

LNI Expert **2010 Observations WIKI**

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Using LNI

Lesson date & timings	Subject	Teacher	LearningNI/ICT Focus	Observation & discussion times
Mon 7/6/10 period 1	History	. Head of History	CMAPs concept mapping, year 9	Discussion period 3

	Thoughts during observation	Post-observation reflection (Ideas re. integrating observed ICT tools into own teaching and learning)
N	Having previously used mind mapping software with some scepticism this lesson demonstrated effective use of this type of software. CMAPs is clearly a very user friendly tool as all pupils appeared very confident when using it. The software also appeared to be very engaging as pupils were enthusiastically producing a very visual representation of the area of study. The use of hyperlinks and pictures makes this piece of software much more powerful than the traditional pen and paper exercise. The use of peer assessment via discussion using the two stars and a wish approach was excellent and one which I have used since.	While we have commercial mind mapping software in school, the use of CMAPs is attractive as it is free and can be used at home and easily uploaded to a workspace whereas our software (Mindjet Mind Manager) can only be used in school (not all computers have it installed). I fully intend to encourage the use of mind mapping software from year 8 to sixth from both as a revision tool but also to help relate current learning objectives to previous learning.
B	<p>The students were familiar with the CMAPs software and could use it with ease. The resulting concept map was attractive and colourful. I felt this made it interesting for pupils as there was an instantly professional standard, difficult to achieve on paper. It was also effective to be able to link pictures and create hyperlinks, allowing the document to develop into a useful reference tool. I think CMAPs would be very useful particularly for visual learners and provided a collaborative way for teaching and learning a topic.</p>	I can see the benefits of having Cmaps available on LearningNI as may learners find it a useful tool for end of topic revision and essayplanning. I would use it in English for many tasks where analysis is required eg tracing the development of a theme in a text or the methods used by a writer to create effects.
M	<p>The students appeared to be very comfortable with the CMAPs software. They were able to use it quickly and independently during the lesson, and managed to partially create a colourful, eye-catching and personalised concept map for their history lesson. The fact that the software is free to download, meant that completion of the CMAP could be set as a homework task. Students with no access to the software at home would still be able to continue with preparation on paper.</p> <p>I would have expected to see this tool being used at the end of a topic, in order to revisit the main concepts and keywords. It was very interesting to see it being used at the start of a topic instead, giving students an overview of where they were going over the next few lessons.</p> <p>All students like the opportunity to be creative. The fact that this software allows them to pick their own colours, fonts and layouts etc was a big hit with the students. It was also brilliant that you could link in pictures, or hyperlinks to external websites. I had never seen anything like CMAPS before.</p>	<p>Although free to download, it would be useful to have this software available within LearningNi. This would avoid the need to install it onto individual workstations within the school.</p> <p>I would like to complete a staff training session on CMAPS that focuses on how students could use it to structure an essay. This would help teachers to think about other uses themselves.</p> <p>I would also like to use it myself to organise group work. It would be a really good way for students (and myself) to see the overall task, groups membership and individual work allocation. Eg the year 9 Public information System wiki.</p>

Screenshot of wiki capturing three Visiting teachers reflections (denoted by N, B, M) on an observed lesson in History with a class of pupils aged 13.

(Identifiers have been removed for Ethical reasons).