

**PRESENTATION
STRATEGIES
for
PRESENTERS
and
FACILITATORS**



CONTENTS:

Introduction	3
❖ Adult learning	4
❖ The Art of Presentation	5
❖ The “Never-Evers” of Workshop facilitation	11
❖ Effective learning principles	14
• Core thinking skills	14
• Multiple Intelligences Tool Box.....	15
• Questioning for quality thinking.....	16
❖ Some instructional strategies	17
• Cooperative group strategies.....	17
- Strategy 1: Expert Jigsaw	
- Strategy 2: Think-Pair-Share etc	
- Strategy 3: Pairs	
- Strategy 4: Round Robin	
- Strategy 5: Brainstorming	
- Strategy 6: Co-op, Co-op	
- Strategy 7: Role Play	
- Strategy 8: Listening Triangles	
- Strategy 9: Triads	
- Strategy 10: Fishbowl	
• Cognitive organisers	25
- Organiser 1: Flow Charts	
- Organiser 2: PMI Charts	
- Organiser 3: Mind Maps/Concept maps	
- Organiser 4: Teach someone else	
- Organiser 5: Learning Contracts	
- Organiser 6: Six thinking hats	
- Organiser 7: 180 Degrees	
- Organiser 8: Bar	
- Organiser 9: Forced Relationships	
- Organiser 10: Y Chart	
- Organiser 11: SWOT Analysis	
❖ Learning models	32
• LDSR – Learn, Do, Share, Reflect	32
• KWL – Know, want to know, learned	36
• Demonstration and Modelling	37
• TDTR – Do – Talk – Record	38

INTRODUCTION:

As presenters, leaders, facilitators, supervisors, advisers we have much to learn about making our interactions interesting and focused.

We are pleased to provide you with a rich compendium of presentation resources. The *Art* of presentation provides advice on preparing and conducting presentations.

Articles on: The 'Never-Evers' of workshop facilitation, alert you to the common 'pitfalls' in facilitation. Be aware of the pitfalls!

This booklet also includes cooperative strategies and cognitive organisers collated from various sources. These can be used as the basis for activities to involve workshop participants. They can also be used as classroom learning and teaching strategies.

Four learning models are also presented in detail.

L & D Team

CRIP

ADULT LEARNING

Learning Conditions	Learning Opportunities
Adults learn by doing	Use activities such as problem-solving, group discussion, case studies, management games, project work, experiments, simulations
Adults learn when they have a need to learn	Provide opportunities to self-select learning activities
Adults learn by solving problems	Structure all activities around problems identified by participants
Different adults learn in different ways	Enable participants to select learning activities. Build in lots of variety. Ensure activities reflect different learning styles
Adults like variety in learning activities	Build in lots of variety
Adults want feedback on performance	Use activities that provide feedback on performance such as games, problem-solving and practice sessions
Adults want to apply what they learn	Provide regular opportunities for learning to be put into practice using project work during and after the training program
Adults learn when the learning fits into their value systems	Structure the program so there are plenty of opportunities for participants to share their own experience; use the information they provide. Constantly verify that what is being provided is relevant and acceptable by asking, prodding and encouraging them to respond to anything and everything that is happening.
Adults already know a lot of things	Use activities that require input by participants and then use the material in follow-up activities such as discussion groups, debates, research assignments and field exercises.

Barriers to effective learning	
<ul style="list-style-type: none"> • Poor layout and presentation • Poor delivery skills • Inappropriate timing • Inappropriate choice of words • Inappropriate message • Poor listening • Poor motivation • Receiver inattention • Lack of courtesy by trainer or learner • Non-verbal communication that does not support the words • Inadequate feedback • Poor planning 	<ul style="list-style-type: none"> • Poor literacy, numeracy skills • Different cultural backgrounds • Special needs that are not met • Daydreaming • Interruptions from outside • Emotional responses – anger, aggression • Making judgements based on appearance, mannerisms etc • Changing the subject • Focus on self and experiences • Interruptions by learner too often or at the wrong time • Planning what to say next

THE *ART* OF PRESENTATION

Effective Presentation – Some guiding principles

Effective presentation is about communicating, learning and relationships. It begins with recognition that each of us is different and while there is no formula for effective presentations there are some guiding principles which include:

1. Convey a positive attitude

Thoughtful organisation and preparation is likely to help convey a positive attitude. Your audience will know if you don't believe what you are saying.

2. Know your audience

Knowing your audience is essential. A presentation is aimed at conveying a message to a particular group or a mixed group of individuals. Audience members will have different reasons for attending. Those members with a greater interest in the topic are likely to be more receptive and motivated.

3. Motivate your audience

Motivate your audience by identifying something or using examples to which members can relate. Emphasise how the information or issues addressed in your presentation directly affects or benefits them.

4. Plan your terminology

Use terminology that is understood by your audience. Knowing your audience will help you to select and use appropriate language. Consider your use of jargon and colloquialisms. Clearly explain new concepts and terms.

5. Be yourself

When presenting be your *real* self. Present in your own style, rather than in someone else's. Humour can be effective in presentations; however, as with any technique, humour should be appropriate.

6. Be enthusiastic

Conveying a genuine interest in the topic and confidence in the message is likely to enthuse and convince your audience.

Some characteristics of a good presenter/facilitator

A good presenter/facilitator:

- knows how to establish conditions conducive to learning
- takes a complex notion and explains it clearly and concisely
- incorporates a range of ideas and strategies
- understands principles of adult learning
- listens actively, feeds information and ideas back to check understanding
- monitors what is happening within the group (eg boredom, confusion, excitement)
- knows when to intervene and when to be silent
- separates from group activities and discussions when necessary
- prepares to confront or support, be serious or light, depending on the situation
- “slips into the shoes of others”, knows his or her audience
- addresses the needs of the audience
- shares thoughts, feelings, experiences and reactions if and when appropriate

- is flexible so that the presentation framework can be adjusted to devote more or less time to a particular point or to take the presentation in a direction more relevant to the needs of the audience.

Before the presentation

Factors for consideration when planning your presentation include:

a) Purpose

There are many reasons why presentations are given. It might seem obvious but a useful starting point for establishing your purpose is to ask: **WHAT DO I HOPE TO DO OR ACHIEVE IN THIS PRESENTATION?**

Having a clear purpose for your presentation is the key to success. The purpose relates to who your audience is and sets the parameters for your subject matter. The purpose can even help determine the duration of your presentation and choice of venue. On occasions your presentation may have a number of purposes.

b) Audience

One of the principles of effective presentation, knowing your audience, is a variable which helps determine the language used in and delivery of your presentation.

The more you know about your audience the more effective you will be in targeting your presentation to audience needs and expectations.

Identifying the ‘collective personality’ of the participants can be achieved by asking yourself a series of questions;

- Who are the participants? Where are they from?
- Why are they attending?
- What main ideas might be of interest to them?
- What prior knowledge are they likely to have?
- What terminology would be appropriate?
- What attitude to the topic is likely to prevail?
- How many will be attending?

c) Subject matter

Once you have identified a clear purpose for your presentation and identified the ‘collective personality’ of your audience, your subject matter needs careful consideration. It is advisable to determine your key points and prioritise them in a logical sequence.

The following questions might be useful in making decisions about the subject matter:

- What information do I most need to provide?
- What information does the audience expect to have provided?
- What information is outside the parameters of this presentation?
- How can I present this information so that:
 - a positive attitude is conveyed
 - interest is sustained
 - appropriate terminology is used
 - a logical sequence is evident
 - the audience is involved
 - time constraints are adhered to?
- Is this presentation a ‘one off’ or part of a sequence of presentations/activities?

d) Duration

Knowing the timeframe for your presentation is important in the planning process so that:

- your purpose is able to be realised
- effective use is made of scheduled time
- the presentation fits within the schedule, it is not too long or too short.

The timeframe will influence the pacing of your presentation. How much time will I allot to the beginning, middle, end? Have I allowed time for audience involvement?

Flexibility is the key to success. While the timeframe may be set by a schedule this is YOUR presentation. As presenter YOU are in control of the use of time. Remember a good presenter monitors audience reaction and incorporates flexibility so that a planned framework can be adjusted to devote more or less time to a particular point or take the presentation in a direction more relevant to the needs of the audience.

e) Venue

Planning your presentation involves, where possible, becoming familiar with the venue.

It might be useful to consider the venue in terms of:

- Size
- configuration, ie how the audience will be positioned in relation to you
- equipment, ie that which is available, that which needs to be organised in advance

Take the opportunity to inform the organisers prior to the workshop or meeting of:

- how you would like the room to be set up
- your time of arrival
- any particular requirements that you may have, eg positioning of flip charts, overheads, projector screens, projectors.

f) Practice

Practising your presentation is an important aspect of the planning process because it helps to further organise your thoughts and minimises fear or apprehension about presenting.

Organising your thoughts and becoming familiar with your presentation might involve:

- preparing an outline
 - the opening
 - the middle
 - the ending
- using the outline to check that the:
 - topic is clearly stated
 - key points are included
 - sequence is logical
 - delivery incorporates a range of strategies and techniques
 - timeframe is realistic
- making notes, eg summarising the entire presentation into short phrases, key words or symbols which represent parts of your presentation
- using the notes to experiment with language choices and delivery style
- simulation, ie delivering material to an imaginary or real audience (friends, family).

Overcoming fear or apprehension

It is not unusual to have some anxiety about presenting to others. “It’s all right to have butterflies in your stomach, as long as you train them to fly in the same direction.”

What isn’t OK is fear or apprehension which is debilitating. There are techniques for overcoming this fear. Identifying your fears is the first step to overcoming them

Suggestions for overcoming fear of presentation

- know your material well – rehearse your presentation to an imaginary audience: practice your stance; consider where you might position yourself.
- plan to involve the audience, seek out a supportive face
- plan to use eye contact
- anticipate potential problems (and prepare a possible response)
- prepare for worst case scenario (it probably won’t eventuate)
- check the facilities and equipment in advance
- practise relaxation techniques (breath deeply, meditate, talk to yourself)
- consider your appearance (dress comfortably and appropriately)
- plan to use your own style and words (avoid reading)
- assume that the audience will be appreciative
- provide an overview of the presentation (state the objective)
- introduce yourself to the group in advance if possible (via social a context)
- imagine yourself as a good speaker (self-fulfilling prophecy)
- create an informal setting

During the presentation

Beginning your presentation

The key to successful presentation is to engage your audience in the first few moments:

- relax, be confident
- introduce yourself (background, experience)
- invite audience members to introduce themselves (background, experience, reasons for attending, expectations of the presentation)
- listen carefully to these introductions and acknowledge the input
- state your purpose(s) clearly
- provide an overview
- make eye contact
- negotiate some ground rules for discussions, questions and answers
- use humour, an anecdote, a quote – anything to ‘get off a good start’.

Expanding your ideas (the middle of your presentation)

Before your presentation you would have given careful consideration to your subject matter. Do justice to your delivery by:

1. Incorporating a range of strategies, activities, delivery methods

- talk only as much as is required to make your point – remember ‘a picture says a thousand words’
- use visual material where possible to reinforce your subject matter (eg diagrams, cartoons, graphs)

Research has revealed that recall of information given during presentations varies according to the way in which it was presented.

Telling only:

- recall three hours later = 70 %
- recall three days later = 10 %

Visual delivery only:

- recall three hours later = 72 %
- recall three days later = 35 %

Combination of telling and visual delivery:

- recall three hours later = 85 %
- recall three days later = 65 %

These statistics make a compelling case for combining telling and visual delivery. Consider the use of flip charts, overhead projections, slides, videos and handouts.

2. Involving your audience

Your audience is more likely to have a positive attitude towards your presentation and retain information if they are actively involved in the process. Research has revealed that audience attention diminishes after approximately fifteen minutes of talking or lecturing by the presenter.

Strategies for involving your audience include:

- inviting comments, responses, reactions
- posing questions to prompt discussion
- inviting anecdotes or descriptions of experiences relating to points raised
- seeking feedback.
- providing opportunities for role plays, simulations
- brainstorming, ie listing and displaying audience input and key points and using the information to direct part of the presentation.

3. Using non verbal communication

In addition to communication with the audience in words, messages can be transferred via what is commonly known as 'body language' – non verbal communication. Non verbal communication, used appropriately, serves to enhance your presentation and can become a conscious part of your delivery technique.

4. Managing group dynamics

Managing the dynamics of a group is a challenging aspect of presentation. One aspect in particular, responding to questions, is considered here.

Suggestions for managing “Q & A time”:

- Negotiate ground rules WITH YOUR AUDIENCE (this can be done quickly at the beginning of your presentation) eg one response at a time; allow others a chance to ask questions, agree or disagree
- Restate questions asked by the audience so that everyone knows to what you are responding
- Check that the questioner is satisfied with your response (elaborate if necessary)
- Divert some questions back to the audience (where an opportunity for involving your audience exists, where it is not appropriate for you to answer, where there is no simple answer)
- Admit to not knowing an answer (your credibility need not suffer; you can offer to get back to the questioner at some future time)

- React positively (verbally and non verbally) to all questions (each group member's input is respected; nobody is made to feel stupid)
- Ensure that each group member has the opportunity to ask questions (equitable distribution might require you to monitor the number of times an individual has asked a question).

Some key points for facilitating groups

1. Small-group work is a basic tool for high participant involvement and learning. It entails limited 'risk' for the participant and provides significant opportunities for peer learning, support, recognition, and comradeship.
2. Effective use of small-group techniques requires attention to such issues as getting started (icebreakers/openers), group composition, seating arrangements, task assignments, leadership, monitoring group work, using spokespersons, recorders, and observers, and responding to 'problem' participants.
3. When participants work in small groups for considerable time periods their composition should be changed. This will energise them and allow them to work with and learn from new people.
4. Participant seating should be organised so that movement into small group configurations is quick and effortless.
5. Effective small group tasks require clarity of instruction, thought provocation, time limits, and as appropriate, require group decision making or agreement about a task.
6. The effective facilitator endeavours to stay on top of things via monitoring small group proceedings. Key skills are carefully observing, listening, and intervening if necessary.
7. Leaders, recorders, and spokespersons ordinarily should be permitted to emerge naturally. If the small groups are having problems in deciding who executes such roles, the facilitator may introduce random methods of selection.
8. 'Problem' participants should be looked at as a challenge rather than a headache. While many strategies are available to deal with such people, quite often the group itself can decide how to deal with them.

Ending your presentation

Leave a positive, lasting impression:

- alert your audience that you are near to ending so that an opportunity remains to address 'unfinished business'
- summarise your main points
- state any follow up action that may be undertaken, eg have the audience commit to changing a work practice
- acknowledge your audience for their input
- involve your audience in the evaluation of your presentation (ask for verbal feedback, distribute a written evaluation sheet for completion at the end of the presentation or later).

**Adapted from material written by: Training and Development Directorate
NSW Department of Education and Training**

Reading: The 'Never-Evers' of Workshop Facilitation

Peggy A Sharp, *Journal of Staff Development*, Spring 1992, Volume 13, No. 2.

Much has been written about planning effective workshops and staff development sessions. Many of these articles provide specific steps that a facilitator can follow to increase the effectiveness of the session. These articles have generally suggested 'what works' in workshops.

Experience and research also indicate certain things that a facilitator should never do during a workshop. I have gleaned these 'never-ers' from observing presenters, conducting my own workshops, consulting with experts, and reading the literature. As a thoughtful reminder, place this list of 'never-ers' near your other workshop materials.

1. Never ever forget that individuals at the workshop are unique with needs, interests, and experiences particular to them.

Adults have a strong sense of self and bring all life experiences, both past and present, personal and professional, to bear on new learning. Past experiences are the foundation for current learning; present experiences often provide impetus. Remember that each adult in the session has a different reason for attending and will be pleased and inspired by and learn from different activities and workshop experiences. Various instructional strategies such as small group discussions, lectures, simulations, reading, writing, and the use of media are techniques which can be used to accommodate various learning styles. Provide for these individual differences as you plan the workshop and facilitate its activities.

2. Never ever require individuals to participate in an activity.

Many participants are eager to share and try out new ideas with colleagues in a workshop. Some, however, are uncomfortable and feel foolish. Participants are unique individuals deserving of the respect from the facilitator and from others in the workshop. Individual differences among learners should be accommodated through a variety of strategies and opportunities during the workshop. When suggesting activities make it clear that participation is optional, those who prefer to watch and learn will learn from the activity in their own way.

3. Never ever talk to participants as if they are children.

Adults are not second graders and should not be treated as such. It is important that specific adult-orientated presentation, communication, and facilitation skills be incorporated into the workshop and that consideration be given to the particular needs of participants. While it is likely that some of the information will be shared with a group of teachers directly related to their work with students, remember that participants in a workshop are adults and are worthy of the respect normally afforded adults.

4. Never ever ridicule participants or their experiences.

Each participant is unique, having various life experiences -past and present, personal and professional. Acknowledge the expertise and experience of the participants. It is inappropriate to put people in the position of feeling uncomfortable about what they do know or something they have done.

5. Never ever neglect the participants' personal needs.

Participants have basic physical needs that need to be met if learning is to occur. Be sure to give participants ample breaks and make it clear that you understand they may need to get up at times other than the break. Likewise, provide appropriate refreshments for breaks and tables and chairs appropriately sized for adults.

6. Never ever say that you are going to rush through and compress material in order to complete what is usually a longer workshop in a shorter length of time.

Participants want to know that the workshop you are facilitating is appropriate for them. Rather than feeling rushed through the presentation, develop a plan for the specific workshop you are facilitating. Workshops need to be planned in order to meet the needs of the learners in that particular setting. Participants should not be told that they're getting the shorter version of a longer presentation. Be certain to cut it thoughtfully so that the workshop stands on its own.

7. Never ever say that you would be able to do something else if you had more time in the workshop.

Again, participants deserve to attend a session that was developed just for them. Give the participants all you can in the time provided without referring to what they are missing.

8. Never ever say that you would have brought more materials if it had been possible.

Participants need to know that you are ready for them and that they are getting all that they deserve. They are not interested in listening to your excuses as to why the materials were too heavy, took up too much space, or that you lacked time to produce the materials. If you neglected to bring some materials, the participants will generally only know if you tell them.

9. Never ever tell participants what you've forgotten.

Participants have no idea what you intended to bring or what you intended to say, so they will have no idea of what you've forgotten. Appearing disorganised is a sure reason for participants to think there is something wrong with the workshop. If they know that you have mistakenly left something behind, they may feel cheated.

10. Never ever give excuses.

Participants do not like to know what could have been better; they want to know that the best is today. Remember that people do not want to spend their time on something that is not the best it can be. Even if the facilitator knows it could be better, the participants do not need to hear that particular insight. However, if you have made a mistake that is obvious to everyone, do not hesitate admitting the fact.

11. Never ever read from a lengthy prepared text.

Reading excerpts from a paper or book is appropriate, but never read an extended paper or lengthy selection from a book. The audience is important, and reading from a paper can give the impression that the participants are irrelevant. If it is important that the participants have the information verbatim, then provide a copy.

12. Never ever share illegible handouts.

If the workshop materials have been printed, be sure that they are worth the time and expense of the printing. High quality originals should be used as the photocopy masters. Avoid using second generation photocopies as the originals for workshop materials since the print quality will be diminished. As adults age, it becomes more difficult for them to read small print, so it is especially important to have clear copies with adequate sized print.

13. Never ever share a disorganised 'mishmash' for a handout.

Participants will want to leave with materials that reflect the content of the workshop. Be sure each handout includes the title of the workshop and is carefully organised to reflect the content of the session. Page numbers are essential to help people locate information during the workshop and after they leave the session. Graphics and the effective use of white or open space will enhance the appearance of the materials. Always give a name and address for a contact person for follow-up information after the workshop is completed.

14. *Never ever give participants something to read and then read it with them.*

Most participants are perfectly capable of reading on their own and would prefer that the workshop include information and activities that supplement what they can read independently. Do not waste valuable workshop time reading material they can read themselves. It is important to remember that adults are active participants in their learning process and can take responsibility for their own learning (Brookfield, 1986).

15. *Never ever share overhead transparencies that participants cannot see or read.*

If the people in the back row cannot see the words on the overhead transparency, they are too small or too low. If you cannot read the original for the transparency from eight feet away, the words are too small for an overhead transparency. The general rule is that the letters on a transparency need to be a minimum height of one-quarter of an inch. Transparencies produced from laser printers can include bold typestyles in sizes larger than those generated by a typewriter. Use the top third of the transparency for the most significant information and limit your transparencies to a single idea. The appropriate use of colours and symbols can enhance your transparencies. Ask someone at the back of the room to signal you if there is a transparency that is not plainly visible so that you can make appropriate adjustments.

16. *Never ever share with participants a workshop schedule that is impossible to follow.*

It is a good idea to share with participants the general structure of the day. However, if you identify specific time for particular activities, you need to be prepared to follow that schedule exactly. Very precise time schedules can lead to anxiety as participants wonder when the workshop will be back on track. It is usually better to identify broad subject areas and general time frames rather than work to specific topics for specific time periods. It is important to be organised but at the same time allow yourself some flexibility and opportunity to respond to the needs of the participants and unexpected events of the day.

17. *Never ever go past the scheduled time.*

Participants want a full workshop, but they have expectations of when it will end. Going beyond the scheduled time only creates anxiety, and participants will spend much more time worrying about when the facilitator will close than considering what is being shared. Be certain to stop at or a few minutes before the scheduled ending time even if you were unable to share all that you wanted. Those who are truly interested may talk with you privately after the session.

18. *Never ever forget that you have an audience.*

Workshop facilitation is collaborative in that the facilitator and participants work together during the workshop. Remember to walk among and talk with the participants. Standing at the front for too long creates an artificial boundary between you and the participants and makes an atmosphere of collegial collaboration difficult to attain.

19. *Never ever take the workshop so seriously that everyone (including the facilitator) cannot have fun.*

While the content of the workshop is important, do not forget to 'lighten up' and insert some humour and levity throughout the day. Use humour that fits naturally and logically into the workshop to make a point and help everyone feel at ease.

20. *Never ever plan a workshop without considering the list of never-ers.*

An inadvertent misstep related to one of these 'never-ers' can make the difference between a quality workshop and one that is never presented again. Use these reminders and suggestions

as a guide to help make your next workshop better than ever and one that participants would 'never-ever' want to miss.

Effective Learning Principles

1. Core thinking skills

Skills	Descriptions
Focussing skills	Defining problems, Setting goals
Information gathering skills	Observing, Formulating questions
Remembering skills	Encoding, Recalling
Organising skills	Comparing, Classifying, Ordering, Representing
Analysing skills	Identifying attributes and components, Identifying main ideas, Identifying relationships and patterns, Identifying errors
Generating skills	Inferring, Predicting, Elaborating
Integrating skills	Summarising, Restructuring
Evaluating skills	Establishing criteria, Verifying

2. Multiple Intelligences Toolbox

(*Seven Ways of Teaching: The Artistry of Teaching with Multiple Intelligences*, Skylight Publishing, 1991)

Intelligences	
Verbal/Linguistic	Reading, Vocabulary, Formal speech, Journal/Diary keeping, Creative writing, Poetry, Verbal debate, Impromptu speaking, Humour/Jokes, Story telling
Logical/Mathematical	Abstract symbols/Formulae, Outlining, Graphic organisers, Number sequences, Calculation, Deciphering codes, Forcing relationships, Syllogisms, Problem solving, Pattern games
Visual/Spatial	Guided imagery, Active imagination, Colour schemes, Patterns/designs, Painting, Drawing, Mind-mapping, Pretending, Sculpture, Pictures
Body/Kinesthetic	Folk/Creative dance, Role playing, Physical gestures, Drama, Martial arts, Body language, Physical exercise, Mime, Inventing, Sports, Games
Musical/Rhythmic	Rhythmic patterns, Vocal sounds/Tones, Music composition/Creation, Percussion vibrations, Humming, Environmental sounds, Singing, Tonal patterns, Music performance
Interpersonal	Giving feedback, Intuiting others' feelings, Cooperative learning strategies, Person-to-person communication, Empathy practices, Division of labour, Collaborative skills, Receiving feedback, Sensing others' motives, Group projects
Intra-personal	Silent reflection methods, Meta-cognition techniques, Thinking strategies, Emotional processing, 'Know thyself' procedures, Mindfulness practices, Focussing/Concentrating skills, Higher-order Reasoning, Complex guided imagery, 'Centering' practices

3. Questioning for Quality Thinking

(Bloom's Taxonomy)

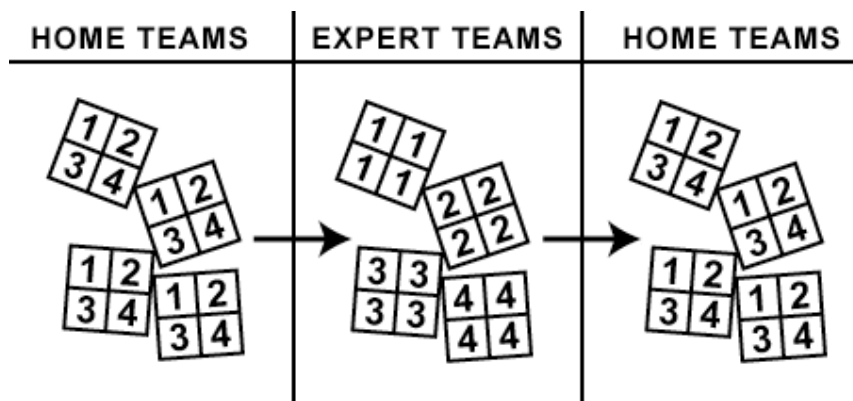
Thinking Levels	Questions
Knowledge – identification and recall of knowledge	Who, what, when, how, where, .. Describe...
Comprehension – Organisation of facts and ideas	Retell in your own words What is the main idea of?
Application – Use of facts, rules, principles	How is an example of? How is related to? Why is significant?
Analysis – separation of the whole into component parts	What are the parts or features of? Classify according to Outline/ Draw a diagram or web What evidence can you find for?
Synthesis – combination of ideas to form a new whole	What would you predict/infer from? What ideas can you add to? How would you design/create a new? What might happen if you combined with? What solutions would you suggest for?
Evaluation – Development of opinions, judgements or decisions	Do you agree? What do you think about? What is the most important? Prioritise How would you decide about? What criteria would you use to assess?

Cooperative group strategies

Cooperative learning is an active learning process in which the academic and social skills are fostered through face-to-face learner interaction, individual accountability and positive interdependence.

It is very different from two other learning strategies: competitive and individual. There is also a big difference between cooperative learning and teamwork. Cooperative groups may work as a team. And teams may co-operate or compete. But in cooperative learning, part of the explicit group experience is to develop collaborative skills, whereas a team is usually designed to produce a specific product or result.

STRATEGY 1: EXPERT JIGSAW



In Expert Jigsaw, learners in each team are given specific responsibilities. To implement this structure:

1. Form learners into Home Teams of four members, and number them from 1 to 4.
2. Introduce the project or activity to the Home Teams eg 'Plan a district sports carnival'
3. The specific functions of the Expert Teams are then outlined in the following fashion:
 - Expert Team 1: Dates, venues & publicity.
 - Expert Team 2: Athletics program.
 - Expert Team 3: Team sports program.
 - Expert Team 4: Catering.
4. The Home Teams are then reformed into Expert Teams, which means that all of the Home Team No.1's move to Expert Team No.1, Home Team No.2's into Expert Team No.2, and so on.
5. The Expert Teams then research their specialized area, and develop a range of ideas.
6. Expert Teams then split up, with all members returning to their original Home Team. At this stage, there then will be an 'expert' on each of the areas, such as 'furniture', within each of the Home Teams.
7. By pooling their collective knowledge, the team members then can undertake their original task in a professional manner.

Created by Eliot Aronson

STRATEGY 2: THINK-PAIR-SHARE, THINK- PAIR-WRITE-SHARE, THINK- PAIR- SHARE-WRITE

Learners interact with a partner to complete their work requirements.

Learners individually reflect on an answer or idea, then they pair up with another learner and share their ideas, then each learner in the pair shares the partner's idea with a small group or class.

Variations: Think- Pair-Write-Share, Think- Pair- Share-Write

STRATEGY 3: PAIRS

Learners interact with a partner to complete their work requirements.

Pairing is an excellent introductory structure for a presenter/facilitator who has displayed some initial interest in co-operative learning processes. To introduce the basic pairing arrangement:

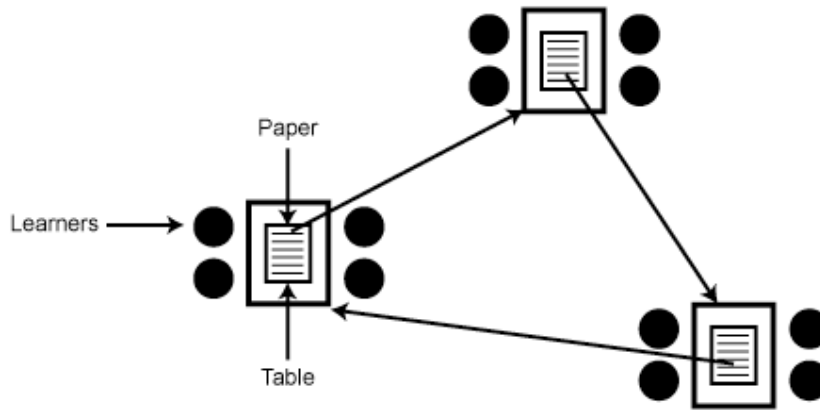
1. Ask learners to form into pairs.
2. Outline a particular task to be completed by each pair of learners. If there is an 'extra' learner left over after the pairs have been organized, try the following options:
 - a. The presenter/facilitator can become the partner (but be careful; the 'last' learner may have difficulty socializing with the others and may simply prefer to work with the presenter/facilitator);
 - b. Form one 3-way group, and ask them to share the activities.

Variations:

1. Pair-Check (Spencer Kagan):
 - a. Learners divide into pairs.
 - b. Each learner is given a problem to complete.
 - c. When they finish, they take turns to check their partner's answer, and then praise their partner for their efforts. Roles are then reversed.
2. Think:Pair:Share (Spencer Kagan):
 - a. Divide the learners into pairs.
 - b. The class is asked a question by the presenter/facilitator.
 - c. Each person silently thinks about the possible answer for at least five seconds (this amount of time can vary widely).
 - d. Learners turn to each other, and discuss possible answers (the time in this section can vary from 30 seconds to 30 minutes or more)
 - e. The presenter/facilitator then asks for one pair to share their answer with the class.

STRATEGY 4: ROUND ROBIN

All learners contribute their ideas



Place 3-5 learners at each table. There is one piece of paper and one scribe per table.

1. The team members at each table are given the same topic on which to respond, eg 'list all the components of ... ' or 'what are the major needs of ...'. However, each of the tables can be given a different topic.
2. At the given signal, each group begins their brainstorming whilst the scribe records their ideas.
3. After 90 seconds or so, with a signal from the presenter/facilitator, the pieces of paper move one desk to the left. One member in each team reads the responses from the previous table and then continues to generate and record more ideas on the new piece of paper. The rule is that learners may not repeat what they have recorded previously.
4. After 2 minutes, move the papers to the left again on the presenters/facilitators signal, and repeat the process.
5. After three or four rotations, the process enters a new phase. The presenter/facilitator can ask each group to rank the best three or four ideas or ask them to annotate the various answers in terms of classifications designed by the presenter/facilitator (or learners) such as 'the most creative ideas', 'the most practical ideas', ideas which meet criteria A, then B. Learners will then feedback their selections to the presenter/facilitator who will record these on the board in order to start discussion or debate. There are many ways in which presenter/facilitator can add value to the preliminary Round Robin.

Each learner has a turn to write, draw or state their response simply by going around the group. This is to ensure that everyone in the group participates.

In clockwise or anti-clockwise order team members each add their contribution to the group. Verbal contributions are usually brief (as in one word 'stories') so that no one waits too long to contribute.

Written contributions can be either sequential (one piece of paper and one pen passing quickly around the group) or simultaneously (one piece of paper and pen per group member, with all pieces of papers passing around the group simultaneously, each member adding a contribution to each.)

STRATEGY 5: BRAINSTORMING

Useful to get out as many ideas as possible; all ideas accepted without evaluation or discussion; quantity of ideas is more important than quality; 'piggyback' extending other people's ideas is encouraged; two recorders may be helpful.

Brainstorming is used when a group/class meet in order to record all the information they already know on a topic, to develop new ideas or to stimulate creative thinking.

Learners 'let the ideas come into their heads', write them down, sort them, and decide which require further research.

How does one plan for brainstorming?

- Decide what subject, topic or part of topic the participants need to investigate
- Consider the group's size – a whole class brainstorm will produce more information but small group brainstorming will encourage all learners to participate.
- Decide how you are going to record the participants' responses. If you are going to use a table or a chart, then decide on the headings used to organise the information.

How does one manage a brainstorm activity?

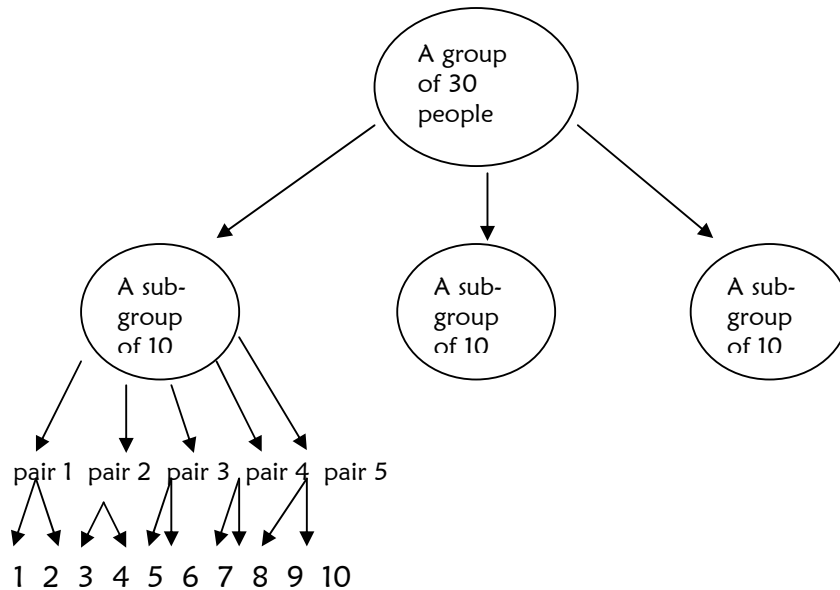
- Ensure all participants know the purpose of the activity
- Encourage all participants to participate, letting ideas 'come into their heads'
- Appoint a recorder for small groups or the presenter/facilitator should be the recorder for the whole group. Ensure all contributions are recorded.
- Decide how you can organise the information. Do this with the whole group or small groups.

STRATEGY 6: CO-OP, CO-OP

Learners divide the task or activity into parts so that each group is responsible for one part of the task; sub-groups within a group divide the part further to research and present to their group; then groups synthesise material from subgroups and prepare a group presentation to the larger group.

After each team has selected the part they are going to study, they then divide the part into sub-parts and allocate them to sub-groups. The sub-groups then divide each sub-part further, so that each individual has something to do. After this, each member works individually. This may take various forms including library research, interviews, surveys, and so on.

Here is an illustration of the organisation.



Thus every individual has a part to play

The team leader ensures that all areas of the task are covered.

Once the task preparation has been completed, the preparation for presentation takes place. At this stage the team must discuss the parts to determine whether all aspects of the task have been covered adequately.

The sub-group members meet to integrate and synthesise their material; during this process the sub-groups become aware of what the other members have done.

Then the sub-groups meet to integrate and synthesise the part; during this process the whole team becomes familiar with the task.

Then the team's task is presented to the whole group.

The team must also determine the form of presentation to the whole group – lecture, display, demonstration, skits, etc. The use of aids, whiteboard, handouts, overhead transparencies, etc. should also be decided upon.

The team is responsible for running their session within the time allocated. Question and answer period may be included, and the presenter/facilitator should organise post-presentation debriefing with all teams.

This strategy may be used when you have a lot of issues/tasks or a smaller number of quite tricky questions.

Eg. There are six questions to answer. The team divides into four groups. Each group chooses to answer three questions. Each member of Group 1 may decide to do one of the questions. The way the task is divided depends on the number of people in the class.

Group 1	Group 2	Group 3	Group 4
Question numbers 1, 2, 3	Question numbers 2, 3, 4	Question numbers 4, 5, 6	Question numbers 1, 5, 6

This ensures that each question has at least two sets of people who have thought about it at length.

STRATEGY 7: ROLE PLAY

Role play involves taking on and acting out roles of real or imaginary individuals in varied situations (Walking in someone else's shoes). The learners should feel safe in these situations. Role play should help learners identify their own values and develop empathy for other people.

How does one plan for role plays?

- Identify the purpose of the role play
- Consider the casting of learners
- Arrange any necessary props
- Select a suitable location for performing the role play (this can be in the classroom, or under a tree outside, or anywhere with enough space)

How does one manage role play activities?

- Explain the role play to the whole group
- Cast participants in various roles. Try to begin with those who are comfortable and relaxed about participating.
- Discuss the role and how they might be played as a whole group.
- Explain the audience is to observe the behaviour acted out.
- Remind the actors they are trying to behave, think and feel like someone else.
- You can stop and restart the role play at any time: to get advice and answer questions from the audience, to question the actors about their behaviour, to add more players, etc.
- Immediately after the role play, ask questions of the actors which they answer in character. For example, how were you feeling? Why did you respond that way?

STRATEGY 8: LISTENING TRIANGLES

A listening triangle involves participants working in groups of three to discuss an idea or issues related to a theme or topic being studied. This strategy encourages those who are usually quiet to participate in a group discussion.

How does one plan for listening triangles?

- Organise participants into groups of three
- Name each individual as listener, talker, observer
- Prepare some specific questions for the participants to discuss during the activity.

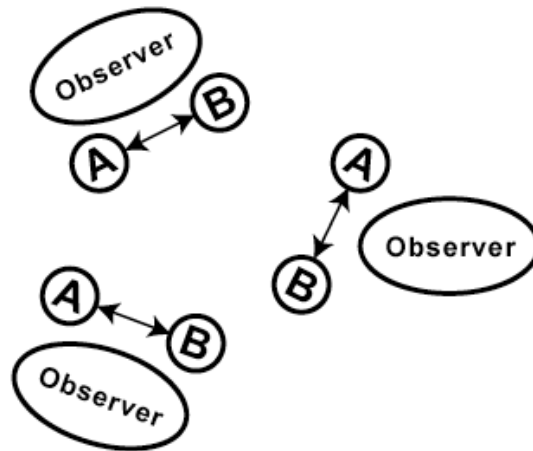
How can you manage a listening triangles activity?

- Divide the class into groups of three
- Each participant chooses a role (either a listener, talker or observer)
- For one minute the talker talks about their feelings, opinions, preferences etc. related to the questions you have given them.
- Then the listener gives a summary of the main points made by the talker. The listener can make brief notes if they find that helpful.
- The observer makes a brief comment about whether or not they think the listener's summary is accurate.
- Everyone moves to the next chair on the left and the activity is repeated using the same question.

Do this again so that everyone has had a turn being the talker, listener and observer.

STRATEGY 9: TRIADS

Learners form into groups of three. Two of them complete the task, and the third provides a support role by observing and feeding back on his/her group's efforts.



To introduce Triads:

1. Divide into teams of three members.
2. Appoint one team member as the 'supporter'. This person will take no active part in the designated activity.
3. Outline a specific task for the remaining two members, such as, to develop a plan for organizing the school dance.
4. While the two members work on the plan, the Supporter records some observations on their interactions.
5. When the task is finished, the Supporter provides feedback to the two team members. Only positive feedback should be offered. This could take the form of a 2Q (1. What was done well? 2. How could it have been done differently?)

Team positions later can be rotated, so that all three learners eventually can take part as the Supporter.

STRATEGY 10: FISHBOWL

This is a useful strategy with a plenary session of a larger group (12 or more participants) when you want to promote some discussion about group dynamics and interaction along with any other issues at hand.

The team leader formulates two controversial topics or questions relevant to the participants and writes them up for the whole group to consider.

Step 1

Participants divide into two groups of equal size - A and B.

Step 2

Group A elects a leader and this group sits in an inner discussion circle. Group B is seated in an outer circle to listen, observe and record features of Group A's discussion. Group B's task, explained orally, or written up, is to listen carefully to the flow of the discussion, commenting on its relevance, coverage and interest, on the degree of participation of the group's members, and formulate ideas or questions that could help to maximise the effectiveness of group discussion in general.

Step 3

Group A begins discussion of Topic 1, held for a strictly timed period (say 5 or 10 minutes). Group B undertakes previously outlined tasks.

Step 4

Leader invites Group B members to contribute their comments/observations.

Step 5

Groups swap roles, Group B now discussing Topic 2.

Step 6

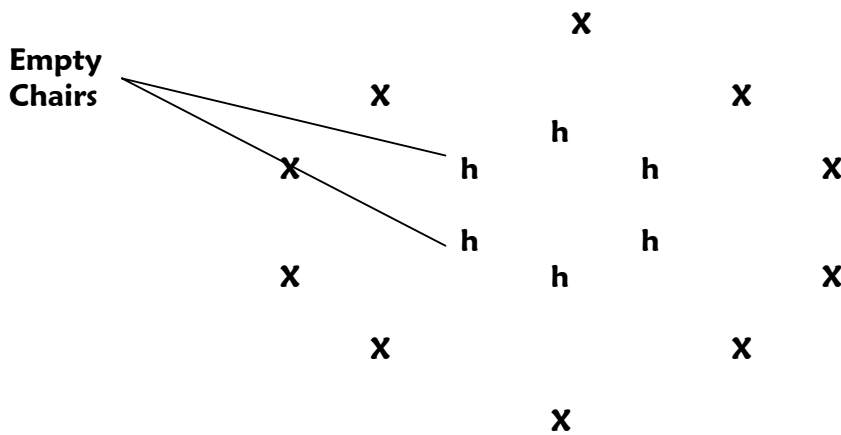
Repeat Step 4 and leader elicits participants' general observations about effective group discussions.

Version B

As the above version can be rather protracted, the process can be streamlined by reducing it to Steps 1-4 and then concluding.

Alternatively, Step 4 could consist of a re-grouping of participants into 4-6 smaller groups comprised of both A&B members of previous groups to have a de-briefing discussion, or a discussion of a second topic.

The 'presenting' group or team has a conversation in a circle in the centre of the room with one or two empty chairs. Reflectors listen and observe outside the circle. When an individual wants to ask a clarifying question or make a comment he/she moves into an empty chair, asks the question or makes a comment, and then moves out again either right away or when the interchange is completed.

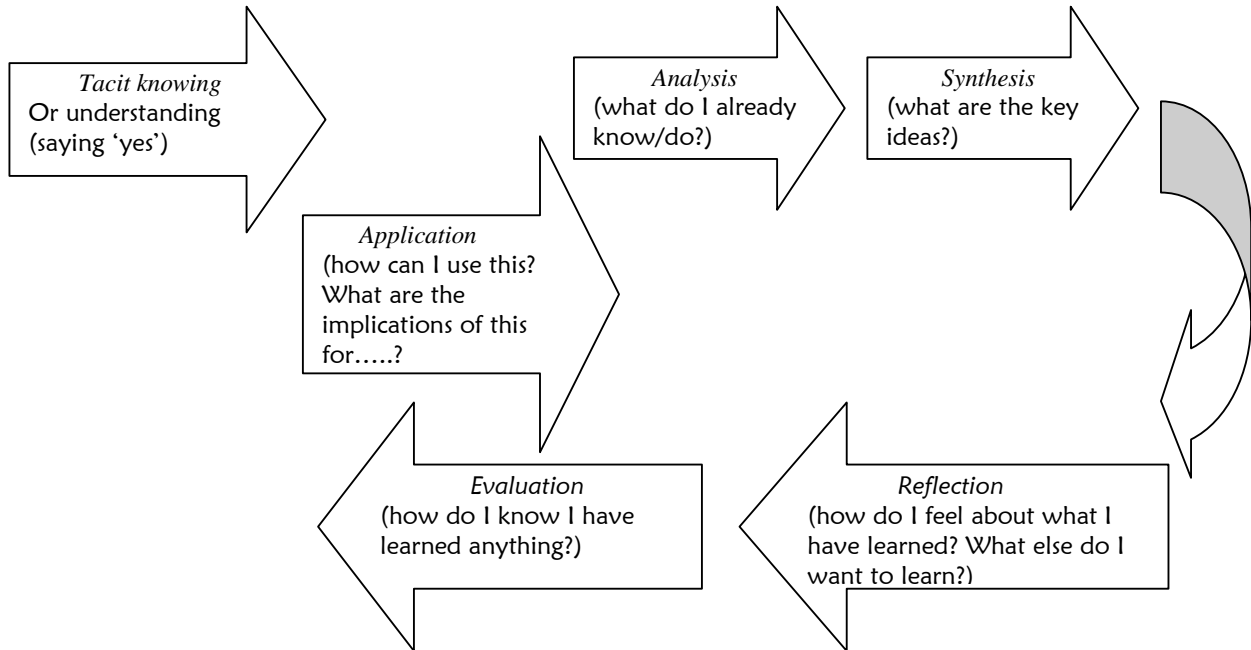


Cognitive Organisers

Cognitive organisers are ways of planning, sequencing and organising thoughts and ideas relating to a topic, issue, process or concept. It basically illustrates the thinking process and the logic behind a course of action.

ORGANISER 1: FLOW CHARTS

Here is an example of a flow chart where one idea leads to the next, sometimes in a linear fashion, at other times branching off and at a later stage coming back together.



ORGANISER 2: PMI CHART

Many people turn out to be poor thinkers because they only use their thinking to back up their instant judgements instead of using thinking to explore a subject.

The PMI system is used to explore a subject, before announcing a judgement.

It is a simple and convenient tool for treating ideas that come up in the course of lateral thinking.

P is for Plus

Look in the plus direction

Look for positive points

Look for advantages

This is not a judgement, but a deliberate look in the plus direction.

M is for Minus

Look in the minus direction

Look for the negative points

Look for the disadvantages

I is for Interesting

There are neither plus nor minus points, but worth noting.

To help with this respect we can use two phrases:

“It would be interesting to see if.....”

“It would be interesting to see whether...”

When using the PMI technique, look in one direction at a time. Be as thorough and comprehensive as you can in one direction before exploring another.

Always use P and M and I. Never stop at just P or M. The I is the most valuable part of the process.

P	M	I

Ways of using PMI

- I don't like the suggestion, but I will do a PMI on it.
- Do a PMI on that idea for me.
- You have rejected that idea; now do a PMI on it.
- The idea seems great; nevertheless let's do a PMI on it.
- Is there any harm in doing a PMI before proceeding?

ORGANISER 3: MIND MAPS/CONCEPT MAPS

A mind or concept map is a way of recording information in an organised way. Mind maps can be used as a way of recording information from a brainstorming session. Ideas and concepts from brainstorming are linked together by lines or arrows.

Maps can take different forms. You can make simple connections to a main idea, or you can map a range of ideas and 'sub' ideas which are linked in various ways. Maps can also include pictures and diagrams as well as words.

How does one plan for concept/mind mapping?

- Decide on the format of the map.
- Decide whether to do this as a whole class or small groups.
- Help the participants decide on the most useful concepts or ideas to organise the map around.

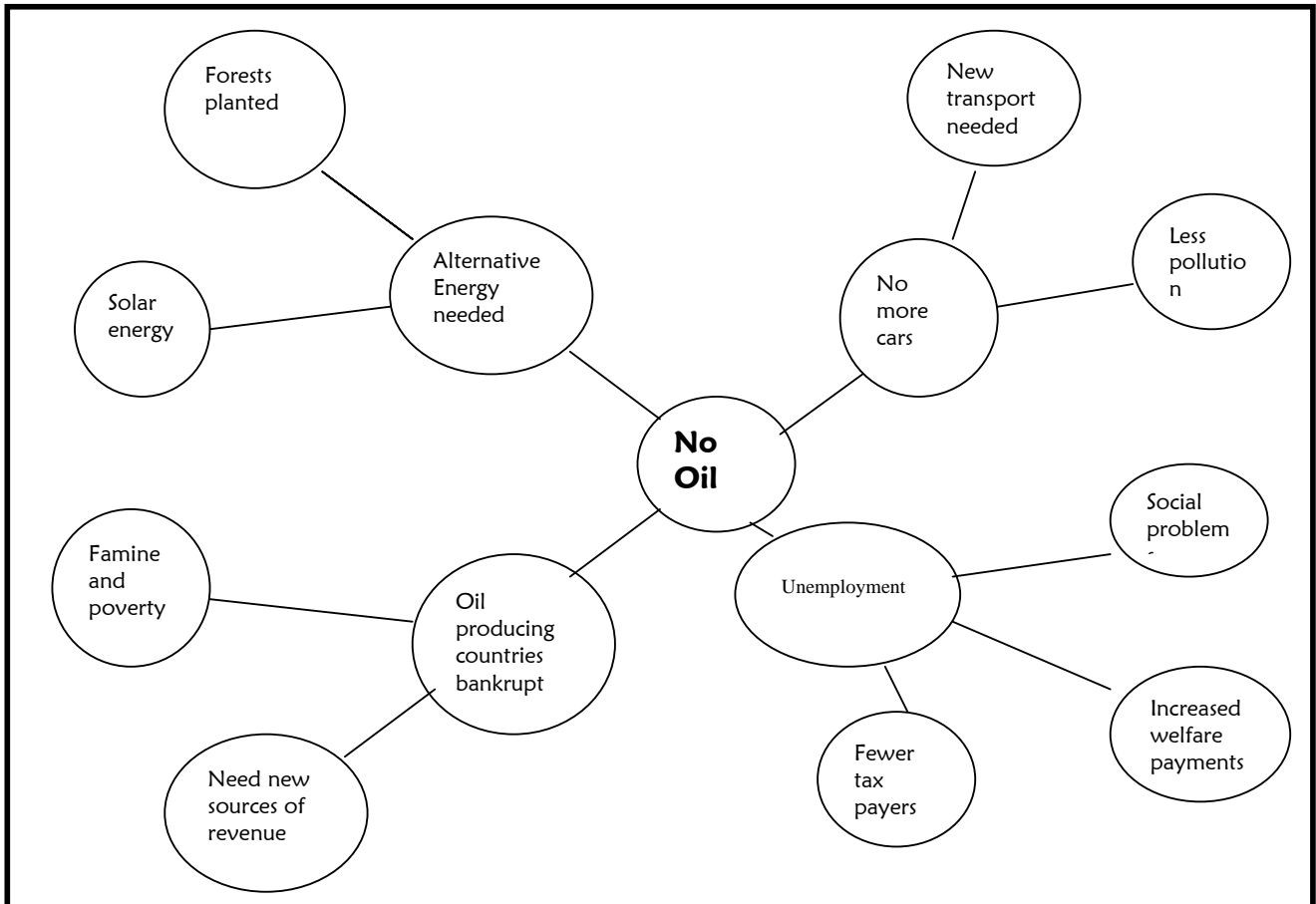
How does one manage a mind/concept mapping activity?

- Make sure all learners understand what the purpose of the mind map is.
- Give participants time to develop their own maps in groups and make their own connections.
- Display different maps for learners to refer to and use.
- Model how to create and interpret mind and concept maps.

Mind maps can be done by one learner or a group of learners; they can be done at the beginning of a new topic or concept or at the end as a form of assessment or for summarising learning. In a group situation each learner is given a different coloured pen; a single topic or idea is written in the middle of a page and learners are asked to develop ideas by branching off the main idea and each other's ideas; extension of each other's ideas are shown by different ink colours.

Concept maps are more elaborate than mind maps. A single concept is written in the middle of a large sheet of paper. A learner or a group of learners is then asked to link the concept to other concepts by branching off the main concept. The link between any two concepts is then written up along the line linking them to justify the linkage. An alternative form provides a number of concepts which the learners are then asked to link, again explaining the linkage.

Here is an example of a mind map completed when participants were asked: “what would happen if oil ran out?”



ORGANISER 4: TEACH SOMEONE ELSE

Learners tend to retain 95% of what they have learned if they teach it to someone else. However, a learner may wish to reflect on and practise what he or she has learned before attempting to teach it.

ORGANISER 5: LEARNING CONTRACTS

A learning contract is often a negotiated agreement between a learner and the assessor. The trainee’s learning contract and the learning contracts in the in-service units are examples.

STRATEGY 6: SIX THINKING HATS

Six thinking hats is a strategy for improving thinking. It helps to clarify your purpose or the direction of instructions when you are confused and not sure how to explain issues, ideas. It can be used in classrooms, in teams, and for whole school decision making.

How It is Used

'Six hats' takes decision from people and does the following:

- It allows everyone to have a say and discuss the issue freely.
- This allows every one to give their own view about topics discussed.
- 'Six hats' helps everyone to wear the same head at the same moment.
- Keeping quite is not an option. In other words all are free to say and express what they think freely.
- The colour of the hat dictates the position or view the wearer should take.

White Hat: No. 1 - Facts & Figures, Neutral and objective

- No interpretations or opinions or arguments or ideas allowed..... only facts.
- Facts are given without an argument or supporting statement they are just tabled. When asking for facts, focus the question on what is relevant - as a barrister does

Two Levels of Facts

- Proven and verified facts
- Facts which are believed to be true need to be proven

Red Hat: Hat No. 2 - Emotions & Feelings

Red hat thinking gives the emotional view of a subject. It is the opposite of white Hat thinking

Red hat Thinking provides:

- a formal and defined way of bringing positive and negative emotions into the open
- the red hat gives permission to express feelings
- there is no need to justify or explain or apologize for the emotions
- red hat provides protections and cover for us when we express emotions

Green Hat: Hat No. 3 - Creative & Lateral Thinking

- Green is for escaping from the old ways and ideas to find new ones.
- Green is for change but it is a focused and deliberate effort not random thoughts
- The green allows us to set aside time for creative effort. There may be no new ideas flowing, but the effort has been made
- The green hat makes creative thinking a formal and legitimate part of the process rather than luxury
- The green hat protects emerging new ideas from the black hat
- It cannot make us creative but it can give us time and focus to be so. If you spend more time looking for alternatives, you are likely to find more
- We cannot demand creativity - we can only demand effort and time
- Creativity is about taking something out of current patterns or hanging the patterns or switching patterns
- The aim is to find new ways of doing things - beyond the obvious and tested.

Yellow Hat: Hat No. 4 - Positive: Yellow is sunny and positive

This is opposite of black hat

- It depends on a desire to make things happen
- Under the yellow hat we look forward to the places we want to go
- The important thing is not to give up too early when ideas or proposals are not positive
- In Yellow hat we try to find the possible benefit of an idea or proposal and seeks to justify them to strengthen the idea
- Yellow hat idea does not have to be brilliant or new or clever. The can be routine, or mundane, or proven ways of doing things
- Yellow hat thinking is to do with vision - the vision of what you want must come before you can begin on the form and detail

- A vision sets a direction for thinking and action
- Yellow hat can be an effective application of old ideas to new problems or generating alternative approaches to a problem or defining opportunities
- It is about a positive attitude of getting the job done.
- It is about effectiveness rather than novelty. Green hat thinking is about novelty.

Black Hat: Hat No. 5 - What is wrong with it?

Most people feel comfortable under the black hat because of our cultural emphasis on argument and criticism. Objections and criticisms are made after the proposals and ideas have been explored properly. Then criticize logically.

- Black is gloomy and negative -why something can not be done.
- It is logical negative, but not emotional.
- When in black hat mode, a view is justified or supported with logic.
- If things are getting too negative ask them to take off the black hat. This is a clear and definite way of switching away from the negative.
- Facts are provided under the white hat but challenges under the black hat. Aim is to point out weaknesses in an objective manner as a barrister would do in a court
- The duty of the black hat is to point out the risk, dangers, faults, shortfalls and potential problems of strategies or proposal or ideas, or direction, so that they can be assessed properly before committing to action.

Blue Hat: Hat No. 6 - Controlling of Thinking

The blue hat is concerned with control, the structure and the organization of the thinking process- how the other hats are used.

The blue hat thinker calls for the use of the other hats in the way that a conductor signals for different instruments of an orchestra to be brought into play.

It tells us when to switch hats.

- Blue hat sets the focus, defines the problem, and goal shapes the issues and concerns that need to be addressed.
- Blue hat makes sure that group does not get bogged down in side issues.
- Blue hat thinking makes sure that alternative definitions of the problem or issue are brought to the table.
- Blue hat is for summaries, overviews and conclusions as in a chairing or convening role
- Blue hat monitors the thinking process and ensures that rules of the game are observed and insist in the discipline of thinking with the hats on and stops arguments.

ORGANISER 7: 180 Degrees

One of the characteristics of effective thinkers and learners is that they are able to see more than one side to an argument. Yet too often, we are blinded by our own passion, and then fail to give balance to an argument. We really need to be encouraged to look for weaknesses or new perspectives to our argument and using the 180 degree turnabout can facilitate that outcome.

Ask learners to state their present point of view or opinion then argue from a 180-degree turnabout (i.e. give the opposite point of view or argument).

An extension of this is to invite learners to respond to these 180 degree comments with positive feedback, and to look for points that reinforce the 180 degree comments.

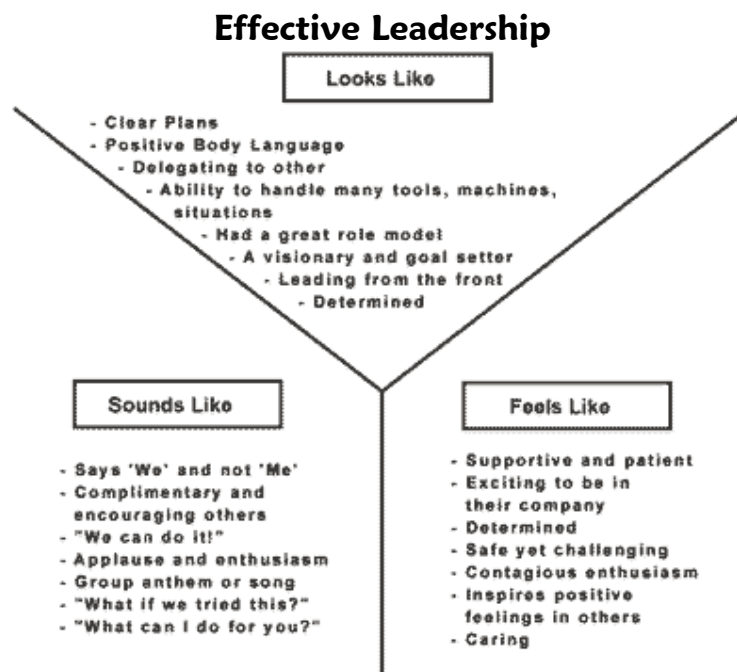
ORGANISER 8: Y CHART

This is a wonderful strategy to involve learners in in-depth thinking on any situation. It encourages learners to move from **concrete** descriptions (eg, positive body language) to **abstract** descriptors.

In the Looks Like segment, learners could note that effective leadership looks like 'positive body language' (**concrete** description) to 'determined, visionary' (**abstract** description).

Learners will also move from the **obvious** aspects of Leadership (eg, Clear Plans) to the implied (eg, had a great role model). In the case of a rude receptionist, 'Rude Behaviour' is what it 'Looks Like'. However, in attempting to look behind or beyond what is obvious, we can imply that the owners of the business do not care for their clients, that they have not trained the receptionist or simply that they have no idea about the importance of public relations and perceptions.

In the segment on '**Sounds Like**', encourage learners to think of the types of conversations which could be used. In the case of Leadership, it could **Sound Like** "we" and not "me" (this gem came from an eleven-year-old). It Sounds Like "How can I help you?"



In '**Feels Like**', we have tactile as well as emotional, spiritual feelings. Effective Leadership Feels Like 'hands-on', as well as 'challenging, supportive, safe and caring'.

The real value of the Y-Chart lies in providing a rich tapestry of adjectival responses on which one can build a better product. Instead of asking learners to write on the topic of Effective Leadership, engaging in a Y-Chart for five minutes as a preparatory exercise will lead to a better product.

ORGANISER 9: SWOT ANALYSIS

Topic: _____	
Strengths _____ _____ _____ _____	Weaknesses _____ _____ _____ _____
Opportunities _____ _____ _____ _____	Threats _____ _____ _____ _____
Action 1 _____	
Action 2 _____	

- Strengths:** Look for all of the Strengths of the proposal / idea / the topic of discussion. Think as widely as possible.
- Weaknesses:** Then look for Weaknesses, and obvious problems or mismatches.
- Opportunities:** Then search for Opportunities existing around you that could overcome some or all of the Weaknesses.
- Threats:** List the threats that may arise out of the proposal or as a result of not taking any action. Some threats may be negated by existing opportunities and others may be met or negated through some of the Strengths.

LEARNING MODELS

MODEL 1: LDSR – Learn – Do – Share - Reflect

Sample Self-paced Learning Module using this model

Topic: Creating a Mind map

Initial Self-assessment: Indicate on the following scale (✓) your current knowledge/ skill level with Mind maps.

What's a mind map?	I have heard the term 'mind map', but do not know what it is	I have seen mind maps, but do not know how to draw one	I have drawn several mind maps	I can teach others to create mind maps
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Outcomes:

When you complete this module, you can:

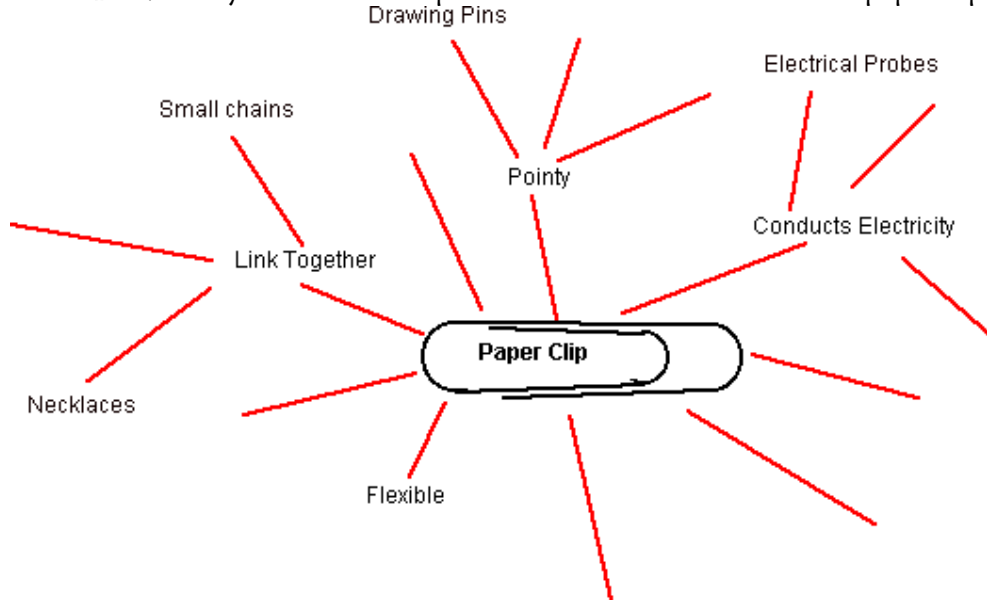
- state the general principles of mind maps
- draw a simple mind map
- critique the elements of mind map design
- instruct others in drawing mind maps

Let's begin!

D

Do

1. Look closely at this mind map about some alternative uses for a paper clip



2. List two things about this mind map that interest or puzzle you

a. _____

b. _____

3. Write one or two sentences outlining the content of this mind map.

(If you were asked to write a list about the uses of paperclips, you would become bored and would probably slow down. Alternatively, a mind map allows building on previous ideas, attributes, or stepping stone ideas).

S Discuss your comments with your learning partner or another person.

L Read the following description of mind maps.

What is a mind map?

A mind map consists of a central word or concept; around the central word you draw the 5 to 10 main ideas that relate to that word. You then take each of those child words and again draw the 5 to 10 main ideas that relate to each of those words.

In this way an exponential number of related ideas can quickly be produced with virtually no mental effort. The concept of 'writers block' is hard to understand once you have grasped the use of this simple technique!

The Mind Map is based on the *logic of association*, not the logic of time (as in a list)

The Basic Ordering Ideas (BOI) in any Mind Map are those words or images which are the simplest and most obvious ordering devices. They are the key concepts, gathering the greatest number of associations to themselves. A good way to find these BOIs is to ask:

- What knowledge is required?
- If this were a book, what would the chapter headings be?
- What are my specific objectives?
- What are the most important seven (7) categories in the area under consideration?
- What are the basic questions? Why? What? Where? Who? How? When? often serve remarkably well as major branches in a Mind Map.

D From this description and the mind map you have already examined, can you suggest some of the key features of mind maps?

1. _____
2. _____
3. _____
4. _____

L Why use Mind Maps?

Mind Maps abandon the list structure of conventional note-taking completely in favour of a two dimensional structure. A good mind map shows the 'shape' of the subject, the relative importance of information and ideas, and the way that information relates to other information. Typically mind maps are more compact than conventional notes, often taking up one side of paper. This helps associations to be made easily. Information that is acquired after the main Mind Map has been drawn can be easily integrated with minimal disruption.

Mind Maps can also be used well to summarise information, to consolidate information from different research sources, to think through complex problems and as a way of presenting

information that shows the overall structure of your subject. Mind Maps are also very quick to review - it is easy to refresh information in your mind just before it is needed by glancing at one.

For people who have spatial memories, Mind Maps can provide effective mnemonics - remembering the shape and structure of a Mind Map can provide the cues necessary to remember the information contained within them. Mind Maps engage much more of the brain in the process of assimilating and connecting facts than conventional notes.

If you want to learn more now about the uses of mind maps, you can read the next six paragraphs. Otherwise skip these and move to the next section. (You can always read this bit some other time).

What can you do with a mind map

Note taking

As a means of note taking mind maps have several advantages over other systems:

- You can place each new idea in the right place, regardless of the order of presentation.
- It encourages the reduction of each concept to a single word.
- The resultant mind map can be 'seen' by the eye and memorized by your visual memory which has been shown to be almost perfect.

Creative Writing & Report Writing

A mind map lets you rapidly produce an almost infinite number of ideas, and at the same time organize them by placing each idea next to what it is related to. This makes a very powerful tool for creative writing or report writing, where it is very important to get down all your ideas first. It is then a trivial matter to read the mind map and write a sentence or paragraph on each 'key word'.

Studying the easy way

Instead of simply reading a book on some topic, next time try using a mind map while you read. Just draw your central word and then begin reading, every time you read some idea that strikes you as important or interesting, just add it onto your mind map in the appropriate place.

When you have finished reading the book you will have a one-page mind map which summarizes everything of interest in that book. You will probably also have added several things which you thought up yourself during your reading. The act of creating the mind map will have greatly increased how much you absorbed from the book, and if you ever want to review the topic all you need to do is to look at the mind map. If you want to learn the information very solidly then try to redraw the mind map from memory a few times. You will find it very easy.

L Read the following rules/ instructions for drawing a mind map.

1. Use emphasis
 - a. Always use a central image
 - b. Use colours
 - c. Use dimensions in your images
 - d. Vary the size of printing, lines and images
 - e. Use organised spacing
2. Use association
 - a. Use arrows to make connections
 - b. Use colours to link ideas
 - c. Use codes or numbers to add order or sequence
3. Be clear

- a. Use only one word per line
- b. Print all words
- c. Print important words on lines
- d. Make lines as long as the words
- e. Connect lines to other lines
- f. Make central or important lines thicker
- g. Keep the paper horizontal in front of you

D To do this activity, you will need a blank sheet of paper and a pen or pencil (preferably two to four coloured pens or pencils).

1. Select an issue/ topic/ concept/ idea which you will use as the central concept of your mind map. If you do not have a topic of your own, select one of these:
 - my province
 - politicians
 - butterflies
 - free education policy
 - raskols
2. Draw an image of your central issue/ idea in the middle of your page. Remember to use colour and shape/s and consider 3-D.
3. Use the space around your central image show related concepts and ideas. Use lines to connect ideas to the central idea and to each other.

R Your next task is to teach someone else how to create a mind map. Think about the process you have just followed. To what extent did it suit the way you prefer to learn?

What would you change/ do differently/ not do?

Concluding Self-assessment: Indicate (√) the outcomes you can now demonstrate:

I can:

state the general principles of mind maps	
draw a simple mind map	
critique the elements of mind map design	
instruct others in drawing mind maps	

MODEL 2: KWL

KWL chart is an effective method to work out the learners' interests and prior knowledge of a topic or theme or concept.

K - know	W - want to know	L - learned

K – know is to write what a learner knows: here the learner lists everything he or she knows about the segment of study

W – want to know is what a learner wants to know: this is often in question form.

Here the learner lists all the questions they have about the next segment of study, and any gaps in the knowledge

L – learned is to write things a learner learns as she/he goes along: this part of the chart is filled in during the study as a learner fills gaps in her or his knowledge and finds answers to questions listed earlier.

After learners have completed the KWL, there are several value-added activities that can be used as a follow up:

- 1.** Individually or in groups, rank each column 1-4 in terms of best facts (What I Know), best questions (What I Want To Find Out) and most significant learning (What I Learnt).
- 2.** These are then offered back to the presenter/facilitator who records these on the board. Learners must listen to each other as each gives his / her number 1 idea. If their number 1 idea has been chosen, they are to move on to their number 2 idea, and so on.

MODEL 3: DEMONSTRATION AND MODELLING

Demonstration is when you demonstrate a skill or a piece of information to the participants who then practise it until mastery skills are achieved. Explicit demonstration involves showing participants how to participate in an activity with the intention that they will learn something.

Participants observe presenters' actions and make inferences. Learners confirm these as they participate in a similar activity themselves using their existing knowledge.

Modelling is 'think aloud' demonstration, when a presenter/facilitator describes and explains explicitly the steps used.

Presenters/facilitators should use demonstration and modelling when introducing new skills/content and applying skills/content in a new context. When you employ these approaches you can stimulate the interest of your participants and make it easier for them to use the new skill/content themselves.

The activities that are designed for demonstration and modelling should be well planned so that the different needs of your participants are catered for and so that the sessions do not become dull and routine.

When presenting an effective demonstration and modelling session the following factors should be included:

- the activity should be appropriate for the ability, interests and needs of the participants
- the demonstration should take different forms: don't use the same method all the time
- the task is clearly explained step by step
- all participants can see and hear all explanations and demonstrations.

You can use these steps in the demonstration and modelling strategy

1. Set the scene; introduce what is to be demonstrated and modelled
2. Explain what participants will observe, find, do during and after the demonstration
3. Demonstrate and model the skill/content
4. Allow participants to ask questions and give feedback on demonstration
5. Allow participants to practice what they have seen modelled with your feedback
6. Provide opportunities for learners to apply/transfer skills or content to another context.

For example, you can now put this strategy into practice by presenting a demonstration and modelling activity. (presenter/facilitator could use these steps to model how to make a paper plane, or design their own activity to model and demonstrate)

How to make a paper plane.

1. Fold paper in half
2. Fold paper in quarters
3. From centre point fold until edge of the top reaches to level the centre fold spine
4. Turn paper over and fold as in step 3
5. From angled edge fold top side until level with centre fold spine
6. Turn paper over and

MODEL 4: TALK-DO-TALK-RECORD

What is Talk-Do-Talk-Record?

Talk-Do-Talk-Record (TTDTR) is a strategy for learning that is experiential based. Learners learn by doing something; building, composing, touching, assembling, walking, observing etc. The emphasis is on promoting an active participation in the learning process.

Many times TDTR activities change the way that the classroom has been run from the traditional setting, where the presenter/facilitator begins by saying, “*This is how you....*” to a more learners centred classroom where the learners ask, “*How do we...*”

The activities that are designed for the classroom should be planned carefully so that they cater for the different needs of the learners in the class. It may be necessary for the presenter/facilitator to think about the various learning levels of learners in the class before and during the planning phase for TDTR.

After learners have engaged in an activity they are encouraged to discuss what has been done and then they are able to record the information. Talking through what has been done involves addressing questions of **who, what, when, where, why,** and **how** actions were completed. All too often learners are not encouraged to talk and exchange information. Talking enables learners to be more aware of how the skills of listening and speaking interact with those of reading and writing. By emphasising learner’s talk in the classrooms there is provision for vocabulary building and reinforcement.

There are various methods of storing information once the activity is completed, it has been talked about and the information has been pooled. The form that recording takes will depend on the learning needs of the learners and will also depend on how the presenter/facilitator perceives the information can be stored.

Step One: Talk – before the activity

- Plan activities with the learners
- Discuss what the learners know about the topic
- Discuss what the learners will find, do, learn
- Discuss any new words
- Discuss how you/the learners want to record the findings
- Discuss what the learners want to learn about the topic

Step Two: Do the activity

Guide the learners in the activity, whole class, small groups, pairs or individuals
Give questions for the learners to find answers to, or other activities.

Step Three: Talk after the activity

Discuss the findings:

- ask open-ended questions, eg What, when, where, why, who and how;
- ask what do you think? etc.
- discuss how to display and record the findings
- discuss follow-up activities

Step Four: Record – a way to recall

- By drawings, writing, making models etc as individuals, pairs or small groups