**Training Fiche Template**

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| Title | Classroom management: keeping the audience involved within the virtual classroom - Mind maps, the basics |
| Ref. DigCompEdu | Area 1: Professional Engagement |
| Keywords (meta tag) | Mind maps; Concept maps; Digital tools; Content design; |
| Language | English |
| Objectives / Goals / Learning outcomes | The learner:   1. **identifies** mind maps characteristics and main applications; 2. **recognises** the differences in structure and use between mind and concept maps; |
| Description | Organising ideas to discuss a topic is difficult, but even more challenging is planning, designing or making decisions by co-operating with several people: it takes technique and organisation.  That is why various tools and procedures have been proposed over time: in this course we focus on mind maps.  We figure out their characteristics and areas of use, and learn to distinguish them from concept maps, with which they are often confused. |
| Contents arranged in 3 levels | 1. Mind Maps    1. How difficult is it to gather ideas?    2. Evaluate your effort...    3. Presenting oneself with a “map”    4. The elements of Buzan's map    5. Try it out    6. Mind maps in brief 2. Mind maps vs conceptual maps    1. Does this look like a mind map?    2. Mental and conceptual maps compared    3. Differences in detail    4. Concept maps in brief |
| Self-evaluation (multiple choice queries and answers) | **Unit 1 Mind Maps Test**  **1. Why are mind maps called graphic tools for representing ideas?** (2 correct answers)   * Because they lighten the work by harmonizing the rational aspect of classification and hierarchy, with the creative and expressive one. * Because they visually represent how in our minds we group and link concepts hierarchically. * Because they take advantage of colors and images to facilitate associations and stimulate reasoning. * Because they allow us to indulge our mind's tendency to "jump" from one concept to another in an order that is not linear.   **2. For which of the following problems is it not advantageous to make use of a mind map?** (1 correct answer)   * Define the content of the next physics lesson. * Plan the renovation of the bathroom. * Describe how library loan procedures work. * Evaluate the pros and cons of new software. * Take notes during history class.   **3. What do the lines represent within a mind map?** (1 correct answer)   * The associations between concepts. * The relationships between concepts. * The hierarchy of concepts.   **4. Problem solving is one of the activities that benefits most from the use of mind maps. Which of the strengths of mind maps are specifically useful to it?** (2 correct answers)   * Understanding of the problem * Stimulation of attention * Memorization of the problem * Generation of new ideas * Synthesis of the problem   **Unit 2 Mind maps vs conceptual maps Test**  **1. Which of the following characteristics relate to concept maps?** (2 correct answers)   * Occasionally they may have hierarchical cross-links between concepts. * They are focused on the relationships between concepts. * Links between concepts are relationships that are not necessarily hierarchical. * They are particularly useful for tasks that require classification and hierarchy of concepts. * They generally have a radial structure around the center.   **2. You have to support the analysts who will have to design the new computer application for the teaching activity...**  **You want to get a rough idea of managed entities and activities. What tool is best for you to use?** (1 correct answer)   * A mind map. * A concept map. * Indifferently either map. * A mind map or conceptual map depending on what you want to focus on.   **3. You have to support the analysts who will have to design the new computer application for the teaching activity...**  **You want to illustrate processes and operational details. Which tool is best for you to use?** (1 correct answer)   * A mind map. * A concept map. * Indifferently either map. * A mind map or conceptual map depending on what you want to focus on.   **4. You have just read a very interesting article about progress in nuclear fusion. You would like to fix the ideas by helping yourself with a map. What tool would be best for you to use?** (1 correct answer)   * A mind map. * A concept map. * Indifferently either map. * A mind map or conceptual map depending on what you want to focus on. |

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| Toolkit (guidelines, best practices, checklist, lessons learned…) | Name | Digital Mind Maps - Tools sheets |
| Description | A PDF document brings together the **product sheets for 5 of the many mind-mapping software tools**: GitMind, MindManager, MindMeister, Mindomo and XMind.  Recorded features/information, based on the tests carried out in November 2022, include:  Site, contact and tutorials links Supported platforms Available subscriptions / free version Import/Export file formats Elements that can be associated with nodes Management of sharing/collaboration Evaluation of graphics, interface and relevant features |
| File name | RESET\_PR3\_IALFVG\_TOOL\_Classroom management\_EN |

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| Resources (videos, reference link) |  |
| Related material |  |
| Related PPT | RESET\_PR3\_IALFVG\_Classroom Management-mind maps\_ppt\_EN |
| Bibliography | Giglioli, A., & Collinassi, G. (2011). *Le mappe per apprendere.* Bologna: Luca Sossella.  Gineprini, M., & Guastavigna, M. (2004). *Mappe per capire. Capire per mappe.* Roma: Carocci. |
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