Mapping Understanding

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The 13th International Conference on Thinking
Norrköping, Sweden
June 17-21, 2007
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Using Mind Mapping And Backward Design Principles With Students To Explore And Identify Assessment Requirements, Learning Needs, And Topic Plans
This interactive workshop will include a brief report on the experience of the presenter in using mind maps, in conjunction with the principles of backward design, to explore and identify assessment requirements, learning needs, and a topic plan, with two groups of students: 1) a group of international students whose first language was other than English including Chinese, Korean, Indian, Japanese, and others -- all in the same group; and 2) a group of students with mixed language backgrounds, including English, who were studying ethics in nursing practice. The use of mind maps to explore the assessment requirements of a topic and plan the learning process will be described. In addition, participants will be invited to participate in an interactive modeling of the process.
The Resources

The Problem

The Principles

The Concepts

Mapping Understanding

The Outcomes

The Process
The Problem

English other than first language + Complex concepts = Confusion Misunderstanding
Instructions

Your first assignment is an essay of 2000 words worth 50% of your overall grade for this topic.

- Choose a current issue in nursing or health and write a thesis for which you would like to argue. Contact the Topic Coordinator with a statement of your issue and thesis before beginning, to ensure that it is appropriate.

- After your Topic Coordinator responds to your statement, write a 2000-word argument which supports your thesis. Be as logical and as persuasive as you can be.

- Your essay will be judged for its clarity, relevance, coherence, logic, depth, consistency and fairness. More specifically, your marker will be asking the following questions:
  - Is the issue well stated? Is it clear and unbiased? Does the expression of the question do justice to the complexity of the matter at issue?
  - Do you cite relevant evidence, experiences, and/or information essential to this issue?
  - Do you clarify key concepts when necessary?
  - Do you show a sensitivity to what you are assuming or taking for granted (insofar as those assumptions might reasonably be questioned)?
  - Do you develop a definite line of reasoning, explaining well how you are arriving at your conclusions?
  - Is your reasoning well supported?
  - Do you show a sensitivity to alternative points of view or lines of reasoning? Do you consider and respond to objections framed from other points of view?
  - Do you show a sensitivity to the implications and consequences of the position you have taken?
The Process 4

1. Provide assessment requirements
2. Collaborate on developing mind map
3. Negotiate sequence of branches
4. Design learning strategies
5. Teach to assessment

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The Concepts

Adult Teaching/Learning

- self-direction
- student-focused

Mind Mapping (Tony Buzan)

- visual
- holistic
- organic
- emulates how the brain works

Backward Design (Wiggins & McTighe)

- outcome-focused – what do students need to understand, know, and do?
- teaching to assessment – what evidence do I need in order to be sure students have understood, know, and be able to do?
- flexible strategies – what are the best teaching and learning strategies promote the students understanding, knowledge, and skills?
The Outcomes

- Clearer understanding
- Improved essay writing
- Better evidence of thinking
- Higher teacher evaluation scores
The Resources

Adult Learning

- Principles of adult learning

Backward Design

- The principles of backward design
- Backward design

Mind Mapping

- Mind map
- Mind maps