Curriculum Design Pattern

Global Learning by Design

Name of pattern	**Group Graphic Organiser**
Quick look	The Group Graphic Organiser allows students to work in small groups to share knowledge and capture ideas and broader thinking on a question or topic, and to summarise their findings.
Rationale	This activity gives students an opportunity to share knowledge in a visual manner and clarify their understanding of key concepts and relationships of subject matter. The output of the graphical organiser can also identify areas where additional learning is required.
Learners/Context	Graphic organisers allow students (either individually or working in small groups) to visually map and improve their understanding of key concepts and relationships of a topic or subject matter.
Related patterns	None.
Related category	Active learning, connected learning, online learning.
Alignment	This learning activity gives students the opportunity to develop collaboration, presentation and persuasive argument skills as well as explore topic themes in-depth.

Instructions/Process

Prior to semester:

1. Decide how you will use a Group Graphic Organiser, for example:

    a. Determine cause and effect

    b. Brainstorm and map concepts and ideas

    c. Classify and/or compare and contrast concepts

    d. Organise problems and solutions

    e. Establish relationships - relate information to main themes and ideas

    f. Establish sequencing

    g. Structure a writing project.

2. Decide whether to use Google Draw template to create a Graphic Organiser or select a suitable generic graphic organiser such as a concept map, spider web, mind map etc. (see Resources/Technology for access to various types of Graphic Organisers) - the type and format of graphic organiser used will depend on the task and group.

3. Decide what level of scaffolding students will require on the Group Graphic Organiser, for example:

    a. Remove or delete all labels and descriptions

    b. Level descriptions/definitions but remove key terms

    c. Remove all relationship lines and arrows

    d. Remove key labels or relationships

    e. Jumble the labels on the document.

4. Write simple instructions on the Group Graphic Organiser.

5. Print sufficient copies of the Group Graphic Organiser for distribution to students.

In class:

6. Designate groups (4-6) or ask students to self-select groups.

7. Explain to students the value of graphic/visual organisation of information, concepts and ideas.

8. If necessary, provide an example of a populated Graphic Organiser for students to aid their understanding of the activity requirements.

9. Distribute the Group Graphic Organiser you have created to each student/group and ask students to work together in their groups to use the graphical organiser to build a visual map or diagram that demonstrates their shared knowledge about relationships between facts, concepts or ideas.

10. Ask each group to share results of their completed Graphic Organiser and a representative of the group to summarise their findings.

11. Discuss the process itself and the similarities and differences in the completed Graphic Organisers.

Conditions

Knowledge of and access to Google Draw

Access to Blackboard

Resources/Technology

Using Google Draw:
(https://support.google.com/docs/answer/179740?hl=en)

Graphic organiser templates:
(http://www.educatorstechnology.com/2012/02/list-of-free-graphic-organizers-for.html)

(https://www.eduplace.com/graphicorganizer/)

(http://www.teach-nology.com/worksheets/graphic/)

Search Google Images using the term 'graphic organiser'