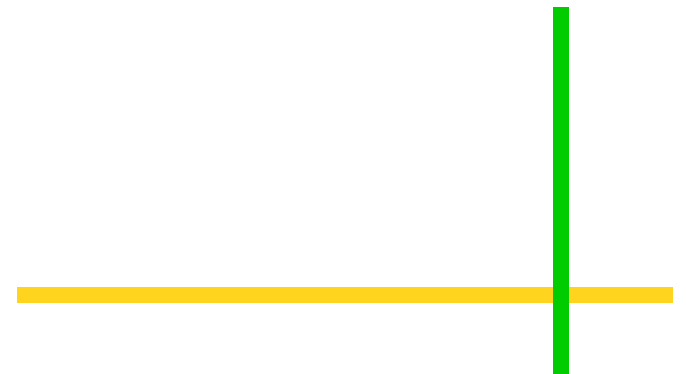




response



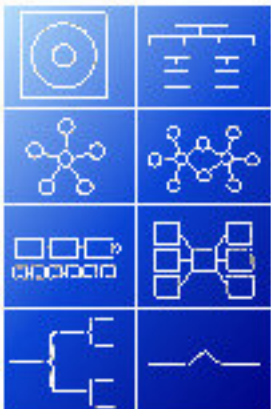


A Response Guide

to using David Hyerle's

Thinking Maps

in the classroom

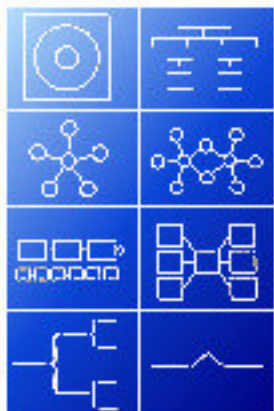


Thinking Maps – Background

Thinking Maps were invented by David Hyerle, an American educationalist who has researched the ways in which thinking can be represented and aided by showing it visually. He first developed the set of 8 Thinking Maps in 1988 and has since been refining and researching the effective use of them in schools around the world.

His starting point was to identify the key thinking skills that people employ throughout their life. His work is, therefore based on representing and aiding thinking styles such as

- Comparing and Contrasting
- Sequencing
- Cause and Effect
- Classifying
- etc



For each of these styles of thinking he developed a visual template to help make clear the process going on in the brain. These 8 templates form what he calls the “Thinking Maps”.

< Here is a summary of the 8 Thinking Maps

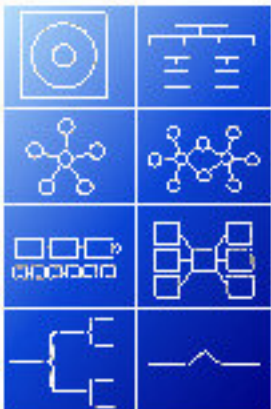
Thinking Maps – Background

Research shows that Thinking Maps have an impact at various levels of study. At one level they can be used to develop basic skills in Maths, Reading, Writing, etc. At another level they can be used to improve higher order thinking skills. Brain research shows that students generally perform better in study when using Thinking Maps as a tool compared to those who do not use such a toolkit.

One of the key driving forces behind what David Hyerle was trying to do was to develop a common language for describing the thinking that was going on in our Brain. The Thinking maps, therefore, also form a visual language for the representation of our thinking.

In addition to trying to develop this common visual language to represent thinking, the Maps act as a tool for focussing whole school developments in improving thinking. They have the power to bring together departments or whole school staffs in such a way that they are all pulling in the same direction and have complete and uniform understanding of what they group is attempting to achieve.

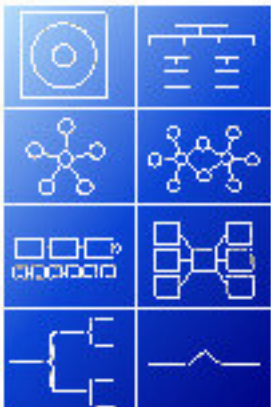
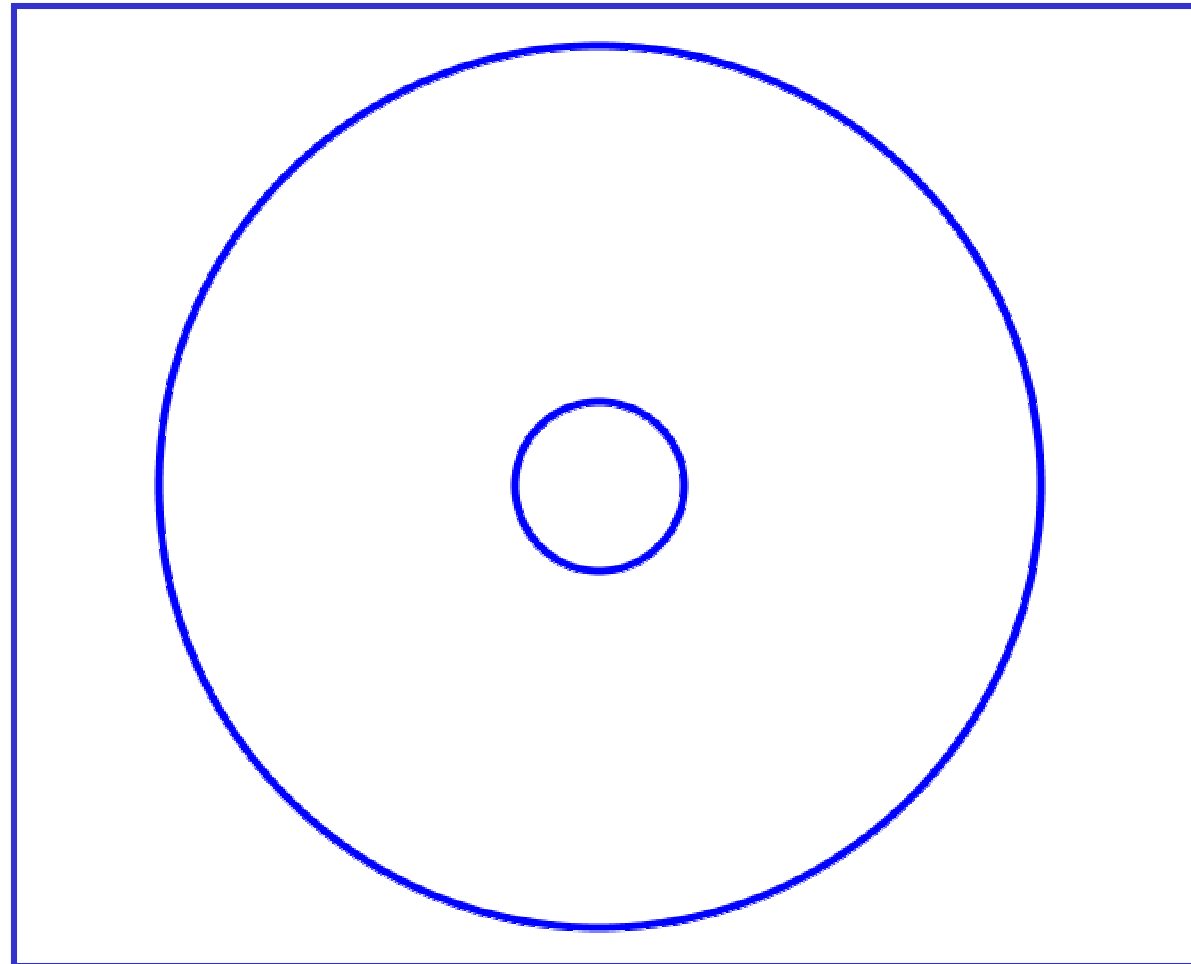
(N.B. Full training on the use of Thinking Maps for staff and their ability to act as a transformational tool for the whole school is available from Registered Thinking maps trainers. The UK body managing and providing this is Kestrel Consulting. Find details through their website – www.thinking.co.uk)



The 8 Thinking Maps – Circle Map

Circle Map with Frame of Reference

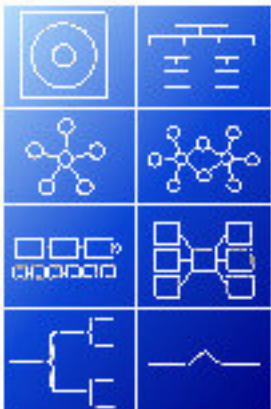
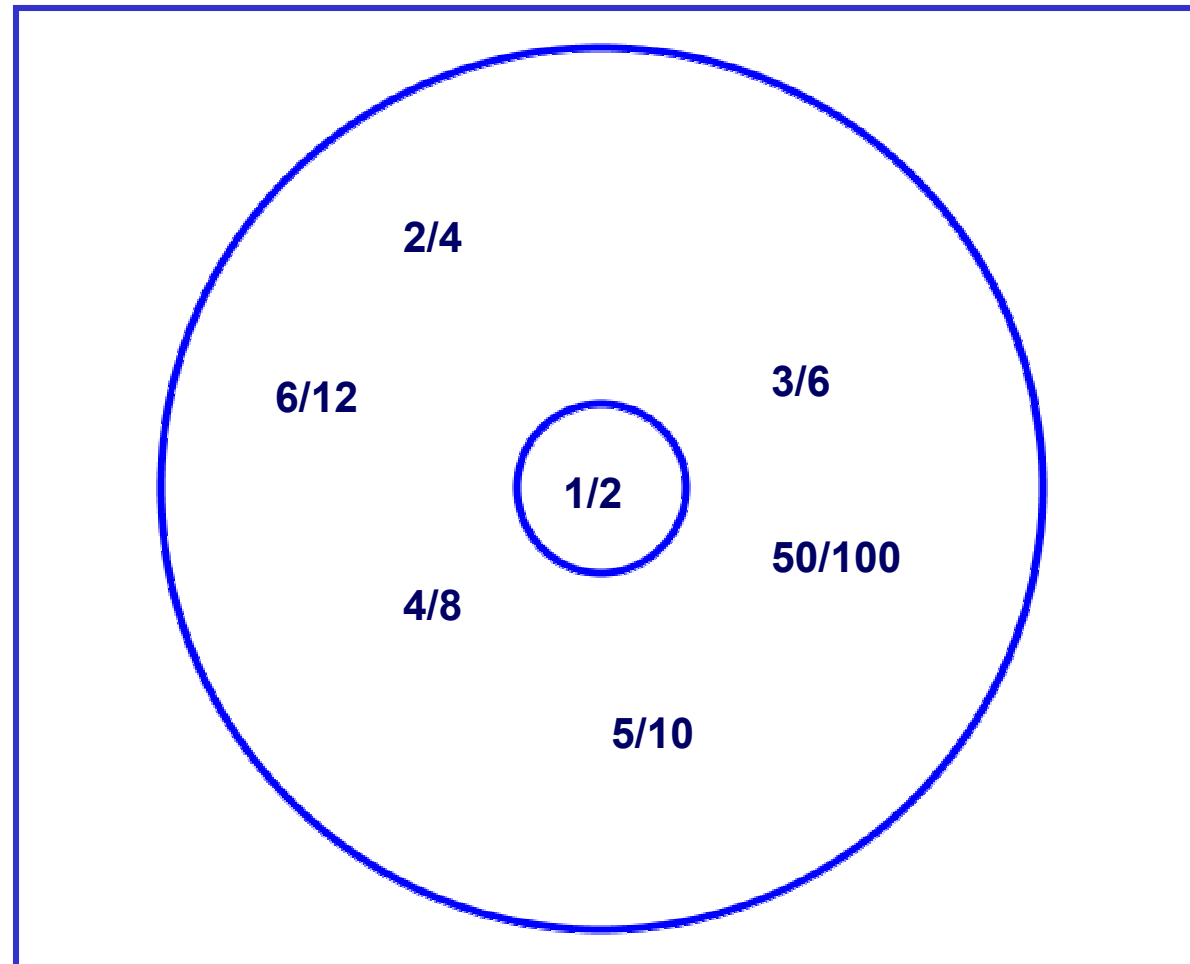
The Circle Map is used for brainstorming ideas and for showing prior knowledge about a topic by providing context information.



The 8 Thinking Maps – Circle Map

Circle Map with Frame of Reference

An example about
fractions

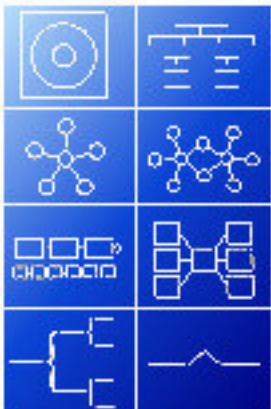
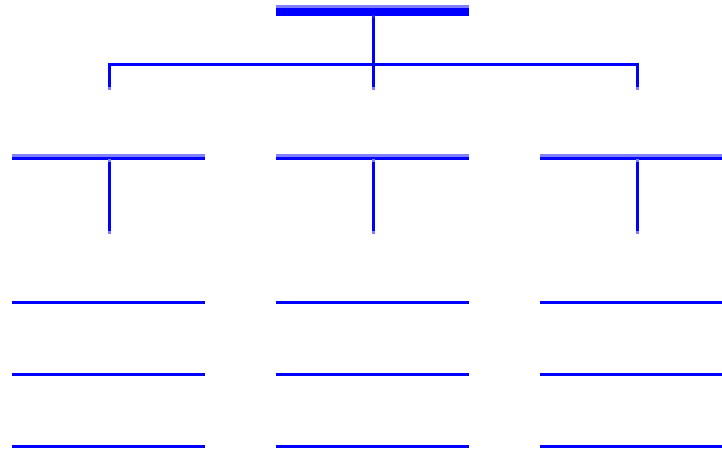




The 8 Thinking Maps – Tree Map

Tree Map

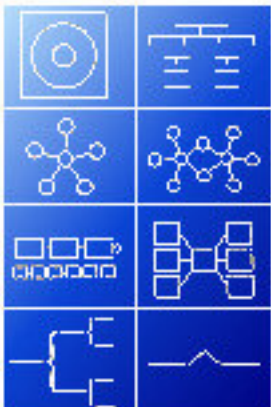
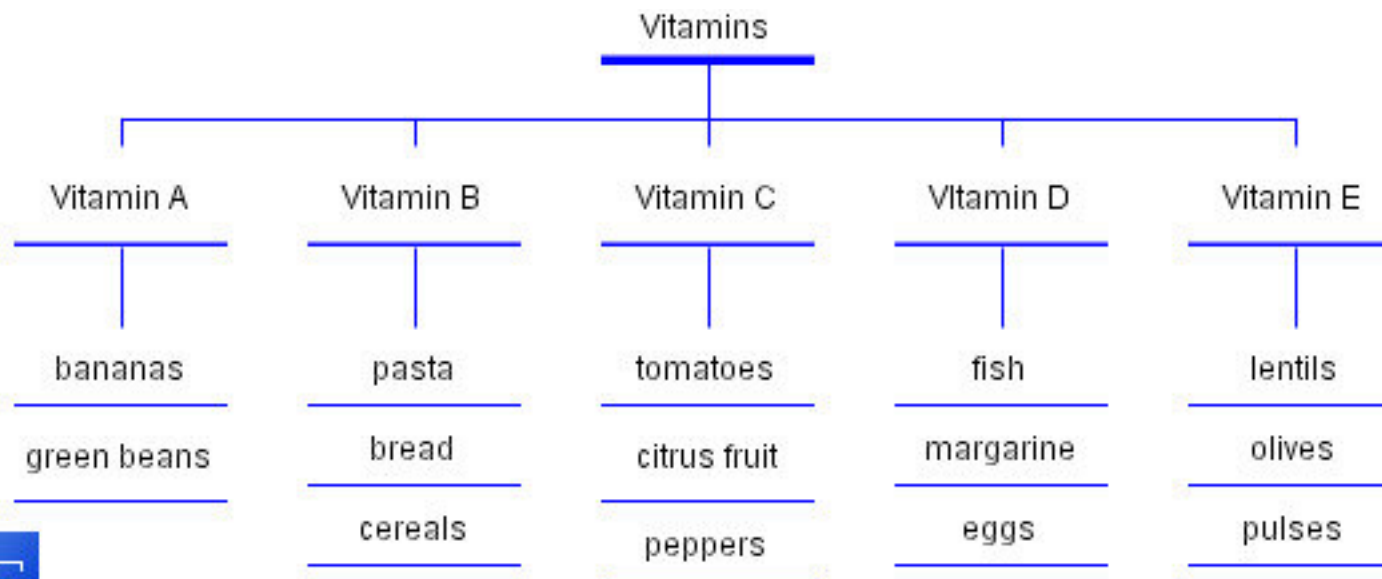
The Tree Map is used by students for classifying things and ideas.



The 8 Thinking Maps – Tree Map

Tree Map

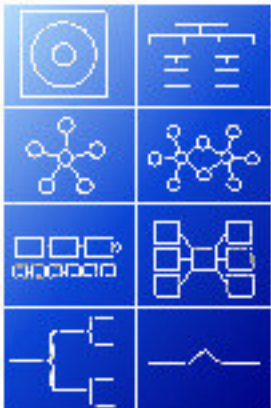
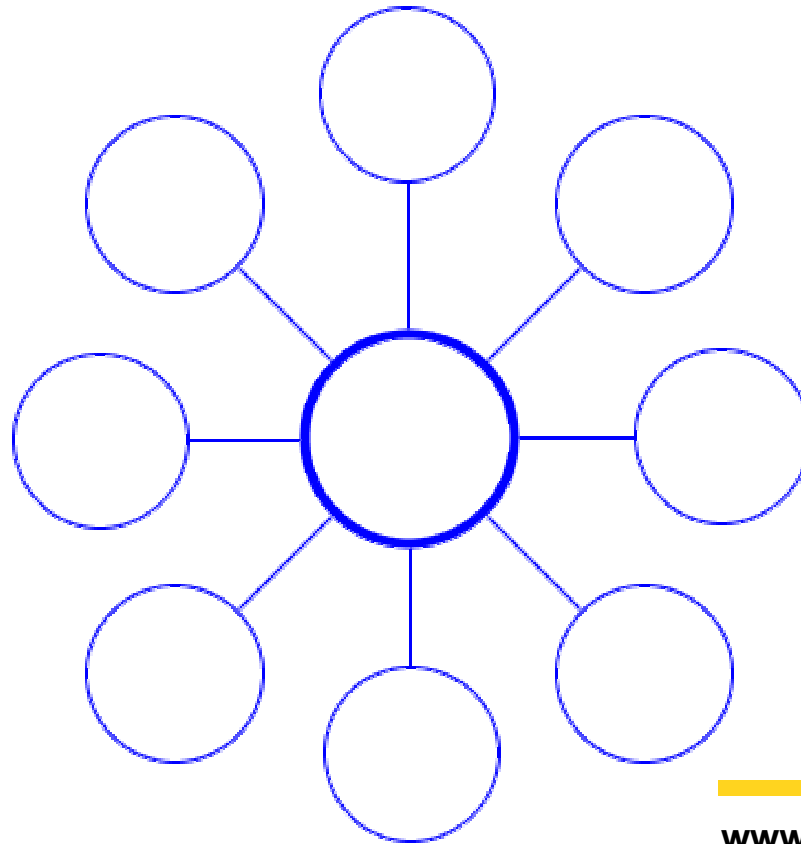
An example from KS2
Science curriculum –
sources of vitamins



The 8 Thinking Maps – Bubble Map

Bubble Map

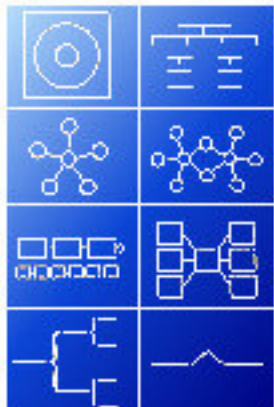
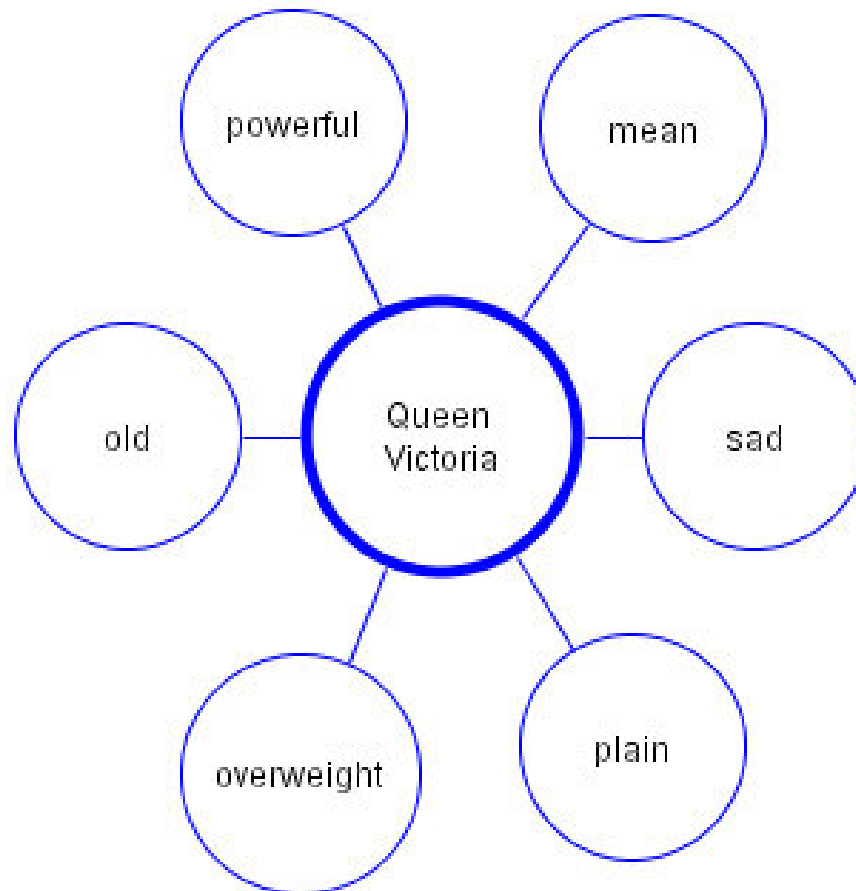
The Bubble Map is used for describing using adjectives (and adjective phrases). Unlike the Circle Map which is used for brainstorming, The Bubble Map is a tool for enriching students' abilities to identify qualities and use descriptive words.



The 8 Thinking Maps – Bubble Map

Bubble Map

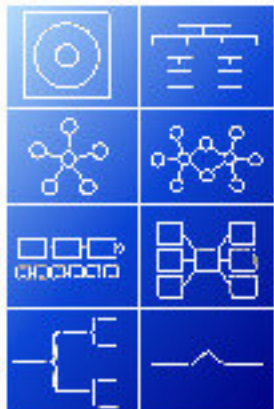
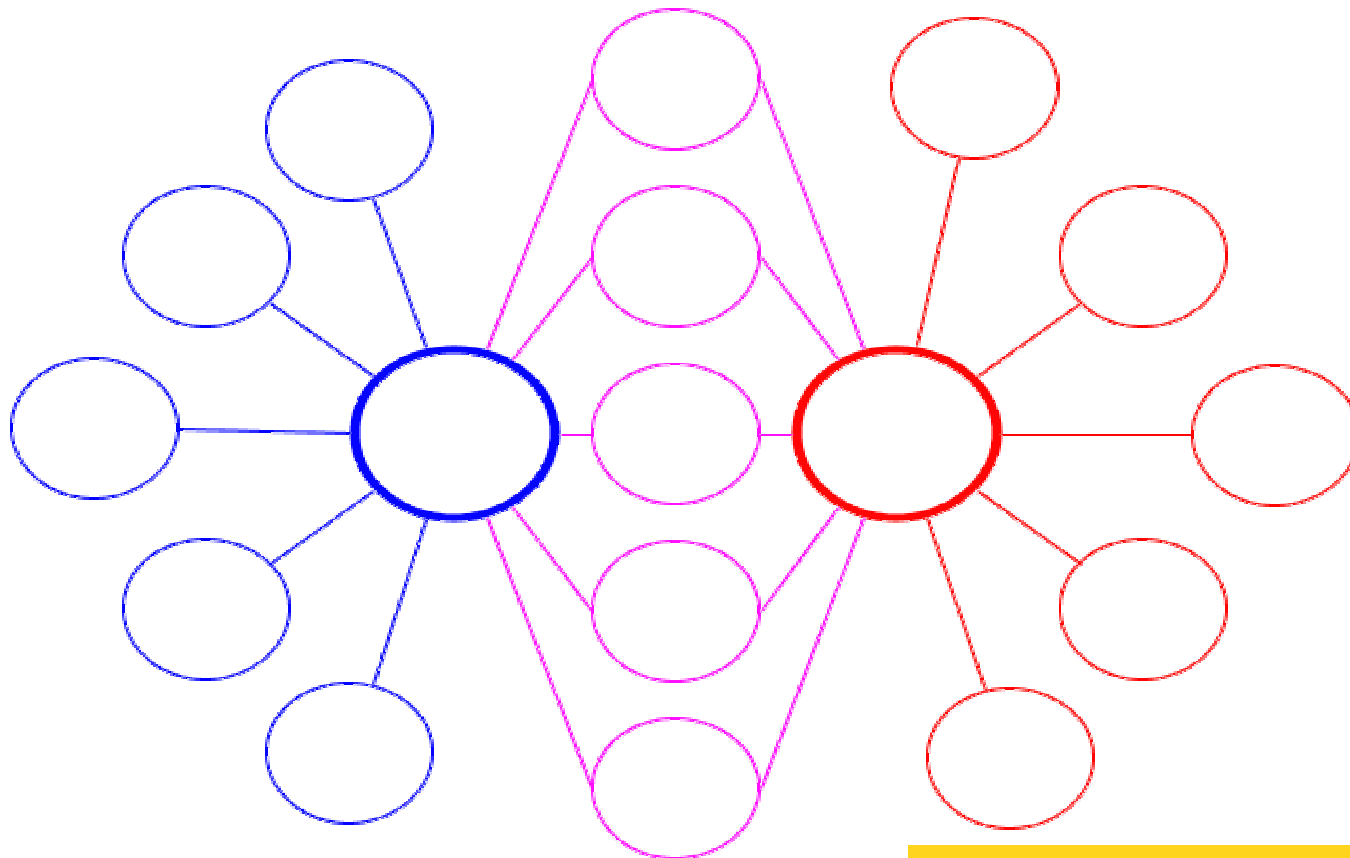
An example using adjectives to describe Queen Victoria



The 8 Thinking Maps – Double Bubble Map

Double Bubble Map

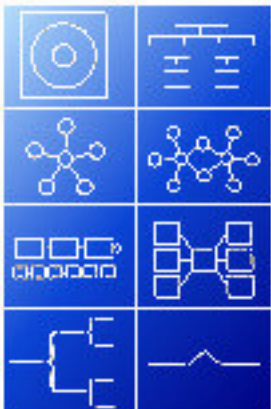
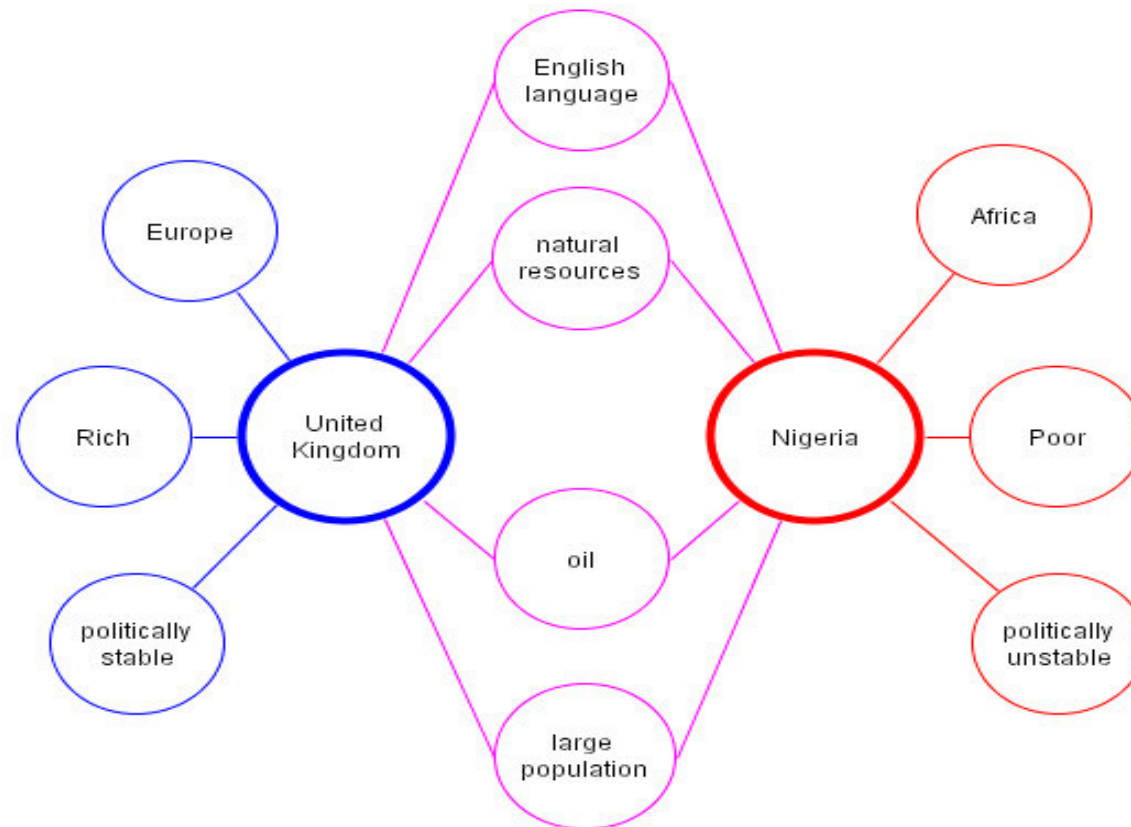
The Double Bubble Map is a tool for comparing and contrasting things.



The 8 Thinking Maps – Double Bubble Map

Double Bubble Map

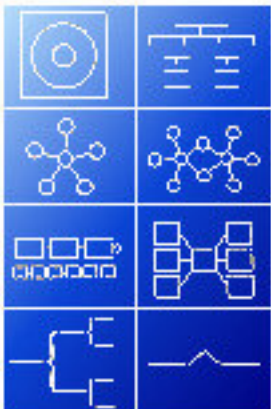
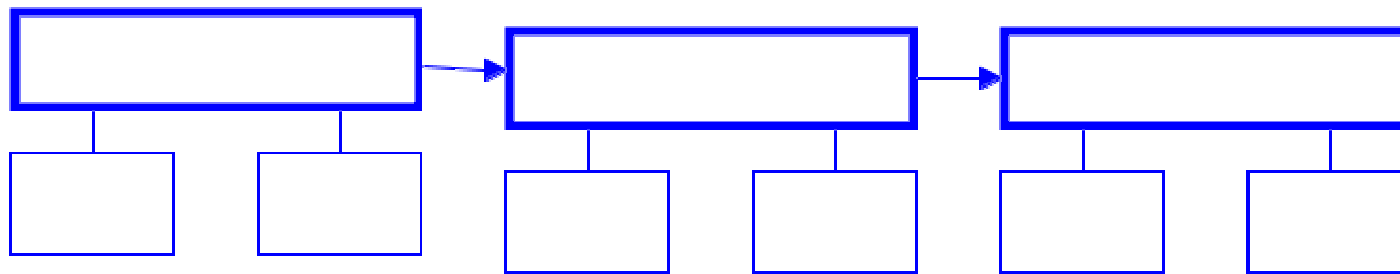
An example comparing a rich country with a Third World country



The 8 Thinking Maps – Sequence Map

Flow Map

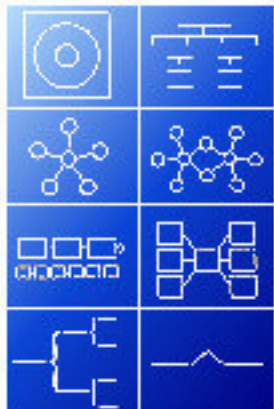
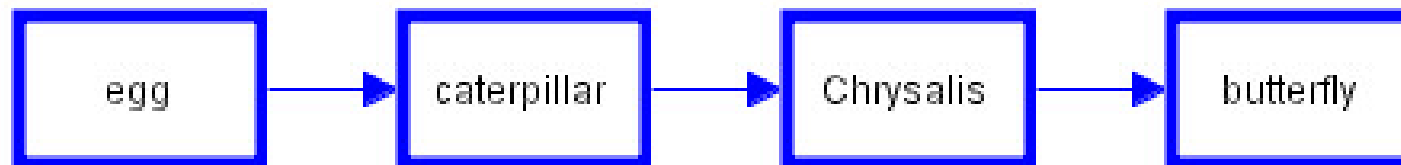
The Flow Map is used by students for sequencing and ordering information.



The 8 Thinking Maps – Sequence Map

Flow Map

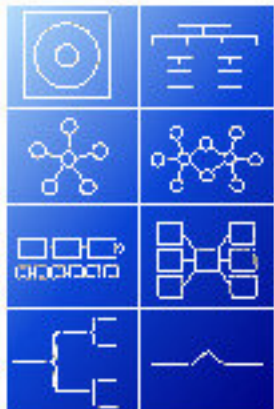
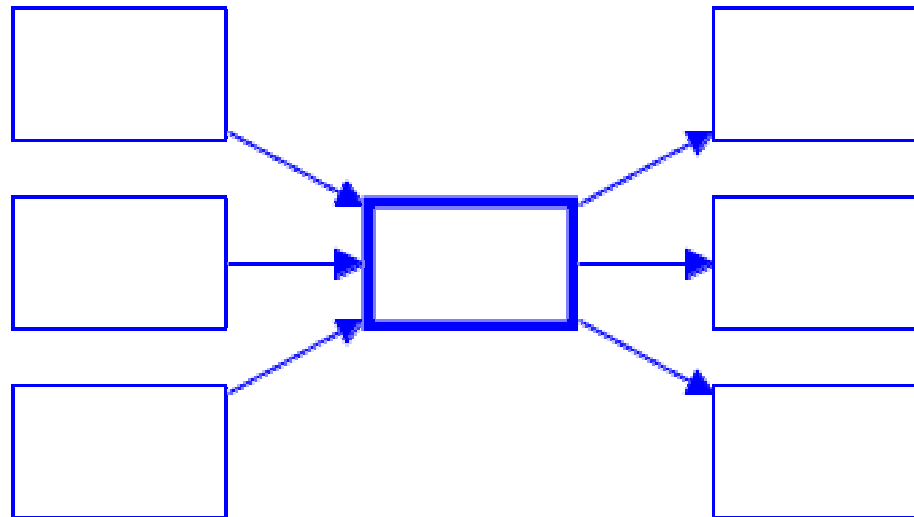
In this example the flow represented is that of the life cycle of a butterfly. Boxes could be added underneath each stage to add detail for that stage in the life cycle and pictures could be used instead of the words



The 8 Thinking Maps – Multi Flow Map

Multi-Flow Map

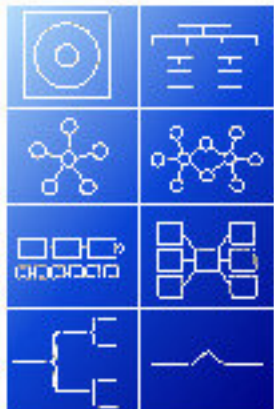
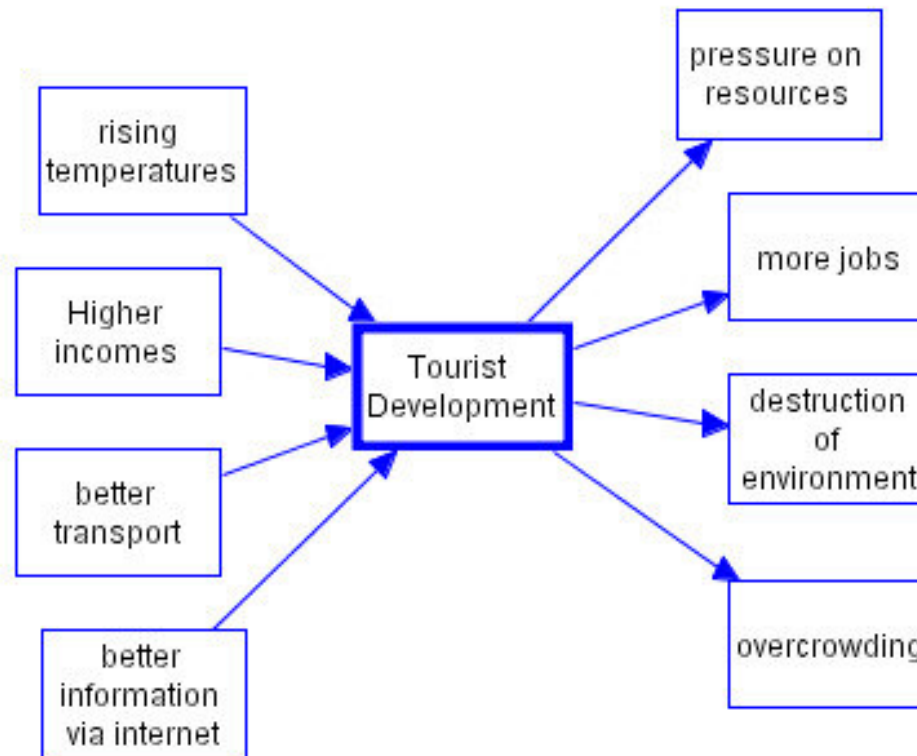
The Multi-Flow Map is used by students for showing and analysing cause and effect relationships. In the centre rectangle is an important event. On the left side of the event is the causes, and on the right side of the event the effects.



The 8 Thinking Maps – Multi Flow Map

Multi-Flow Map

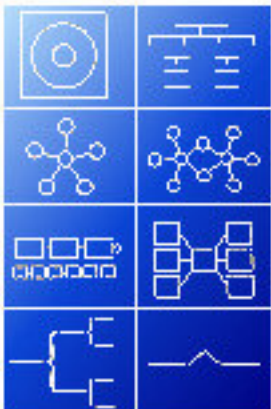
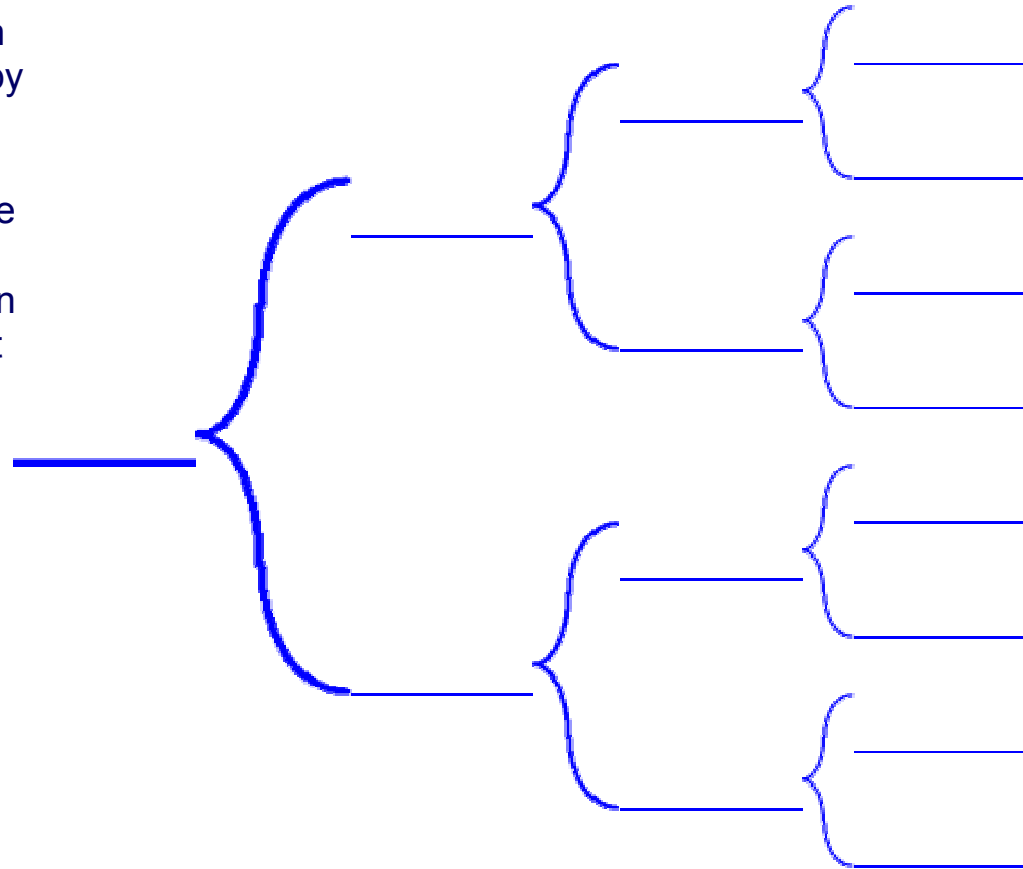
This example is taken from the Geography curriculum, but could apply to any issue where there are several causes and effects of a change in the situation. It could apply to the causes and effects of World War 2, how plants grow, actions of a character in a story or play.



The 8 Thinking Maps – Brace Map

Brace Map Information

The Brace Map is used by students to analyse physical objects. On the line to the left is the name or image of the whole object. On the lines within the first brace to the right are the major parts.

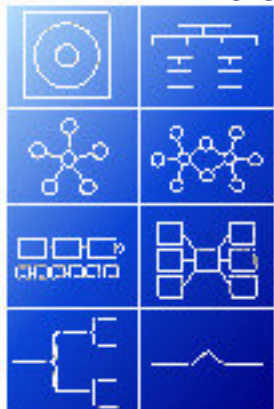
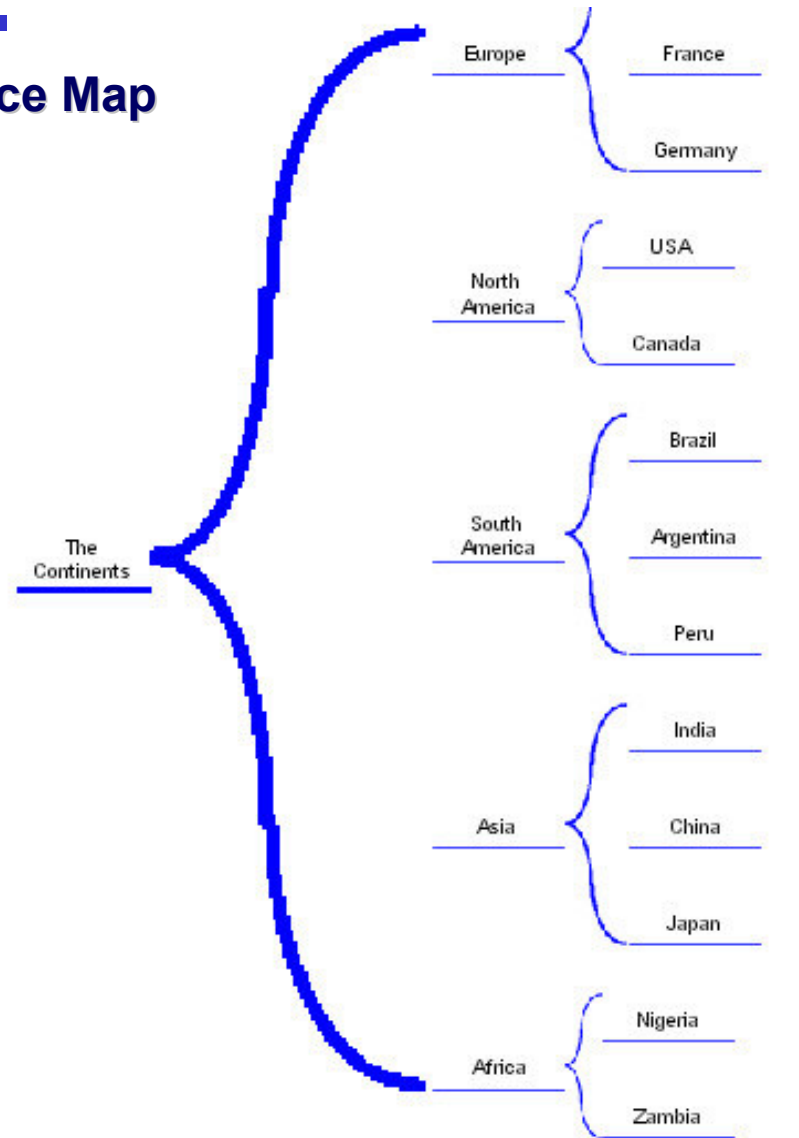


The 8 Thinking Maps – Brace Map

Brace Map Information

This example of a Brace map shows how it could be used to break down which countries are in which continents.

There are other uses right across the curriculum, wherever a “whole” can be split into component parts. Even in English Literature it could be used to break down the analysis of the characteristics of a person in a story or play.



A thick red vertical line and a thick blue horizontal line intersect at the top left of the page.

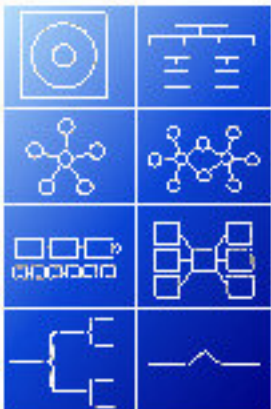
The 8 Thinking Maps – Bridge Map

Bridge Map

The Bridge Map gives students a tool for applying the process of seeing analogies.

A diagram of the Bridge Map. It consists of a horizontal blue line with a triangular shape in the center. The word 'as' is written inside the triangle. Below the horizontal line, the text 'Relating Factor' is centered.

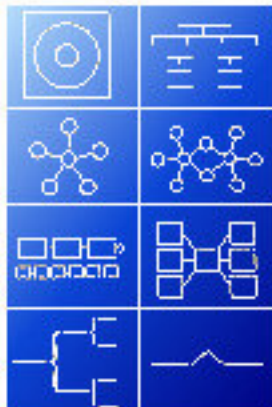
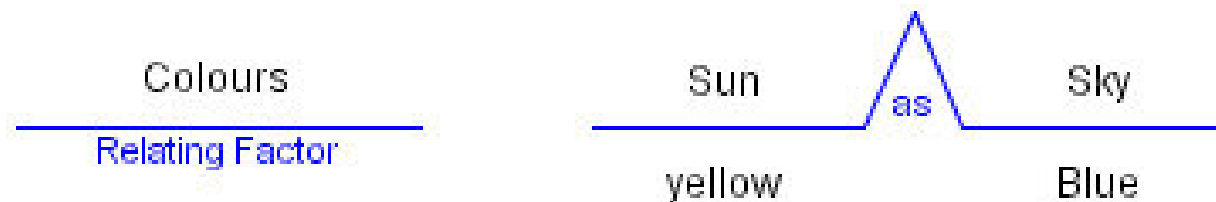
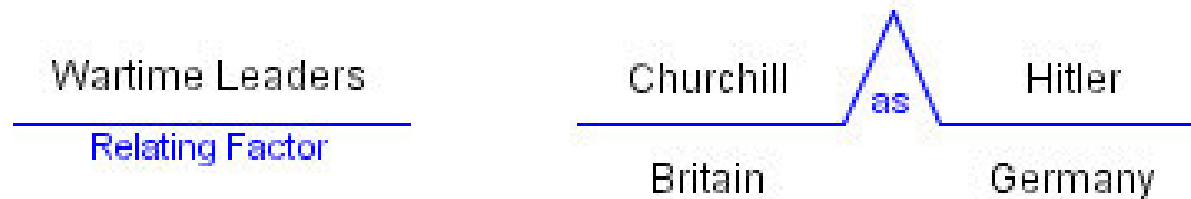
Relating Factor



The 8 Thinking Maps – Bridge Map

Bridge Map

Here are examples from various curriculum areas



Thinking Maps – examples of tasks

It is difficult to fully understand the power of Thinking Maps without actually using them, and especially using them in a group setting. Here are some examples of simple tasks for you to have a go at that will give you a feel for the power that they have in really clarifying what kind of thinking you are trying to perform.

More significantly they include examples of using them to work together as a group or a team. It is when they are used in this context that they are most useful in aligning the style of thinking of everyone in the group and hence working towards a much more productive outcome of the task.

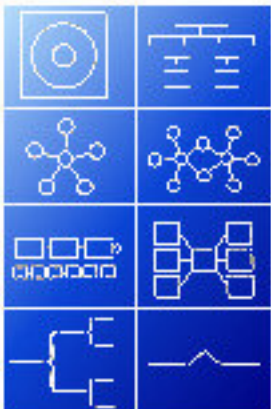


You will find that over time when used with a class of students they become a shorthand for a particular type of thinking that you want them to perform. This sounds trite, but it is very common for children to be unclear about just what is expected of them when the teacher tells them to “*think about this question...*” With Thinking Maps, as soon as you say “*let’s do a double bubble on....*” they know immediately that they are being asked to carry out an exercise in which they are expected to identify characteristics of two items and then sort them into things that are different between them and things they have in common. In other words it tells them that you want them to do some compare and contrast thinking. Using the Thinking Map just makes the task easier.



Thinking Maps – examples of tasks

1. Use a circle map to plan a topic that you are working on with other staff in your year or department.
2. Get a group of students to use a multiflow map to show the causes and effects of a possible change in school uniform
3. Use a Sequence map to describe how a unit of work that you are planning will be structured over the time that it is operating
4. Use a Bubble map to describe a character in a play that you are studying or in a theme that you are dealing with
5. In department or other staff group, use the Tree map to describe the key features of how boys learn compared to how girls learn
6. Follow up task 5 by using a double bubble map to compare and contrast the practices in the school that have a positive impact on boys and girls respectively
7. Using examples of students that you work with, use the bridge map to identify the key differences between a good male student and a good female one
8. Use a brace map to show the types of resources that you use in a theme, topic or unit of work. Then repeat it for other units to see if there are types of resources that you are over or under utilising.

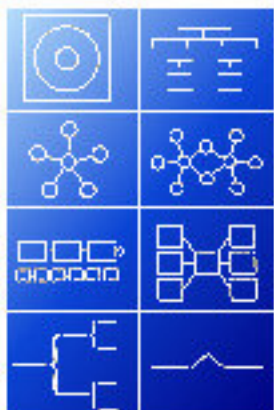


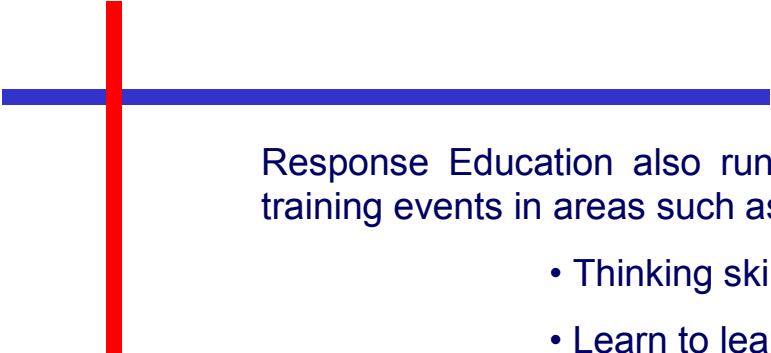
Thinking Maps – examples of tasks

There is a growing bank of ideas for using Thinking Maps on the Response Education Website.

These ideas are located in the Members Only section, but you may become a member- free of charge – by going to the members page of the site and following the instructions for subscribing. There you will also be able to view the Education News Blog, The Teachers Helpline, the Bulletin Board and access the range of free resources available to teachers who are members.

To visit the Response Education website go to www.response-education.org





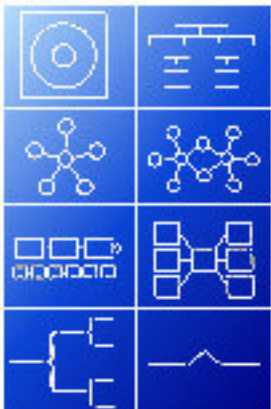
Response Education also run a wide range of other courses, workshops and training events in areas such as

- Thinking skills
- Learn to learn
- Independent Learners
- Enterprise education
- Memory Techniques
- Visual Thinking Techniques
- and much more

For details please visit their website. For information on putting together a bespoke programme for any particular issue in your school just get in touch and a free consultation can be arranged.

(To view Kestrel Consultancy's details of staff training go to their website at <http://www.thinking.co.uk>)

To download the Thinking maps demo software and to find out more about David Hyerle's work go to his website at <http://www.mapthemind.com/index.html>





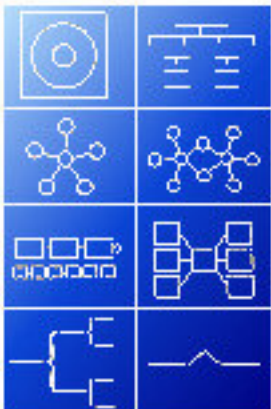
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