

Thinking Map strategy

This strategy was developed as part of an Applied Technology CPD 2020/2021 workshop which took place during the 2020/2021 school year. All materials used during this workshop can be viewed in the Technologies section of www.jct.ie within the 'CPD Workshops' tile.



Who is this strategy for?

This strategy is designed for all Junior Cycle students to promote the importance of on-going reflection to inform future learning.



What is this strategy?

This strategy encourages students to think about and capture the key stages and decisions throughout their learning journey. Thinking maps use the structure of graphic organisers like flowchart diagrams, concept maps and cause and effect diagrams to visually track and record thinking, key decisions, sequence and progression as well as helping students to make connections in learning.



When can students use this strategy?

This strategy can be used by students to visually record their thinking as it happens as a self-reflection and analysis task. The prompt questions in this suggested Thinking Map relate to a unit of learning for the 2020/2021 Applied Technology CPD workshop. This is only a guide and it is envisaged that teachers apply the process format and adapt the questions to their individual context.



Where can I find this strategy?

This strategy was used in the context of a unit of learning in the Applied Technology 2020/2021 CPD workshop which can be found [here](#). It also features in the **Teaching and Learning Classroom Supports** in the **Resources** section of the JCT website, found [here](#).



Why should I use this strategy?

This strategy provides students with an opportunity to pause, reflect, analyse, and make judgments on their learning journey and skills at a particular moment in time. The format is designed to be accessible and quick for students to complete.



How can I apply this strategy?

It is encouraged to use this strategy as a starting point and adapt the layout and questions to suit your students and your context. Students might choose to sketch and add annotations in each section. They might also choose to photograph and insert visual reflections digitally. The key consideration is that one stage of thinking and reflection informs the next.

Thinking Map strategy

As we move through a learning journey we continually make decisions, solve problems and develop skills. Thinking Maps are just one way to record the sequence of decisions, the problems encountered and the skills developed. The layout below is an example of how we might record and capture this learning, as it happens, through: sketches, notes and annotations, photographs, audio recordings etc.

