FORT HAYS STATE UNIVERSITY

AEP 825, Thinking Maps
3 Graduate Credit Hours

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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. Students will learn how to use visual tools in their own thinking processes and to teach others how to do the same. They will learn how to use Thinking Maps® for content-specific and interdisciplinary learning and how to independently and interdependently seek patterns in information. Students will become independent, reflective, lifelong problem solvers and learners. They will be empowered to draw on a range of different and related thinking processes and 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

OPTIONAL TEXT: Burke, J. (2002). *Tools for thought: Graphic organizers for your classroom.*
        Portsmouth, NH: Heinemann. ISBN 0-325-00464-1

OPTIONAL TEXT: Hyerle, D. & Alper L. (Eds.). (2011). *Student successes with Thinking Maps®:
        School-based research, results, and models for achievement using visual tools* (2 ed.). Thousand
        Oaks, N.C: Corwin Press, Inc. ISBN 978-1-4129-9089-9

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:
Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

**COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:**
Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.
(For Steering Committee approval, September 2012)

CURRENT MISSION:
Professional educators prepared at Fort Hays State University will have the knowledge, skills, and disposition to ensure excellence in teaching while actively investing in their own professional development.

DEPARTMENT MISSION STATEMENT:
The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.

www.tpck.org
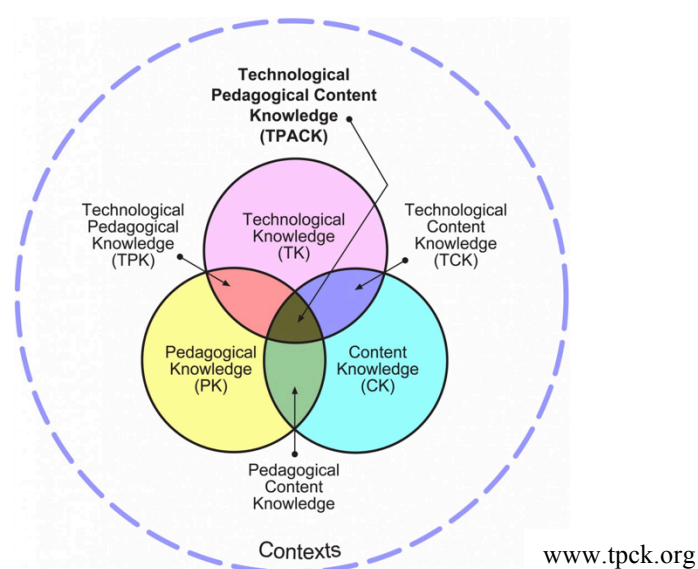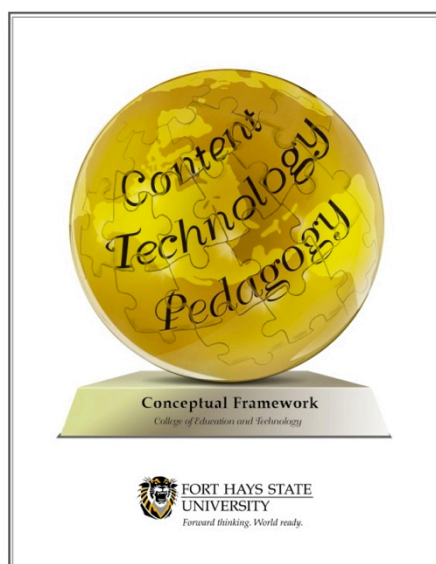
The Conceptual Framework for Professional Educators at FHSU

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

Disposition Statement: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE definition, 2001)

Definition for **DIVERSITY**: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT definition: The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

DIVERSITY PROFICIENCIES:
1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

SOCIAL MEDIA GUIDELINES FOR STUDENTS:
All social media sites created for instruction and communication purposes by Advanced Education Programs faculty will be set up as *secret* or private.

Site purpose
The purpose of the site will be stated by your instructor. It is in line with Advanced Education Program's mission to help prepare 21st Century learners and provide them content and pedagogical knowledge online via innovative technology. A general guideline will be: *This site is to be used exclusively for the purpose of responding constructively to class discussions, assignment submission, uploading videos, and asking questions regarding course work. Your instructor has the right to remove any comments, discussions, questions, etc. that are not consistent with the stated purpose of this site.*

Know copyright laws
Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate
Always provide clear and consistent information based on research and fact.

Be respectful

It's okay to disagree but be polite and constructive in your manner.
No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will be not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate
Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent
Note that any opinions expressed are your own and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy
When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: *Post about others as you would have them post about you.*

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. Explore 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=8rgFOlCnGN8&feature=related

Main Task (150 points)

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.

Length of Paper: 3-5 pages

Go to the AEP 825 discussion page at http://www.leadershipcredit.info/discussion/viewforum.php?f=7 and discuss in ~ 250 words your thoughts on one key point from this assignment. Respond constructively to at least one other student's entry.
(Remember: First-time users will need to establish their own userid and password.)

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 (150 points)

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.

Length of Paper: 3-5 pages

Go to the AEP 825 discussion page at http://www.leadershipcredit.info/discussion/viewforum.php?f=7 and discuss in ~ 250 words your thoughts on one key point from this assignment. Respond constructively to at least one other student's entry.

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=JYqpf0x4RlA&feature=related
4. Lesson Plan Template
Download the Lesson Plan Template

Main Task (150 points)

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

Length of Lesson Plan: 3-5 pages

Go to the AEP 825 discussion page at http://www.leadershipcredit.info/discussion/viewforum.php?f=7 and discuss in ~ 250 words your thoughts on one key point from this assignment. Respond constructively to at least one other student's entry.

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 (150 points)

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.

Go to the AEP 825 discussion page at http://www.leadershipcredit.info/discussion/viewforum.php?f=7 and discuss in ~ 250 words your thoughts on one key point from this assignment. Respond constructively to at least one other student's entry.

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:**
https://www.leadershipcredit.info/docBase/APA_Template2012_6ed.pdf. Follow the template, which includes a title page, introduction, main body, reflection, conclusion, and 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. <u>Your paper should be six to eight pages in length</u>. *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 https://ucmrp.edmc.edu/idc/groups/webcontent/@edmc_library_bmc/documents/webcontent/edmc-03350686.pdf

Main Task (300 points)

In this activity you will:

Prepare an 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!

Length of Paper: 6-8 pages

Go to the AEP 825 discussion page at http://www.leadershipcredit.info/discussion/viewforum.php?f=7 and discuss in ~ 250 words your thoughts on one key point from this assignment. Respond constructively to at least one other student's entry.

Learning Objectives 8, 9, 10

Return activities by email to:

Email submission: drdonnausa@gmail.com
Dr. Donna Rice   Telephone: 757-871-1336

Students have one full semester to complete the above activities.

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-93	900-837
B	92-85	836-765
C	84-76	764-684
D	75-67	683-603
U	66 or below	602 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

EVALUATION CRITERIA:

A   **100 - 93** = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B   **85 – 92** = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C   **76 – 84** = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D   **67 – 75** = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.

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/