Inspired (Concept Mapping)   **ICT.6**

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 using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].
- 3.3.2 *Record Information* — Make notes on a topic, combining information from more than one source; reference sources appropriately.
- 4.1.2 *Choose Forms* — Select specific forms [such as diaries, narratives, speeches, letters, poetry, mime...] that serve particular audiences and purposes.
- 4.1.3 *Organize Ideas* — Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns [such as stanzas, chronological order, paragraphs...].

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 and Learning Strategies and Tools

BLMs
- BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.6#1: Sample Title Page for Personal OLE Binder
- BLM ICT.6#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.6#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.6#1: Sample Title Page for Personal OLE Binder or BLM ICT.6#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#3: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.6: 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
- Discuss the need to organize information and to display it in a manner that makes sense. Brainstorm examples of organized information (e.g., lists, tables of contents, indexes, dictionaries, telephone directories, encyclopedias).
- Examine title pages from various informational resources. List common items found on all title pages. 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.
- Using a computer and a projection system, introduce the concept-mapping software. Show the sample concept map previously created (see Preparation and Set-up). Model how the concept-mapping software works by remaking the sample concept map step-by-step. Point out similarities with word processing and other programs students 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
- Discuss the need to organize information and to display it in a manner that makes sense. Brainstorm examples of organized information (e.g., lists, tables of contents, indexes, dictionaries, telephone directories, encyclopedias).

- Examine tables of contents from biographies. List recurring themes that could apply to the lives of students (e.g., childhood, school, activities).
- Using a computer and a projection system, introduce the concept-mapping software. Show the sample concept map previously created (see Preparation and Set-up). Model how the concept-mapping software works by remaking the sample concept map step-by-step. Point out similarities with word processing and other programs students are already using.

Acquiring Strategies
- Students list important events in their lives. They identify two or three that occur at different stages of life (e.g., infancy, pre-school, Early Years, Middle 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.7: 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.
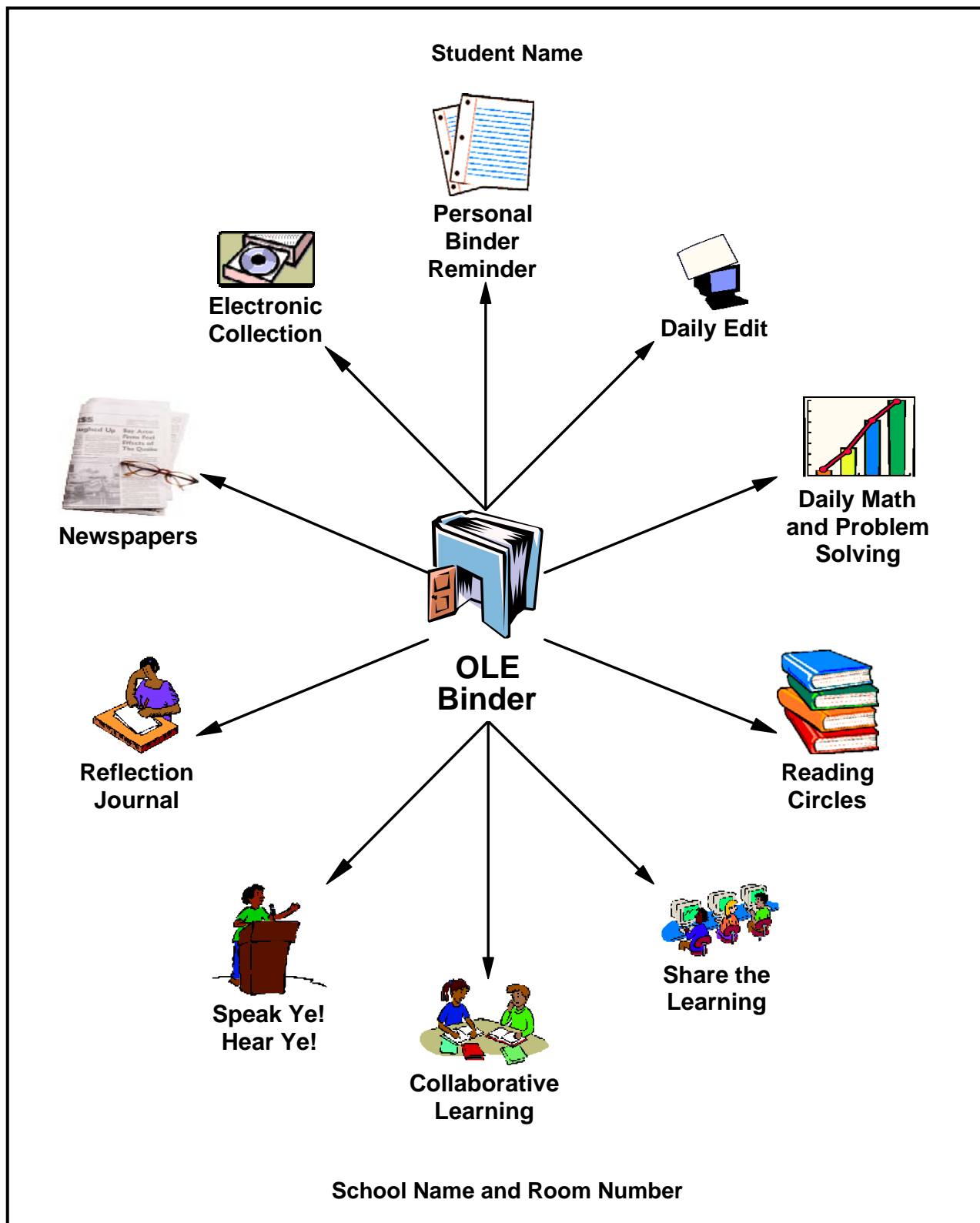
SUGGESTIONS FOR ASSESSMENT
- Assess the student-created concept maps using TBLM ICT.6#1: Concept-Mapping Skills Checklist.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
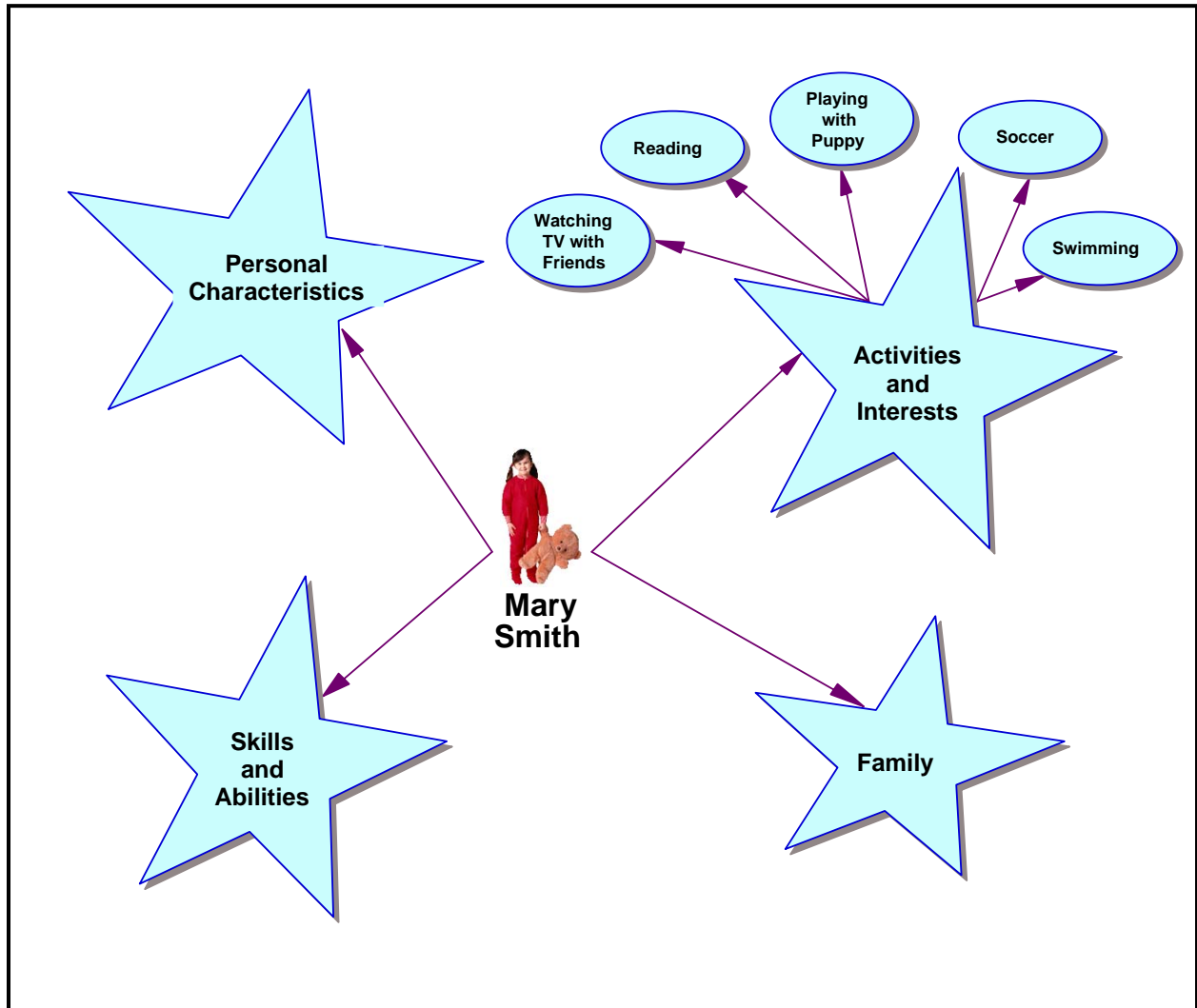- Assess the applications of this ICT through the LEs in this interdisciplinary unit.

CONNECTION TO **INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- Webbing is used throughout the *Inventions, Innovations, and Discoveries* interdisciplinary unit to organize ideas and record information.

BLM ICT.6#1: Sample Title Page for Personal OLE Binder

Student Name

**Personal
Binder
Reminder**

**Electronic
Collection**

Daily Edit

**Daily Math
and Problem
Solving**

Newspapers

**OLE
Binder**

**Reflection
Journal**

**Reading
Circles**

**Speak Ye!
Hear Ye!**

**Collaborative
Learning**

**Share the
Learning**

School Name and Room Number

BLM ICT.6#2: Sample Biography Web

TBLM ICT.6#1: Concept-Mapping Skills Checklist

Rating Scale	Student Name															
4 = Always **3** = Usually **2** = Sometimes **1** = Rarely **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																

This page is best printed landscape style on legal-size paper. More columns may be added as needed.