

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.

Session 1: Collaboration, Inquiry, and Critical Thinking!

Learners will:

- Describe the benefits of the creation of graphic organizers by students 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 hand-done and electronic graphic organizers.

Read

- Computer-Based Concept Mapping - A Tool for Negotiating Meaning by Lynne Anderson-Inman and Leslie Ditson”

Watch

- “Graphic Organizers in the Classroom”

Explore Web sites

- Encyclopedia.com from Electric Library: Thomas Jefferson
- Classroom Examples—Social Studies
- Index Graphic Organizers
- WriteDesign On-Line—Graphic Organizers

Write in the online journal

- Complete the journal expectations and prior knowledge entries..
- Reflect on the video
- Reflect on the web sites

Participate in an online discussion

- Visit the discussion board and introduce themselves in the "Virtual Cafe" discussion forum
- Hand-done and Electronic Graphic Organizers in the Classroom

Session 2: Inspiration Basics

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.
- Determine ways to integrate Inspiration[®] into the curriculum.

Read

- “Using Graphic Organizers in Instruction”

Watch

- “Inspiration[®] Basics”

Explore the interactive

- Walk through A

Explore Web sites

- Inspiration[®] Software



- Achieving Standards with Inspiration® 7
- Inspiration® Newsletter Online

Write in the online journal

- Contribute how a program such as Inspiration can help meet curriculum goals.
- Reflect on the article “Using Graphic Organizers in Instruction”

Participate in an online discussion

- Discuss how you can use electronic graphic organizers in your classroom.

Session 3: Graphic Organizers in the Learning Station or Lab

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

- 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

- How to manage using computers in the classroom
- Thoughts on student use of Inspiration
- How you think Inspiration® affects the way students feel about writing assignments and 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

- Discuss methods to help students make the most of their time on the computer when using Inspiration®.

Session 4: Graphic Organizers and Teacher Productivity

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.

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

- Reflect on the Web sites. How could Inspiration[®] be used to help you with similar tasks?

Complete

- WalkThrough C - Inspiration[®] for Personal Productivity

Participate in an online discussion

- Discuss your ideas for using Inspiration[®] for your personal productivity

Session 5: Interactive Presentations and Class Discussions

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.

Watch

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

Write in the online journal

- Reflect on the benefits and challenges to using Inspiration[®] to lead classroom activities.

Participate in an online discussion

- Discuss the risks and benefits of using a program like Inspiration[®] on a lesson that has worked for years, but does not include technology.

Complete

- "WalkThrough D - Presentations and Class Discussions"

Session 6: The Next Step

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.
- Assess your learning in this course by comparing your prior knowledge and acquired knowledge.
- Analyze the learning experience in this course by reflecting about your professional goals and expectations.

Complete

- The Final Project – write a lesson plan that includes the use of electronic graphic organizers.

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.

Post a description of your plan in the discussion board.

Assess your lesson plan before final submission, using the assessment criteria rubric as a guide.

The description of your lesson plan should be created in a word processing program. Create a sample diagram in Inspiration[®] to accompany the lesson. Submit both to your facilitator.

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 two other learners.

Write in the online journal

- Reflect on the acquired knowledge from this course
- Reflect on your professional goals and expectations.

Complete

- The Course Post-Evaluation Survey



Schedule

This course is scheduled to take approximately 30 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

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only

Evaluation

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

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