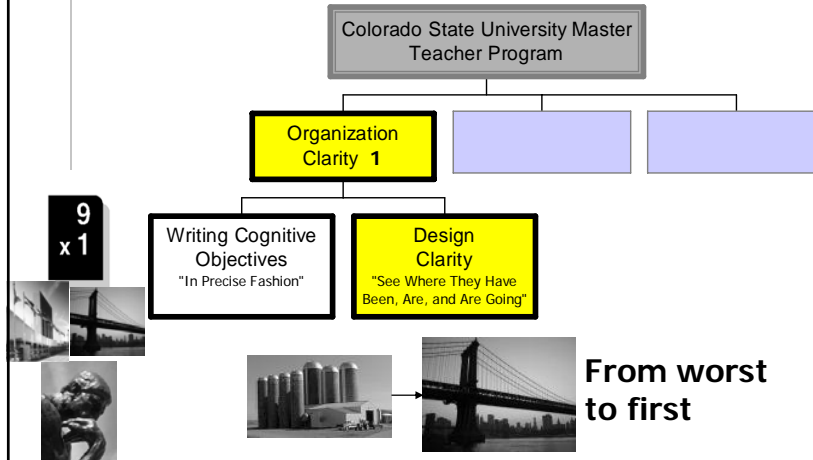


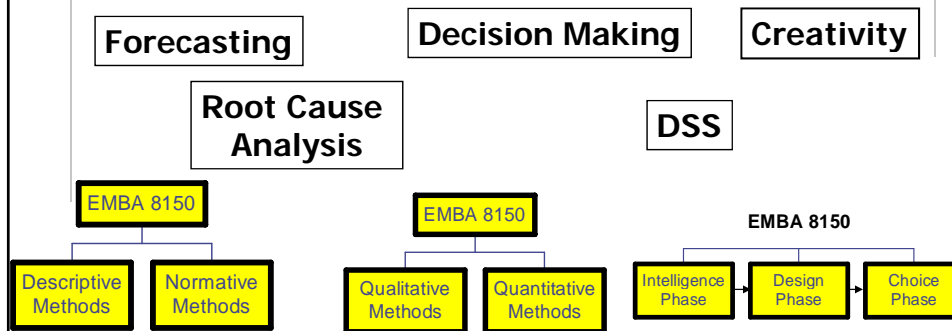
Presentation overview: diagramming/ structuring



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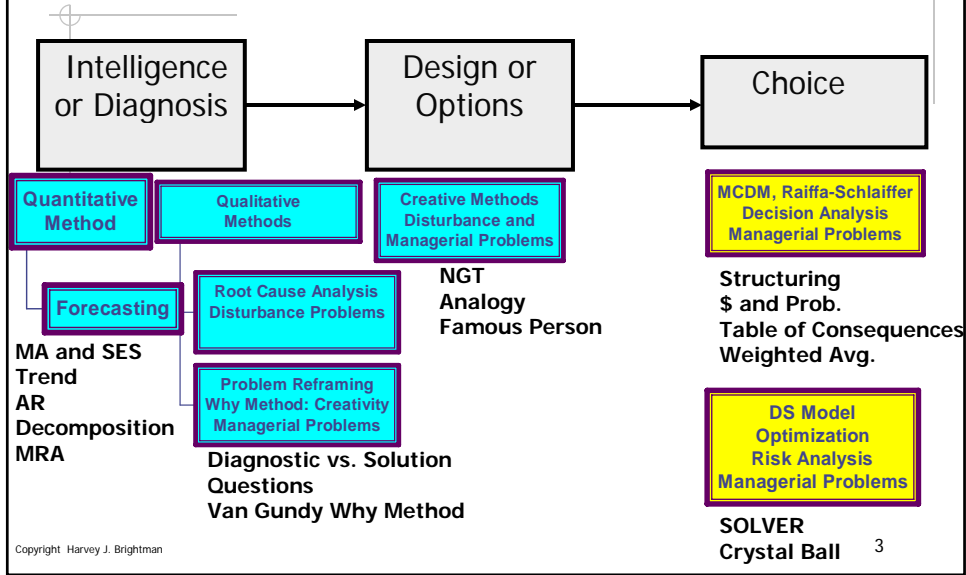
How we designed our EMBA Decision Sciences course (1999 DSI award winner)



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A big picture diagram of my 8150 course. Not used as too massive-frightening for first day



Why diagramming is so important

Helps students see



+ are now in presentation and course.



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Learning objectives for diagramming

Draw JIT and course diagrams.

Explain when to use each type.

Design concept map exercises for your students.

Why Important
Structure
Expectations

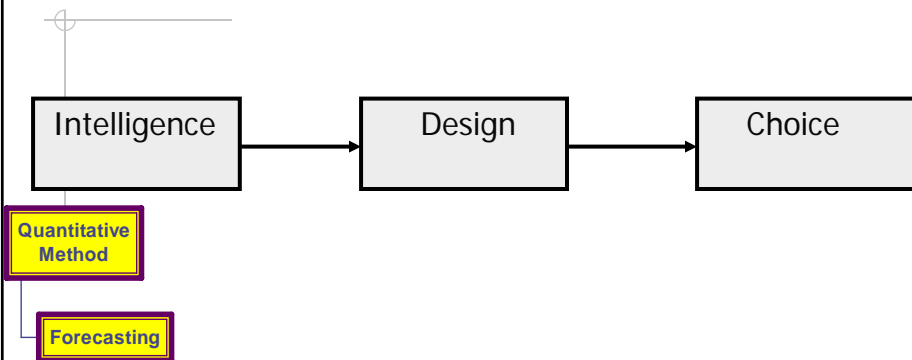
Introduction

Hooks, TAPPS
JIT or Big Picture
Learning Objectives

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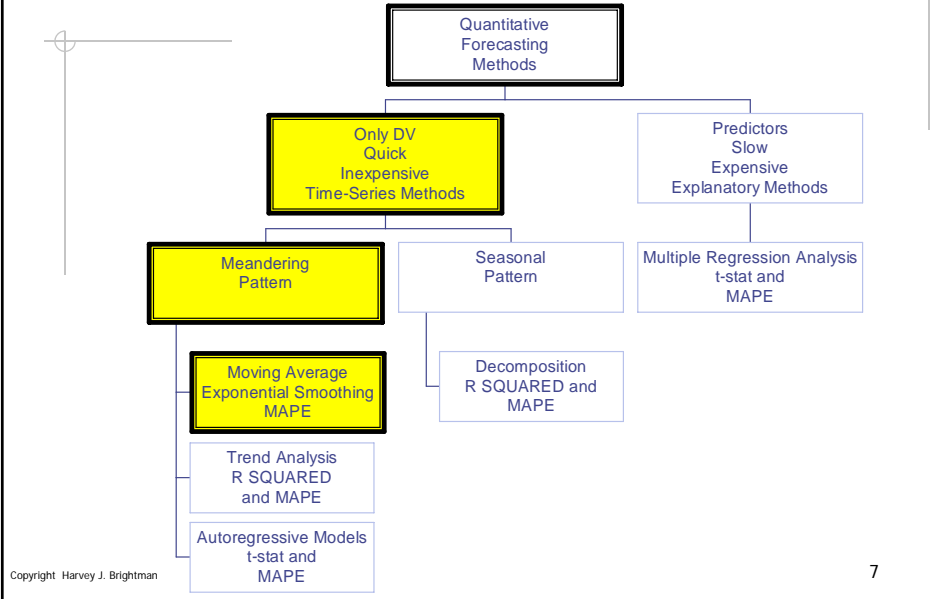
This is the diagram I actually use in first class.
It's a just-in-time course diagram.



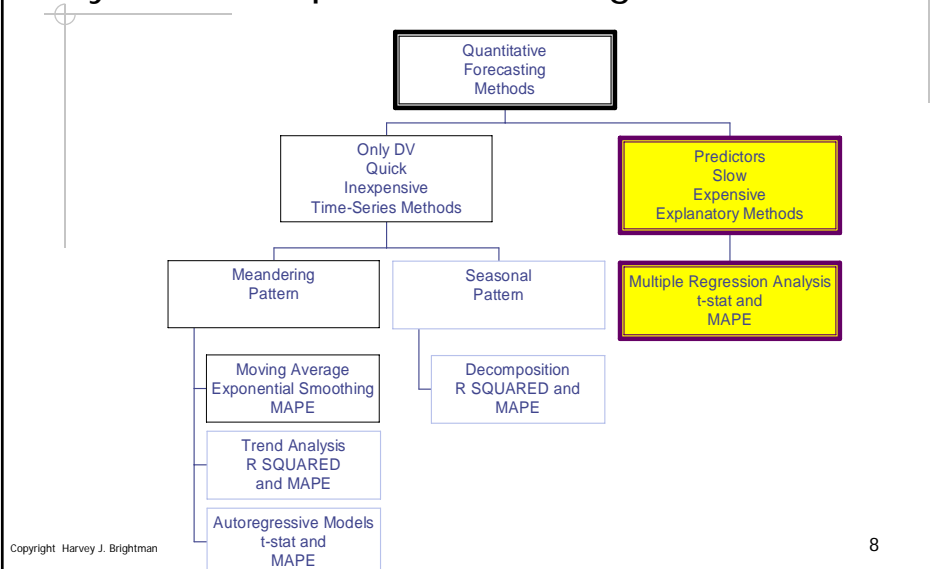
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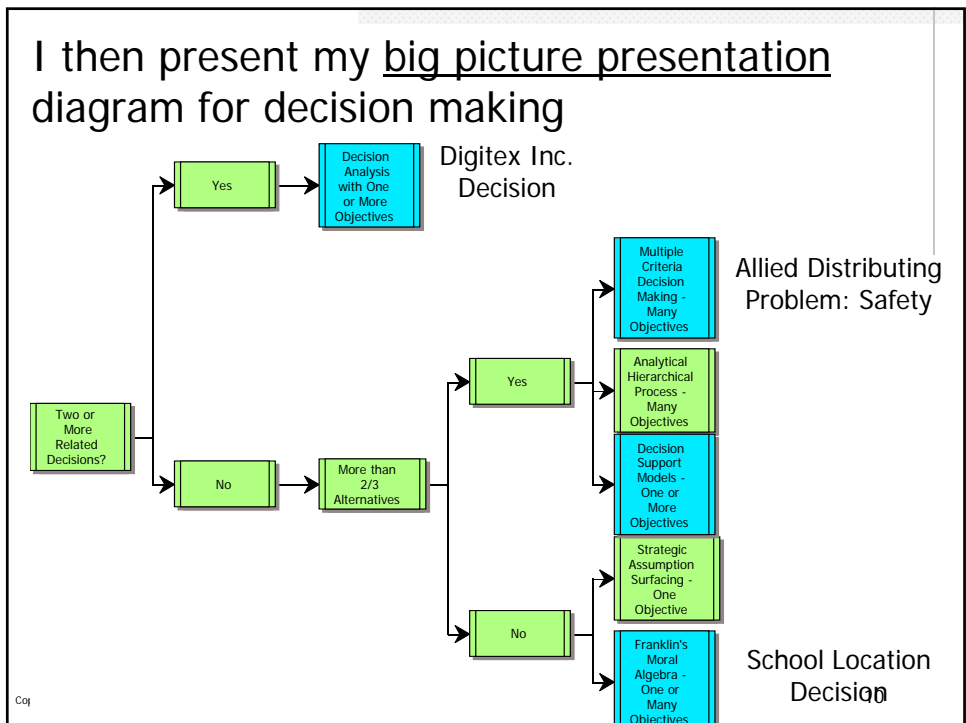
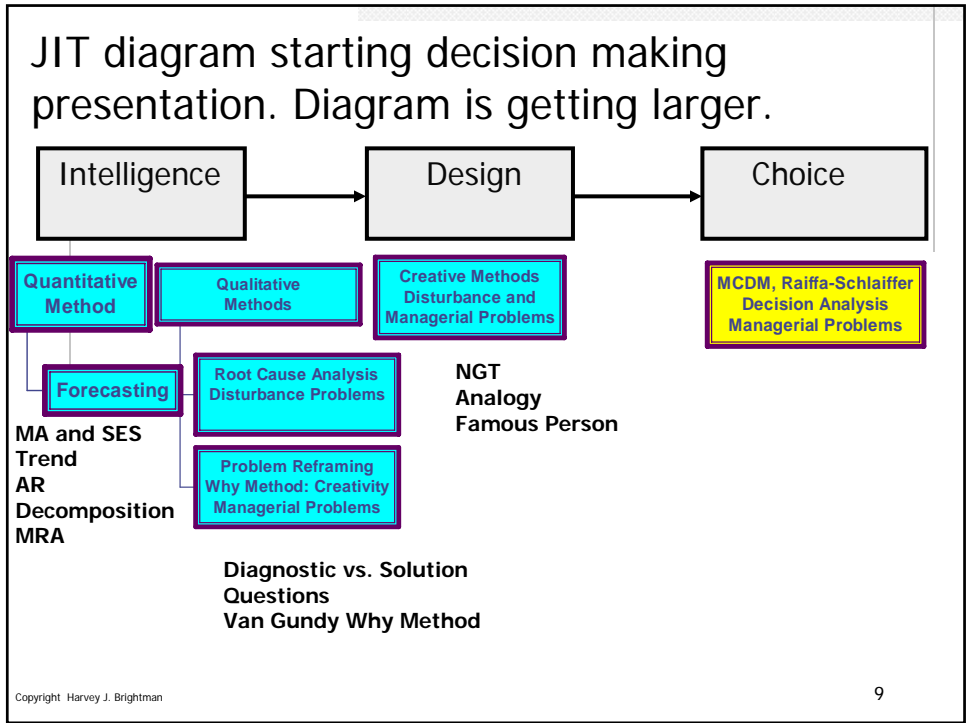
6

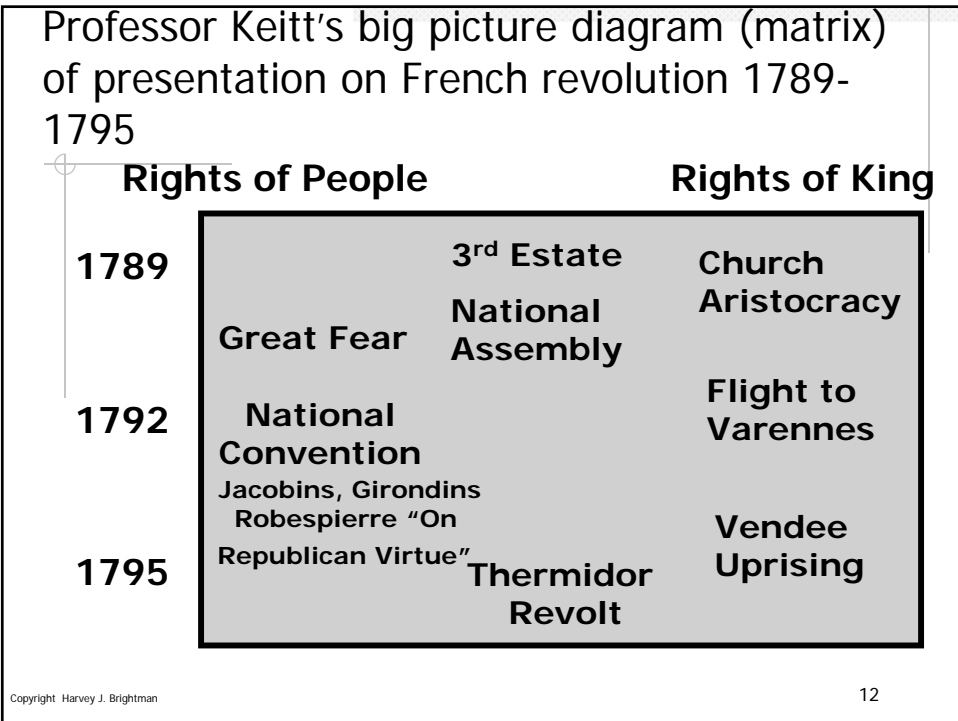
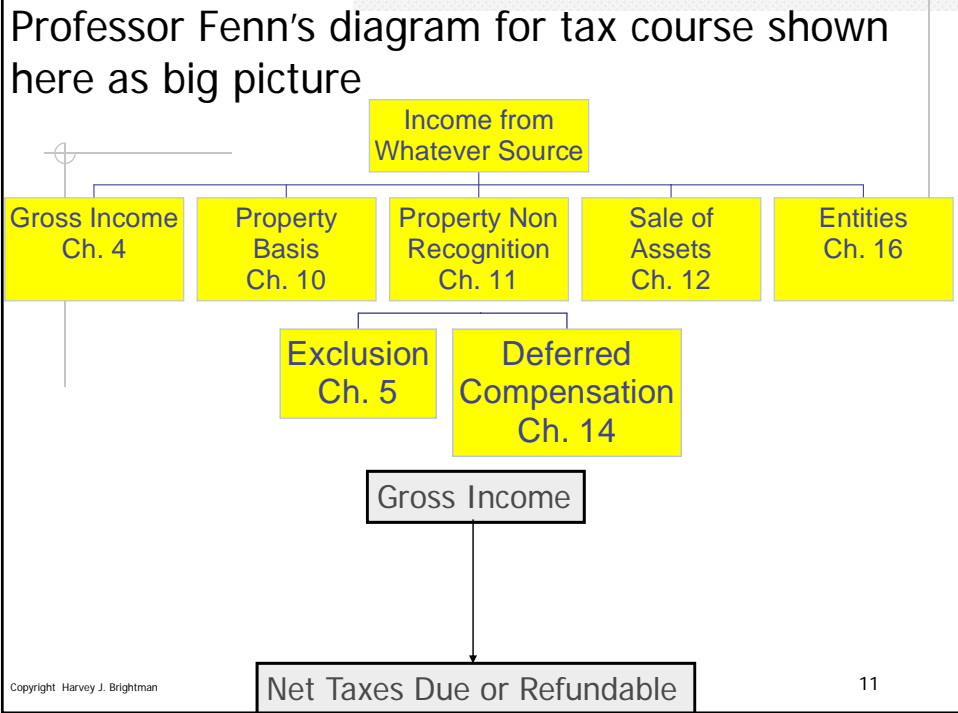
I then present my big picture presentation diagram for forecasting.



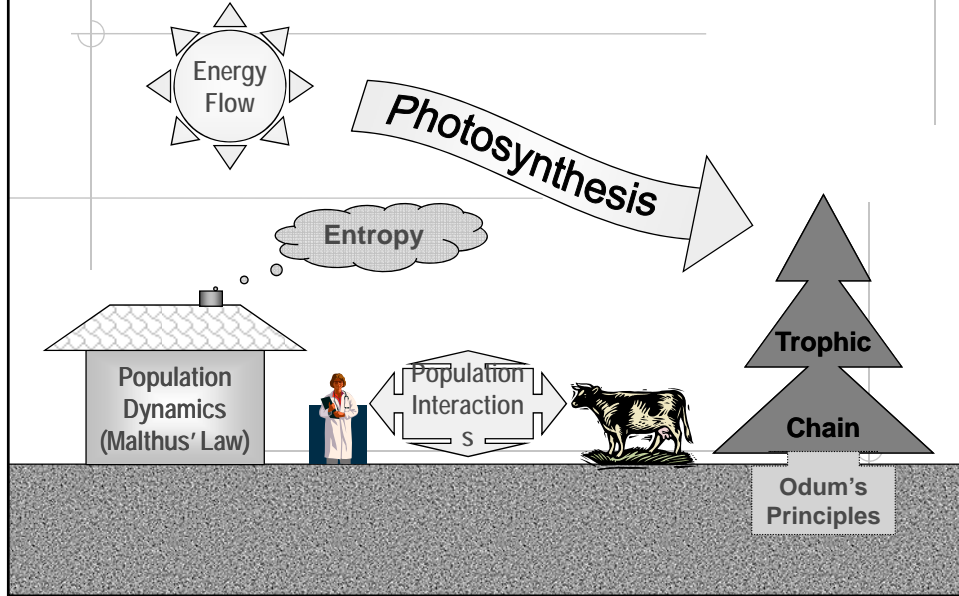
I present this diagram many times. Now shown at beginning of multiple regression analysis –last topic in forecasting chunk.



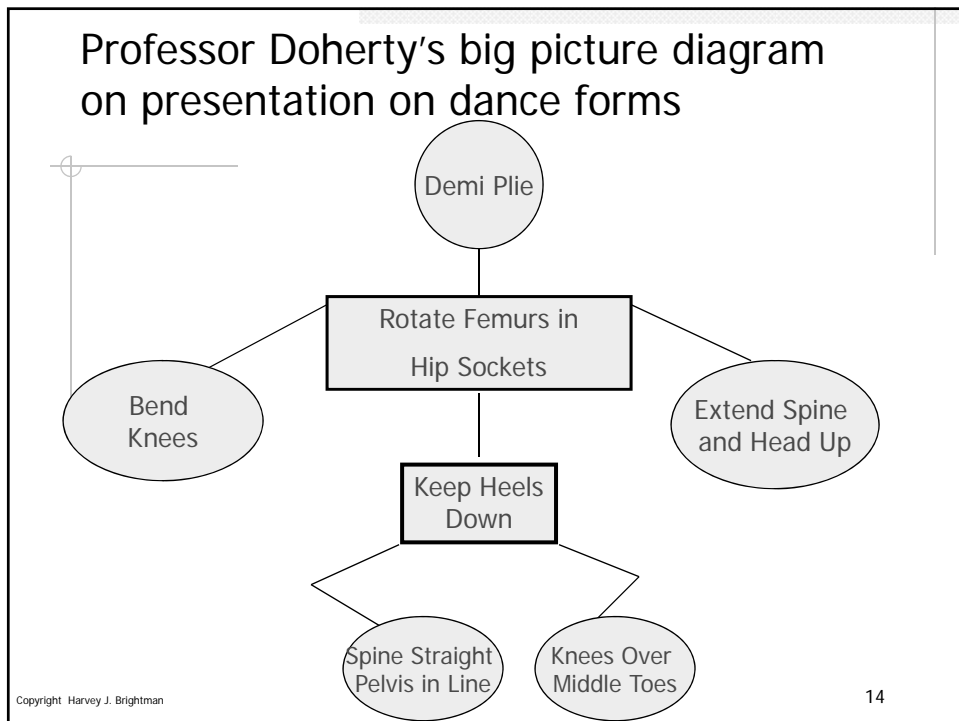




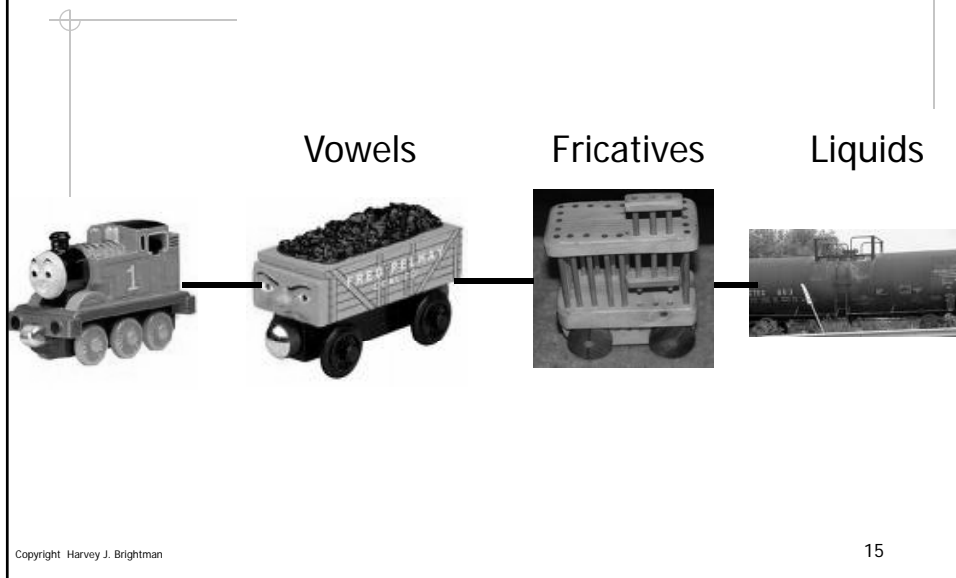
Professor Matamoros' big picture diagram for presentation on ecosystems



Professor Doherty's big picture diagram on presentation on dance forms



Professor Spezzini's big picture diagram for discourse analysis course in ESL



My recommendations that will appeal to sensing and intuitive business students

	Single Presentation or Chunk	Entire Course
JIT Picture	Not Recommended	Recommend for Sensors
Big Picture	Recommend for Intuitives	Recommend for Intuitives

Concept maps display how students connect concepts – their internal flowchart.

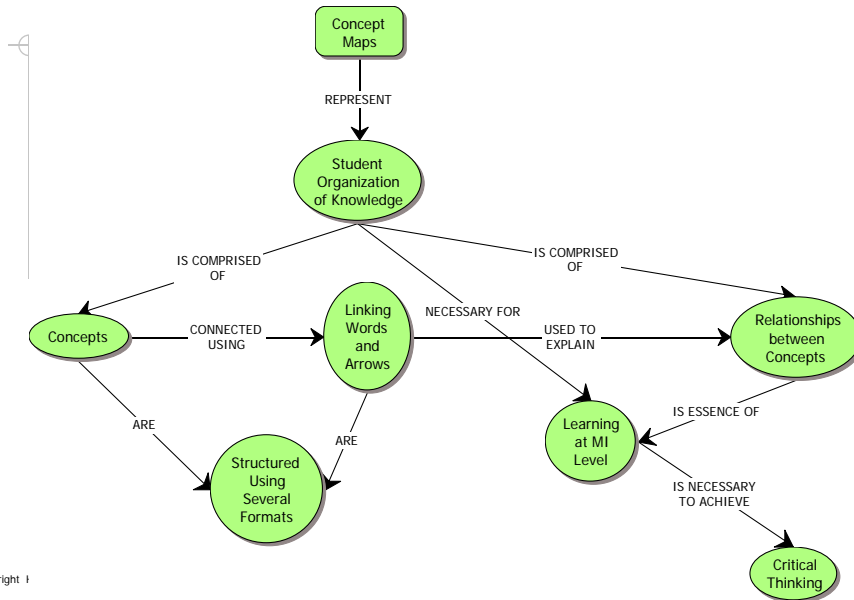


Concept maps include concepts or nodes, arrows, and propositions or words describing relationships between nodes.

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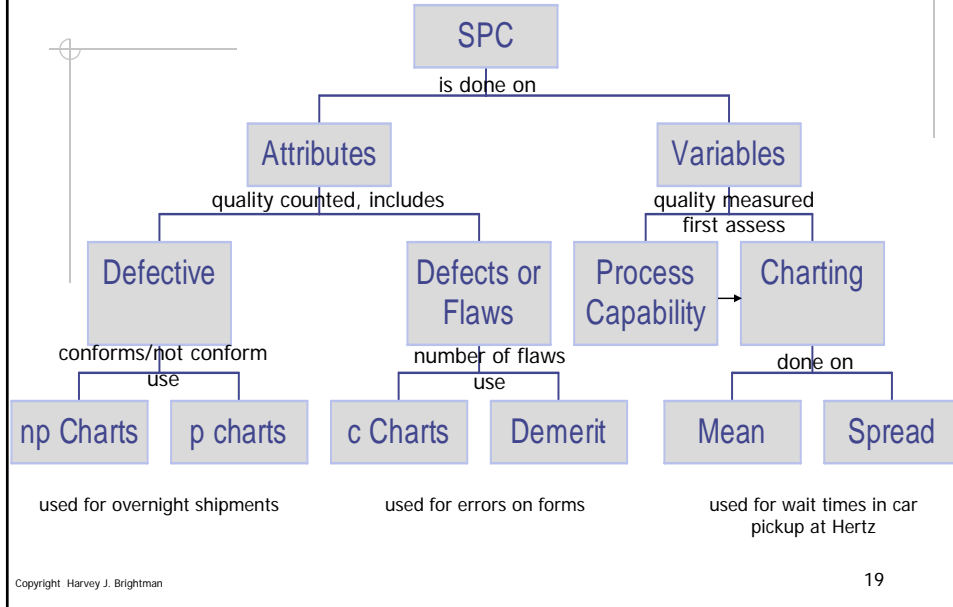
17

Here is a partial concept map on concept mapping

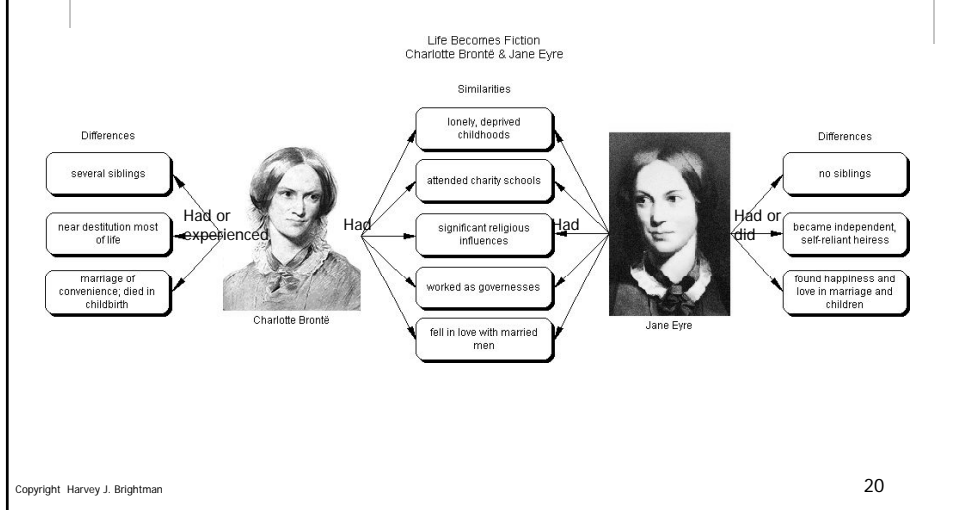


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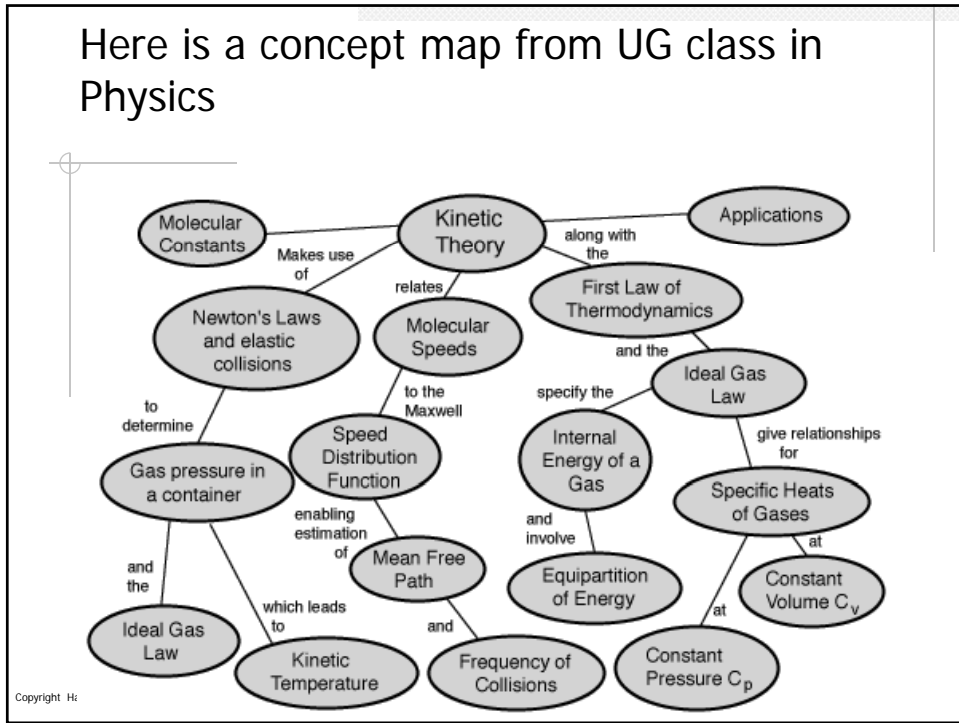
This is a concept map by one of my students in UG quality assurance class



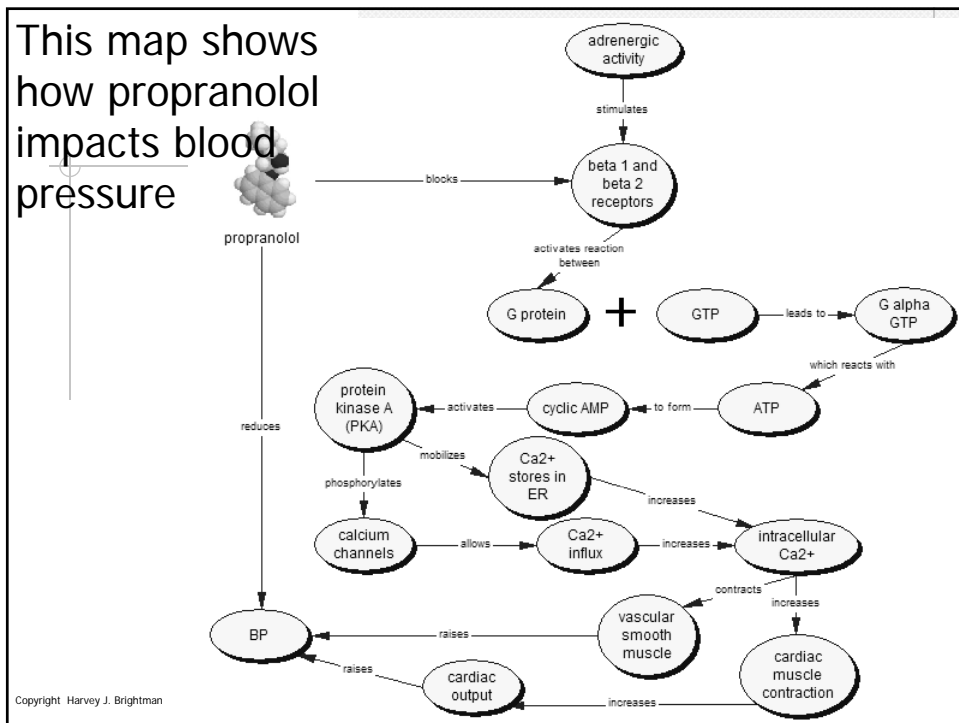
Here a student uses a concept map to compare and contrast an author with her character






Here is a concept map from UG class in Physics



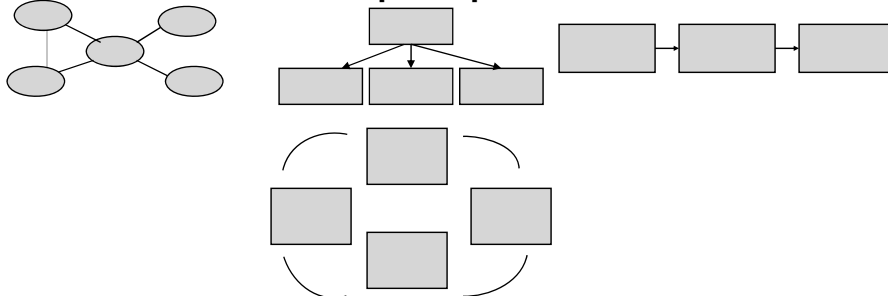
This map shows how propranolol impacts blood pressure



Steps in designing concept map exercise for in-class or homework assignment

Distribute list of    that describe topic.

Have students arrange nodes into chart using one of the several concept map structures.



Write connecting propositions such as "is comprised of", "produces", "to determine", "defined as", "leads to", "contains," "makes use of"

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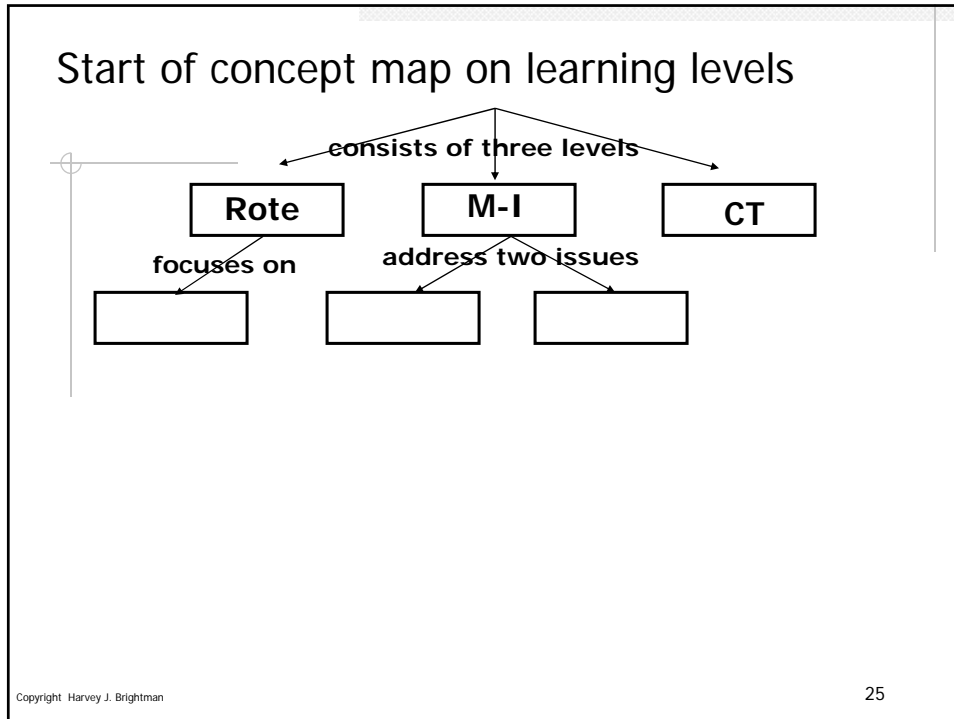
23

If you think you understand learning levels try drawing a concept map; see next page to get started

- | | |
|------------------------------------|---|
| A Rote | L Analysis |
| B Personalize knowledge | M Integrate knowledge |
| C Meaningful-integrated | N Multiple languages |
| D Debates | O Going beyond what you know |
| E Unstructured cases | P Evaluation |
| F Critical thinking | Q Problems similar to those presented in class |
| G Seek connections | R Problems dissimilar to those presented in class |
| H Synthesis | |
| I Lecture method | |
| J Memorization | |
| K Application | |

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24



Reading list

- ◆ Novak J. and Gowin D. *Learning How to Learn*, Cambridge University Press: Reprinted in 2002.
- ◆ Ausubel, D. Novak, J and Hanesian, H. *Educational Psychology: A Cognitive View*, 2nd. edition. Holt, Rinehart, and Winston, 1978.
- ◆ <http://cmap.coginst.uwf.edu/info/printer.htm>

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26