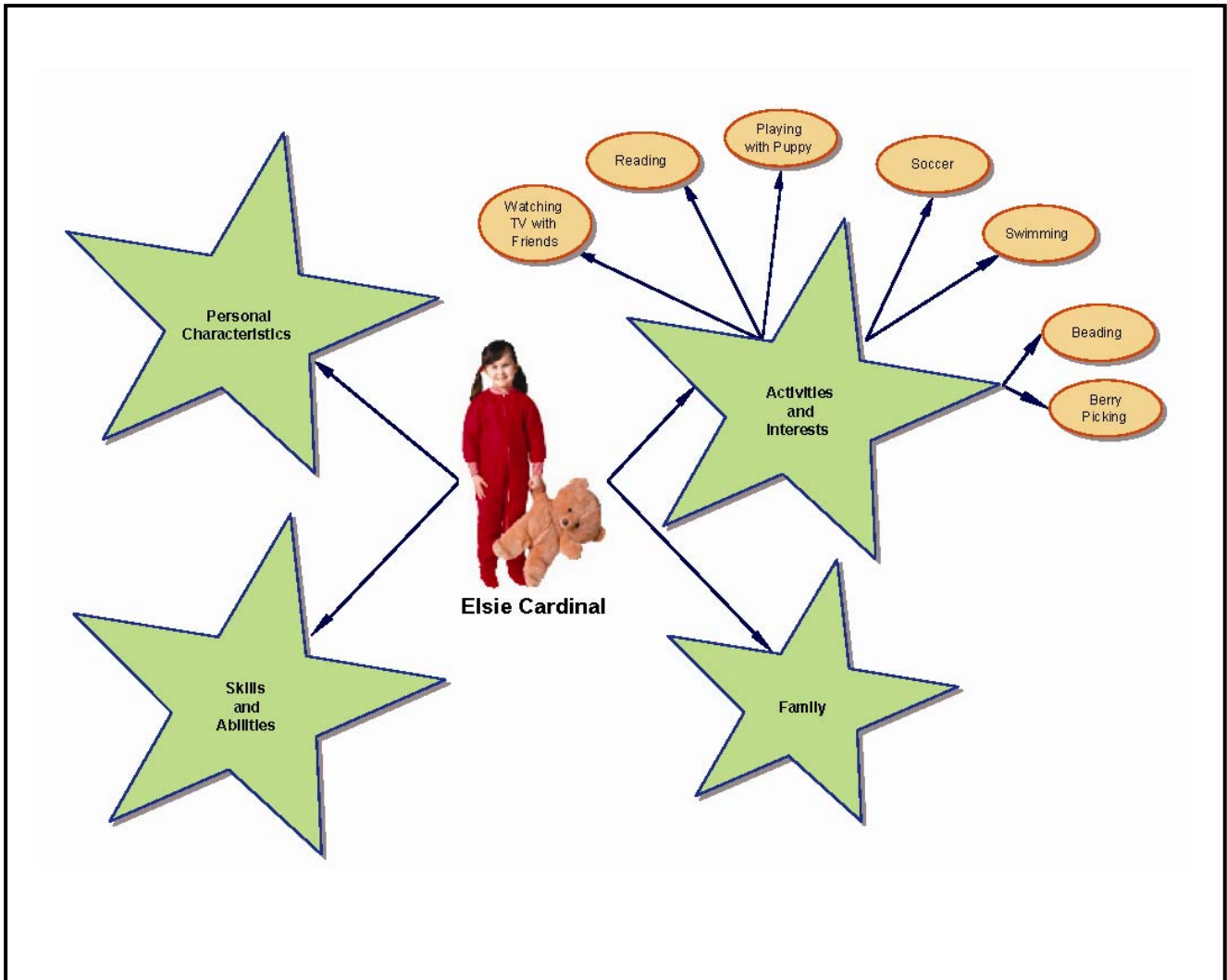
CONNECTION TO COMMUNITY AND DIVERSITY

- Concept mapping is used throughout the *Community and Diversity* interdisciplinary unit to organize ideas and record information.

BLM ICT.5#1: Sample Title Page for Personal OLE Binder



BLM ICT.5#2: Sample Biography Web



TBLM ICT.5#1: Concept-Mapping Skills Checklist

Rating Scale 4 = Always 3 = Usually 2 = Sometimes 1 = Rarely	Student Name														
Concept-Mapping Skill															
The concept map shows															
• appropriate use of categories															
• accurate hierarchy															
• correct categorization of information															
• representative use of symbols															
• accurate linkages, including direction															
• accurate labels															
•															
•															
Comments															

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