

Title

Teaching and Learning with Graphic Organizers: Featuring *Inspiration*®

Target Audience

This course is intended for pre-service and in-service teachers grades PreK-12.

Course Description

Inspiration® software is featured as the premier electronic graphic organizer for schools. Students and teachers alike have found that electronic graphic organizers can help organize their ideas, convey complex concepts, ease them through the steps of the writing process, and develop mathematical and scientific thinking. They can be a critical component in the curriculum—helping students deepen their understanding by presenting information and concepts in a visual format, and showing the connections between ideas. Now, technology enables teachers and students to quickly and easily use electronic graphic organizers such as Inspiration® across the curriculum and throughout all grade levels. In this course, learners will practice using graphic organizers to expand and enhance thinking and learning; they will use Inspiration® 7.0 software for presentations, personal productivity, and in the learning station or lab.

Instructor/Facilitator

See instructor/facilitator sheet

Credits

To be determined by college or university

Learner Outcomes

Learners will:

- Use graphic organizers to enrich teaching and learning at all grade levels.
- Understand how graphic organizers can be used by both teachers and students for presentations, personal productivity, and in the learning station or lab.
- Integrate the use of graphic organizers into their curriculum.
- Be able to use Inspiration® 7.0 software for teaching and learning, and for their own personal productivity.
- Create lesson plans using electronic graphic organizers.

Outline of Content and Assignments

A summary of course content and assignments is outlined below. Details for each assignment, including locations of readings and Web resources, are located in each session of the Course Content area.

Part 1: Welcome to Teaching and Learning with Graphic Organizers! (Session 1)

Learners will:

- Become familiar with the content, structure, and expectations of the course.



- Become familiar with TeacherLine tools used in the course.

Read

- "Part 1: Welcome to Teaching and Learning with Graphic Organizers!"

Complete

- The Course Pre-Evaluation Survey

Participate in an online discussion

- Visit the discussion board and introduce themselves in the "Virtual Cafe" discussion forum

Part 2: Learn About Graphic Organizers (Session 2)

Learners will:

- Describe the benefits of students creating graphic organizers for writing activities.
- Examine and analyze a number of different types of graphic organizers that are used for analyzing, brainstorming, and sequencing.
- Evaluate and compare the advantages and disadvantages of using manual and electronic graphic organizers.

Read

- "Part 2: Learn about Graphic Organizers"
- "Computer-Based Concept Mapping—A Tool for Negotiating Meaning"

Watch

- "Graphic Organizers in the Classroom"

Explore Web sites

- Encyclopedia.com from Electric Library: Thomas Jefferson
- Classroom Examples—Social Studies
- History Matters Graphic Organizers
- Index Graphic Organizers
- WriteDesign On-Line—Graphic Organizers
- Helpful Books About Graphic Organizers; References and HotLinks

Write in the online journal

- Think about the video, "Graphic Organizers in the Classroom." How do graphic organizers help these students organize their information? How are they beneficial to writing reports?
- As you think about the graphic organizers created by Mrs. Dobbs' class in the previously viewed link and then look at the electronically created graphic organizers on the two Web sites, jot down any thoughts you have about the use and creation of electronic graphic organizers.

Participate in an online discussion

- "Hand-done and Electronic Graphic Organizers in the Classroom"
Is there a place for both hand-done (manual) and electronic graphic organizers in the classroom? Give examples of the pros and cons of each. Be specific about how you think both types of visual diagrams or concept maps can be used in different grades.

Part 3: Inspiration[®] Basics (Session 3)

Learners will:

- Identify some of the benefits and challenges to using Inspiration[®] in the classroom.



- Explain how the use of graphic organizers can help support independent learning and meet educational standards.
- Use Inspiration[®] software to complete some basic organizational tasks.
- Find ways to integrate Inspiration[®] into the curriculum.

Read

- “Part 3: Inspiration[®] Basics”
- “Using Graphic Organizers in Instruction”

Watch

- “Inspiration[®] Basics”

Write in the online journal

- How can a program such as Inspiration[®] help you meet your curriculum goals?
- How does the use of graphic organizers support independent learning, thus helping students meet state standards?

Download

- Inspiration[®] 30-day trial

Complete

- WalkThrough A - Inspiration[®] Basics

Participate in an online discussion

- “Using Inspiration[®]”
Now that you've learned a little about Inspiration[®], how do you think it can be used in the classroom? Please describe 3-4 examples that explain ways that you could use an electronic graphic organizer across your curriculum.

Explore Web sites

- Inspiration[®] Software
- Inspiration[®] Awards
- Achieving Standards with Inspiration[®] 7
- Inspiration[®] Newsletter Online

Part 4: Graphic Organizers in the Learning Station or Lab (Session 4)

Learners will:

- Identify and expand upon ideas for using the computer as a learning station.
- Explain and evaluate the benefits and possible challenges of using graphic organizers with students he or she has worked with.
- Consider the impact that graphic organizers could have on student testing.
- Review examples of Inspiration[®] across the curriculum.
- Use Inspiration[®] to quickly create a diagram or outline and effectively modify it to best meet the needs of the student.

Read

- “Part 4: Graphic Organizers in the Learning Station or Lab”
- The article, “One Computer as a Learning Station: Management Tips”
- The article, “Inspiration[®] Prepares Students for State Testing”

Watch

- “Using Inspiration[®] in the Computer Lab”

Write in the online journal

- Think about the management ideas you just read about. How would they work for your classroom? Jot down any ideas you think would work well, plus any other ideas you came up with. Do you know of any other teachers who successfully manage the computer(s) in their classrooms? What do they do?
- What are your thoughts on student use of Inspiration[®]? Are there students you have encountered for whom Inspiration[®] would be a really great tool? Are there students for whom this would be a challenge? How could you have students use Inspiration[®]?
- Based on your examination of the student work and your reading of the article, how do you think that using Inspiration[®] can change the way students feel about tackling writing assignments and facing standardized tests?

Explore Web sites

- Classroom Ideas Using Inspiration: For Teachers by Teachers
- Kathy Schrock's Tech Quest
- 4th Grade Western Regions States
- 2000-2001 Inspiration Projects

Complete

- WalkThrough B - Inspiration in a Learning Station or Lab

Participate in an online discussion

- "Using Inspiration[®] in a Learning Station"
In a classroom setting where students share one or several computers, student time at a computer is precious. What can a teacher do to help students make the most of their time on the computer when using Inspiration[®]?

Part 5: Graphic Organizers and Teacher Productivity (Session 5)

Learners will:

- Examine ways that Inspiration[®] can be used to improve personal productivity, and adapt these methods to his or her own teaching situation.
- Produce a concept map and create handouts with Inspiration[®], while applying what they have previously learned through the completion of Inspiration[®] software walk-throughs.

Read

- "Part 5: Graphic Organizers and Teacher Productivity"

Explore at least one Web site within each of the following three categories

- **Organizing and presenting content**
HyperMath
Strategic Transitions—Scientific Concepts
- **Creating Learning Activities**
Teachers Using Inspiration[®]
Lessons and Courses
Creating a WebQuest
- **Lesson Planning and Organizing**
Write Design Online Graphic Organizers
Use Inspiration[®] to Plan the Unit of Work/Theme You Intend to Cover

Write in the online journal

- Think about the sites you reviewed. How could Inspiration[®] be used to help you with the tasks of organizing and presenting content; creating learning activities; and planning lessons and organizing curriculum?

Complete

- WalkThrough C - Inspiration[®] for Personal Productivity

Participate in an online discussion

- "Using Inspiration[®] for Personal Productivity"
In this section of the course, we presented a number of ways that teachers use graphic organizers for their personal productivity. Now that you've looked at what others have done, what are your ideas for using Inspiration[®] for your personal productivity?

Part 6: Interactive Presentations and Class Discussions (Session 6)

Learners will:

- Investigate various computer presentation methods which allow the computer image to be seen by the entire class.
- Explain the benefits and challenges to using an electronic graphic organizer as a tool in a class discussion.
- Practice using Inspiration[®] to create an interactive diagram for an in-class presentation or discussion.

Read

- "Part 6: Interactive Presentations and Class Discussions"

Watch

- "Using Inspiration[®] for Presentations and Class Discussions"

Write in the online journal

- Think about the use of Inspiration[®] for presentations and class discussions. What are the benefits and challenges to using Inspiration[®] to lead classroom activities?

Participate in an online discussion

- "Using the Technology"
If a teacher has a "tried and true" lesson plan that has worked for years, but does not include technology, is it worth hooking up a computer to a TV to try using a program like Inspiration[®]? What are the risks? What are the benefits?

Explore Web sites

- Using a Computer to TV Connection
- Tvector Remote Teaching System

Complete

- "WalkThrough D - Presentations and Class Discussions"

Part 7: The Next Step (Session 7)

Learners will:

- Create one lesson plan that includes the use of electronic graphic organizers.
- Self-assess the lesson according to a rubric.
- Make recommendations to another learner by providing feedback on the lesson plan they have created.

Read

- “Part 7: The Next Step”

Complete

- The Final Project (see final project section of this document)

Participate in an online discussion

- “Inspiration[®] Lesson Plan”

As you create your lesson plan, please post a description of your lesson on the discussion board. Then, post a reply to at least one other learner who has not yet received feedback from any other learner. If possible, post a reply to a learner who teaches at a similar grade level and/or subject area. Use the lesson plan rubric as a guide.

Complete

- The Course Post-Evaluation Survey

Final Assignment

Learners will:

Write one lesson plan that includes the use of electronic graphic organizers. Your lesson plan should be one which you could realistically use in your teaching. When you are creating the lesson, be sure to consider the various ways in which you or your students can use graphic organizers. Remember that this activity can also improve teacher productivity.

Create a sample diagram in Inspiration[®] to accompany the lesson.

The lesson plan should:

- Be one that you can use in your classroom right away, with the technology that is available to you.
- Include clear and measurable objectives, a valid assessment, and a complete process. The overall objectives should be written in measurable terms, reflected in the lesson assessment, and clearly communicated to the students. The lesson procedure should provide a thorough explanation of the steps needed to accomplish the lesson and evaluate student understanding and mastery of concepts.
- Clearly address how you will incorporate Inspiration[®] in your teaching. For instance, address the following questions concerning graphic organizers:
 - How and where will the computer(s) be set up?
 - What will be the roles of the teacher and the students?
 - How will the use of Inspiration[®] support the other elements of your lesson?
 - Where does this lesson fit into the curriculum?
- Contain an assessment which matches the learning objectives; clearly addresses specific, measurable, and attainable goals; and allows for multiple learning styles.
- Demonstrate use of resources from this course. For example, you might use an idea you came across at one of the recommended Web sites, or a skill developed when completing the walk-throughs.

You should assess your lesson plan before submitting it, using the provided rubric as a guide. Make sure that you include any Web site addresses as well as any other resources your lesson plan incorporates. The description of your lesson plan should be created in a word processing program. Submit your project to the facilitator using the Digital Drop Box.

Schedule

This course is scheduled to take approximately 15-20 hours to complete readings, activities, video, assignments, reflections and a final project.

Requirements

Learners are expected to:

- Complete all assignments
- Participate in all discussion boards
- Ask for assistance when they need it

Facilitators are expected to:

- Provide feedback to learners
- Participate in discussions to keep them moving forward
- Provide assistance to learners who need it

Evaluation

Pass/fail upon satisfactory completion of assignments and discussion board participation

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only