

Student Learning Plan

Unit 3: Foundations for Success

Thinking Maps® [U3C3L1]



What you will accomplish in this lesson:

Use Thinking Maps® to enhance learning



Why this lesson is important:

Many instructors approach their learners with a variety of strategies to process information. Think about classroom situations you've been in. What strategies were used by the instructor to help students "get it?" Brainstorming, mind-mapping, concept webs and graphic organizers are tools that are often used in the classroom to encourage learning. In this learning plan, you will be introduced to Thinking Maps® - visual tools for thinking processes. Throughout the lesson, you will use the eight Thinking Maps® to enhance your own learning.



What you will learn in this lesson:

- Identify the types of thinking processes
- Relate thinking to learning
- Correlate thinking processes to the eight Thinking Maps®
- Use Thinking Maps® to visually depict a learning objective
- Define key words: analogy, Brace Map, Bridge Map, Bubble Map, Circle Map, Double Bubble Map, Flow Map, Multi-Flow Map, Relating Factor, Tree Map



You will have successfully met this lesson's purpose:

- by creating a variety of Thinking Maps® to use as a course study aid
- when your Thinking Map(s)® visually depict the appropriate thought process
- when your Thinking Map(s)® represent content required within one course of study
- when your Thinking Map(s)® represent all eight thought processes
- when your Thinking Map(s)® are accompanied by a written summary explaining impact on learning



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



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1. THINK ABOUT what you know about visual study aids. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. DEFINE who you are in a visual presentation using any type of visual tool you are familiar with.
 3. INTRODUCE a Cadet to the rest of the class using only the visual presentation they provide you.
 4. VIEW Visual #1: Introduction to Thinking Maps®. COMPARE how Thinking Maps® differ from other visual tools. EXAMINE Visual #2: Thought Processes and Thinking Maps®.
 5. REVISE your illustration of yourself by using a Circle Map. SHARE and VIEW presentations of others using the Circle Map. Present your Circle Map to the class. COMPARE the two visual tools.

- _____6. REFLECT on the Circle Map. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____1. RESEARCH one of the eight Thinking Maps® and its associated thinking process in your student text. DRAW and LABEL the key features of the map.
- _____2. PRESENT the Thinking Map® to others. Add notes about each Thinking Map® using Exercise #2: Notemaking Guide For Learning Thinking Maps®.
- _____3. VIEW Secondary School Examples of Thinking Maps®.
- _____4. REFLECT on the different Thinking Maps® that were introduced. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____1. COMPLETE Exercise #3: Thinking Map® Review.
- _____2. CREATE a Thinking Map® to define Thinking Maps®. Consider the thought process you want to address. Include the four basic keys to understanding the power of the maps. Include how the maps are different from graphic organizers and why they make such a difference in learning.
- _____3. SHARE and VIEW the presentations.
- _____4. REFLECT on Thinking Maps® and Graphic Organizers. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____1. EXAMINE a typical high school textbook (or select one of your own used within your school). PREVIEW a small section of the text for key concepts or information. CREATE a Thinking Map® to illustrate the concept, skill, or knowledge indicated in the text. SHARE your map with class.
- _____2. COMPLETE the Thinking Maps® Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.