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## Multimodal Concept Mapping and Visual Learning

**2 July 2007 16:00 - 18:00pm**

**WLE Centre Institute of Education,  
University of London, 20 Bedford  
Way, London WC1H 0AL**

Seminar Chair

Christina Howell Richardson  
Plymouth University

This seminar is one of a series 'Fascinating cultural objects': Multimodal concept mapping in teaching and learning consisting of three papers about the uses of multimodal mapping with teachers and students followed by a session by the speakers about the writing challenges for teachers as researchers.

**16:00 Multimodal mapping: innovation in the assessment of teachers' learning about ICT (Christina Preston, MirandaNet)**

This socio-cultural perspective on the multimodal literacy of teachers provides an account of how one particular cultural artefact, the multimodal map (MMM), is used as an innovative method for summative, formative, self and group assessment of teachers' understanding of Information and Communications Technology (ICT) concepts.

## The Centre for Excellence in Work-Based Learning for Education Professionals (WLE Centre)

**16:30 Collaboration, ICT and mind-mapping**

*(John Ralston and Deidre Cook, Open University)*

This study, an investigation of collaborative activity in a Primary school, explores the ways in which visual material helps children to establish shared meanings. It looks at the ways in which multimodal-mapping software can support children's exploration and presentation of ideas. It also considers ways of analysing the childrens' maps and looks for evidence of collaboration and negotiation.

**17:00 Investigating the impact of concept mapping in developing effective learning dialogues**

*(Nigel Riley, Knowle Primary School Plymouth/ Plymouth University)*

This study concentrates on the use of the maps in a Primary school to increase higher-order thinking skills. The findings suggest that using collaborative concept mapping in compositional activities increases concept and propositional transfer from talk into writing. A tentative conclusion is that the dynamic interactions between talk and resulting concept mapping enhances propositional transfer between talk, concept mapping and writing

**17:30 Challenges for teachers writing up practice based studies for academic publication**

The speakers will discuss the process of developing case studies in the classroom and talk about the challenges of writing up practice-based case studies for a special practitioners' volume of *Reflecting Education* ([www.reflectingeducation.net](http://www.reflectingeducation.net)) to be published in September 2007.

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