**Teacher Resource 1**

**Concept Map**

A Concept Map is a visual representation illustrating the understanding of relationships between concepts or facts. It requires knowledge of the assigned topic, knowledge of appropriate linking words, and prior knowledge of how to sort and classify information. Concept Maps increase students’ abilities to organize, represent, and connect their thoughts and learning. They also help learners activate and retrieve prior knowledge, and provide a visual display of learning.

***How to Create a Concept Map***

Students brainstorm the key ideas of the topic and put these ideas onto cards or sticky notes. They then sort and classify the cards, looking for relationships between ideas. (If working alone, students can do a “walk-about” to see how others are sorting.) Students place the ideas onto large/chart paper, starting with the main major idea at the top. Each idea extends from a more complex idea to a less complex idea, often ending with an example. Lines are drawn between concepts, and linking words are placed on the lines stating the relationship between concepts. Students are encouraged to look for possible cross-links between different concepts.

***Possible Extensions***

* use colour to clarify segment areas or ideas that are related
* include an example at the end of each branch to communicate that the student understands the concept
* include pictures along with written information

**Process Portfolios**

Process oriented portfolios tell a story about the growth of a learner. They document the processes of learning and creating, including earlier drafts, reflections on the process, and obstacles encountered along the way. They may be organized into skill areas or themes, yet each contains a student's work from the beginning, middle, and end of a learning unit. For example, there may be three drafts of a short story: a preliminary draft, a reworked draft reflecting teacher and peer feedback, and a final draft. The student can comment on the ways one is better than the other. In this manner, the artifacts can be compared providing evidence about how the student's skills have improved. In any number of ways, in writing or perhaps during a parent-teacher conference, the student would reflect on the learning process: identifying how skills have changed, celebrating accomplishments, and establishing present and future challenges.

More on Process Portfolios:

<http://www.teachervision.fen.com/teaching-methods-and-management/experimental-education/4530.html?detoured=1>

Getting Started:

<http://www.learnquebec.ca/en/content/pedagogy/portfolio/general/>