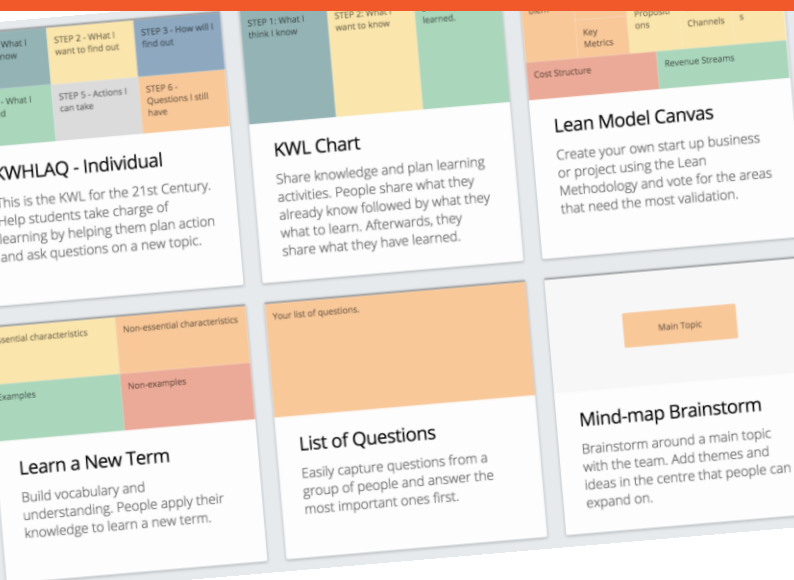
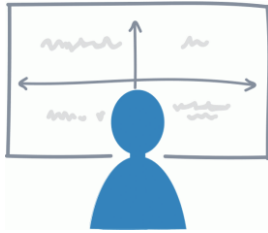




# Think better together

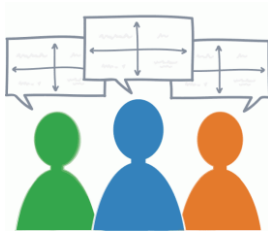
## Lesson Plans for student engagement, visual and critical thinking





## 1. Create your activity

Click on a template or design your own.  
Tweak the design and set the rules in 2 minutes.  
Maps are private so you decide who you share it with



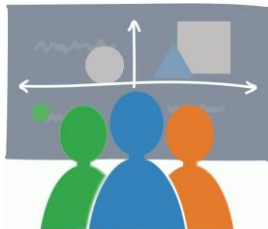
## 2. Invite your students

Share by email, link or Map ID.  
Each student gets his or her own map and own space to think.  
Works on any modern browser on any device – nothing to install.



## 3. Capture responses

Brainstorm easily, honestly and visually.  
Students work to the rules you set.  
You can change things as you go.



## 4. See the results

Comment, prioritise and give feedback.  
GroupMap can show you the results instantly.

**“Achieved a flipped classroom situation...thanks for showing us how ICT can create a paradigm shift” – Dr John Rice, EO, ACDS**

**“Just wanted to reiterate the value that GroupMap provides. It is really the best of breed!” Paul Williams, Senior Lecturer, School of Education**

**“The whole concept of GroupMap fits so well with our classroom practice, it’s a very exciting and such a useful classroom too!” Louise Bristow, Teacher.**

**“@dmirbe:...groupmap.com loving this tool. Compliments Hatties Visible Learning theory. I A new fav in my class.” Matt Esterman, RT Donna Irbe**

# What teachers love about GroupMap

1

## **IMPROVES ENGAGEMENT**

*Social interaction without the distraction. Focussed and organised.*

2

## **PEER LEARNING**

*Students feedback to each other with votes, comments and likes.*

3

## **DESIGN FLEXIBILITY**

*Choose from standard templates or create your own. You set the rules.*

4

## **FORMATIVE ASSESSMENT**

*Immediately get insight into what each student thinks and know about a topic.*

5

## **GREATER ACCOUNTABILITY**

*Each student's contribution to group work is measurable.*

6

## **EASY EVIDENCE**

*Participant summaries provide evidence for your reports.*

7

## **REAL TIME NEEDS**

*Change your map rules as you go- hide and show stages as needed.*

8

## **SAFE LEARNING ENVIRONMENT**

*Flexible choices for anonymity gives everyone a voice.*

9

## **IMMEDIATE FEEDBACK**

*Teacher comments and feedback in real time.*

10

## **BETTER THINKING**

*More focussed discussions using the student voice.*

# A Quick tour

Open menu to change map settings, view reports or exit map

Click on current stage to change stage settings, lock or unlock

Chat real-time with students

Invite students by email, Map ID or link

Business Model Canvas - LEGO Factory

Brainstorm → Vote → Results

Chat Invite BW

**Key Partners**

- Users who construct new LEGO designs and post online
- LEGO online retail team
- Designers
- Manufacturers

**Key Activities**

- Marketing
- Assembly and distribution of custom LEGO kits
- Provide an online marketplace for LEGO designs
- Low volume logistics

**Key Resources**

- LEGO online designer
- Existing LEGO web portal
- Online kit ordering distribution channels
- Existing LEGO brick production lines and facilities

**Value Propositions**

- Expand existing LEGO design offerings with new designs sourced from users
- Personalised kits you can call your own
- Design and build intricate LEGO designs, all the pieces you need will be sent to you
- Share your creativity through the LEGO Factory marketplace

**Customer Relationships**

- Designers
- Ongoing relationships with customer 'designers' of new lego sets
- LEGO Factory Affiliates??

**Customer Segments**

- Designers - customers who want to provide new LEGO designs for sale via the site
- Customised gifts for kids
- Buyers - customers who want to purchase lego designs
- Designer-buyers - customers who want to design their own LEGO kits, buy and put together in real life

**Cost Structure**

- Assembly team
- LEGO Factory website, ongoing maintenance and support
- Production and logistics costs already incurred by existing online retail model

**Revenue Streams**

- Revenue on online sales for LEGO Factory kits
- Referral sales of standard LEGO-designed kits

Click on an idea to see further details

View the reports for individuals, the group or the activity

LEGO online designer

Added by Joe Bloggs 2 months ago

Position

Comments

This map is now closed

Have we spoken to the lego builder team about the complexity of reusing this?

SARAH 2 MONTHS AGO EDIT REMOVE

Reports

Map Ideas Participants Chat Brainstorm Vote My Report

Activity and statistics from the Vote stage

IDEA	VOTES	VOTERS
Assembly team	4	1
Expand existing LEGO design offerings with new designs sourced from users	2	1
Designers	1	1
LEGO online designer	2	1
Marketing	2	1

Personalised Reports

Map Ideas Participants Chat Brainstorm My Report

Zane Hazzard

IDEA	DATE	STATUS
Assembly team	05/06/2015	Completed
Expand existing LEGO design offerings with new designs sourced from users	05/06/2015	Completed
Designers	05/06/2015	Completed
LEGO online designer	05/06/2015	Completed
Marketing	05/06/2015	Completed



# Character Map Exercise






## GroupMap benefits

- Deepen understanding of a character by sharing different perspectives.
- Capture individual views before group discussion.
- Each student can accept or reject suggestions from others as part of their thinking.

## How to run your *Character Map* exercise

1. Invite students to join the *Character Map*.
2. Ask them to think about the character in the story (text, video, audio) and to share their opinions and perspectives on their map.
3. Each student will see what others have added and choose to add or remove these suggestions from their own map by using ticks and crosses.
4. View the results. The more times it has been added, the larger it will be displayed.
5. Go through each heading and facilitate discussion.

≡ Brainstorm → Results Character Map –Ned Kelly Chat Invite

<h3>What the character says or does?</h3> <div><div>+</div><div>He used to hold up carriages and take their money and jewels</div><div><i>such is life</i> "Such Is Life"</div><div>Looks after his family <span>✕</span> <span>✓</span></div><div>Holds up the rich to steal for the poor. <span>✕</span> <span>✓</span></div></div>	<h3>What others think of the character?</h3> <div><div>+</div><div>He is a cultural icon</div><div>He was a criminal that needed to be caught</div><div>Villain - thief</div><div> Hero - good for poor people</div></div>
<h3>How the character looks and feels</h3> <div><div>+</div><div> Big Beard</div><div>He carries 2 guns</div><div> He wears an iron helmet for protection</div></div>	<h3>How do you feel about the character</h3> <div><div>+</div><div>I feel sorry that he had to go through the things he did.</div><div>I'm not sure, it's hard to imagine what it would have been like</div><div>He feels like the real Robin Hood of Australia</div><div>Had a hard life and was as much a victim of circumstance.</div></div>

## Switch it up!

Use the template as a way for students to brainstorm a new character for a book or play.

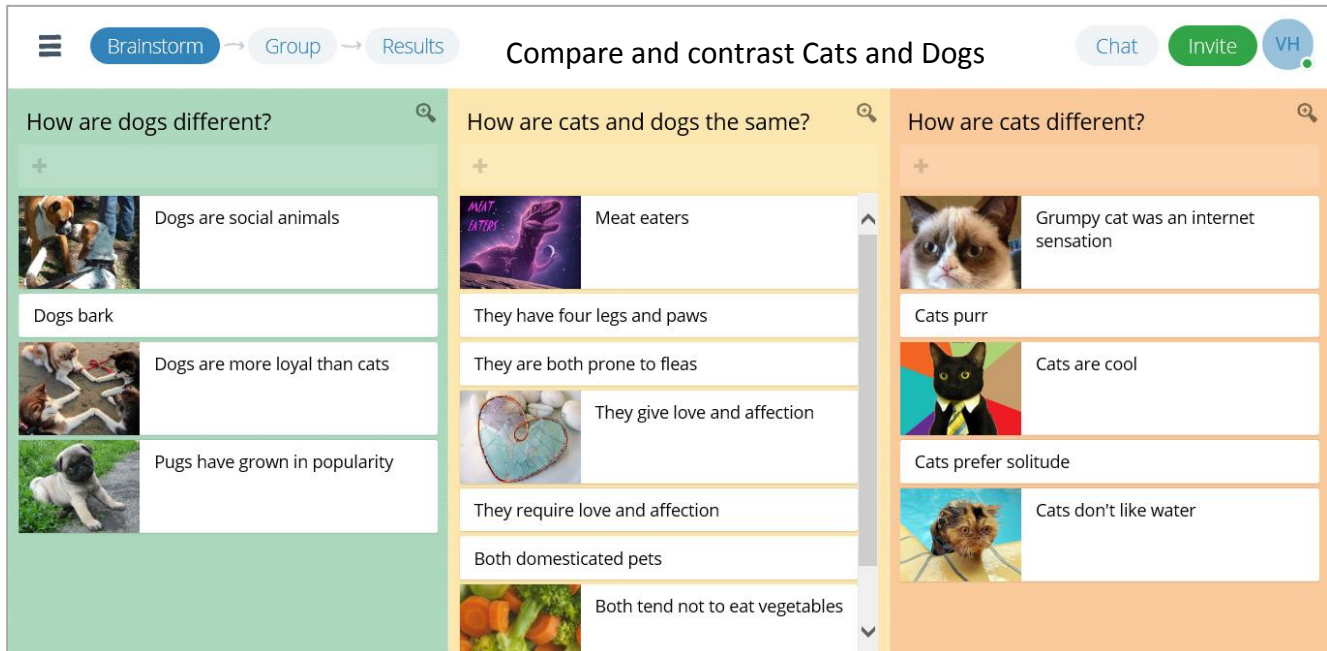
# Compare and Contrast

## GroupMap benefits

- Instantly see the combined class opinions.
- See individual student contribution.
- Acts like a Venn diagram
- Similar ideas can be grouped.

## How to run your *Compare and Contrast* exercise

1. Introduce your 2 topics to the class and invite them to join your Compare and Contrast map.
2. Each student can then add what they believe are the similarities and differences between the two topics. You can choose whether or not they see suggestions from others which they can accept or reject on their own map.
3. In the group stage, you can review the responses and group similar ideas together.
4. View the results and facilitate further discussion. Add comments on ideas as you go.
5. Enable the like/dislike option to give peer feedback.






Brainstorm → Group → Results




### Compare and contrast Cats and Dogs

Chat Invite VH




#### How are dogs different?

-  Dogs are social animals
- Dogs bark
-  Dogs are more loyal than cats
-  Pugs have grown in popularity

#### How are cats and dogs the same?

-  Meat eaters
- They have four legs and paws
- They are both prone to fleas
-  They give love and affection
- They require love and affection
- Both domesticated pets
-  Both tend not to eat vegetables

#### How are cats different?

-  Grumpy cat was an internet sensation
- Cats purr
-  Cats are cool
- Cats prefer solitude
-  Cats don't like water

## Some suggestions to compare

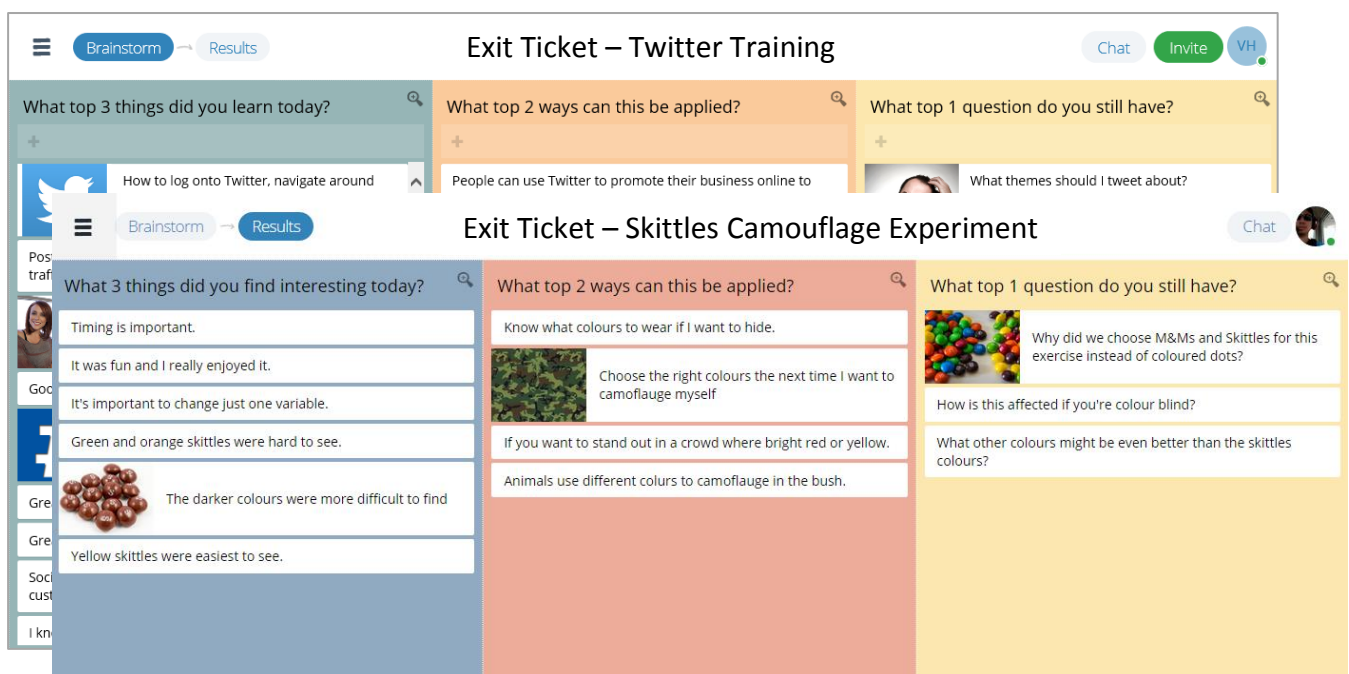
You can compare and contrast people, places, countries, sports or objects.

## GroupMap benefits

- A great plenary, reflective and summative assessment in real time.
- Set up in less than a minute.
- Consolidates learning in a collaborative way.
- See individual student input.

## How to run your *Exit Ticket* exercise

1. At the end of your class, invite your students to join the Exit Ticket map.
2. Ask them to reflect on the things you have taught them today, then individually add what they learned, how it can be applied and what question they still have.
3. You can debrief as a class by viewing and discussing the results. (Note, you can hide/unhide the results from students)
4. Want to see if students have participated? Click on the side menu and click on reports. Click on the participants tab to see what they have contributed.
5. Use the questions asked to kick off your next lesson or use it as the basis for the class research activity.



The screenshot displays two GroupMap sessions. The top session, 'Exit Ticket – Twitter Training', has three questions: 'What top 3 things did you learn today?', 'What top 2 ways can this be applied?', and 'What top 1 question do you still have?'. The bottom session, 'Exit Ticket – Skittles Camouflage Experiment', also has three questions. The first question, 'What 3 things did you find interesting today?', has five responses: 'Timing is important.', 'It was fun and I really enjoyed it.', 'It's important to change just one variable.', 'Green and orange skittles were hard to see.', and 'The darker colours were more difficult to find'. The second question, 'What top 2 ways can this be applied?', has three responses: 'Know what colours to wear if I want to hide.', 'Choose the right colours the next time I want to camouflage myself', and 'If you want to stand out in a crowd where bright red or yellow.' The third question, 'What top 1 question do you still have?', has two responses: 'Why did we choose M&Ms and Skittles for this exercise instead of coloured dots?' and 'How is this affected if you're colour blind?'.

## Want a little extra...

Add voting and let students choose the top questions they want answered.

# For and Against

## GroupMap benefits:







- Get individual ideas before group discussion.
- Students have their say by rating each argument.
- See the top rated arguments in real time.

## How to run your *For and Against* exercise

1. Introduce your topic to the class and invite them to join the *For and Against* map.
2. Students brainstorm on their map. You can decide if you want them to do this individually or collaboratively.
3. Review the combined results and group common ideas.
4. Facilitate a discussion and ask students to rate each argument using the sliders.
5. View the final results. The highest rated arguments will be positioned at the top of the list.

☰ Brainstorm → Group → Rate → Results

Should children have mobiles? Chat Invite VH

For	Against
 It's cool to have a mobile phone	 Mobile phones can become addictive
They can contact friends	Bullies could contact children without parents knowing
 Great tool when children need to contact people in an emergency	 Children won't want to socialise outside
Yes for safety reasons	 Mobile phones are expensive for parents to buy
 Encourage the use of technology	No - because they may see bad stuff on the internet.
	No - because they don't need to contact people as there is no use for it!

## Here are some debate topics to try.

Recycling should be compulsory; All educational institutions should be co-ed; The Internet is more harmful than useful.

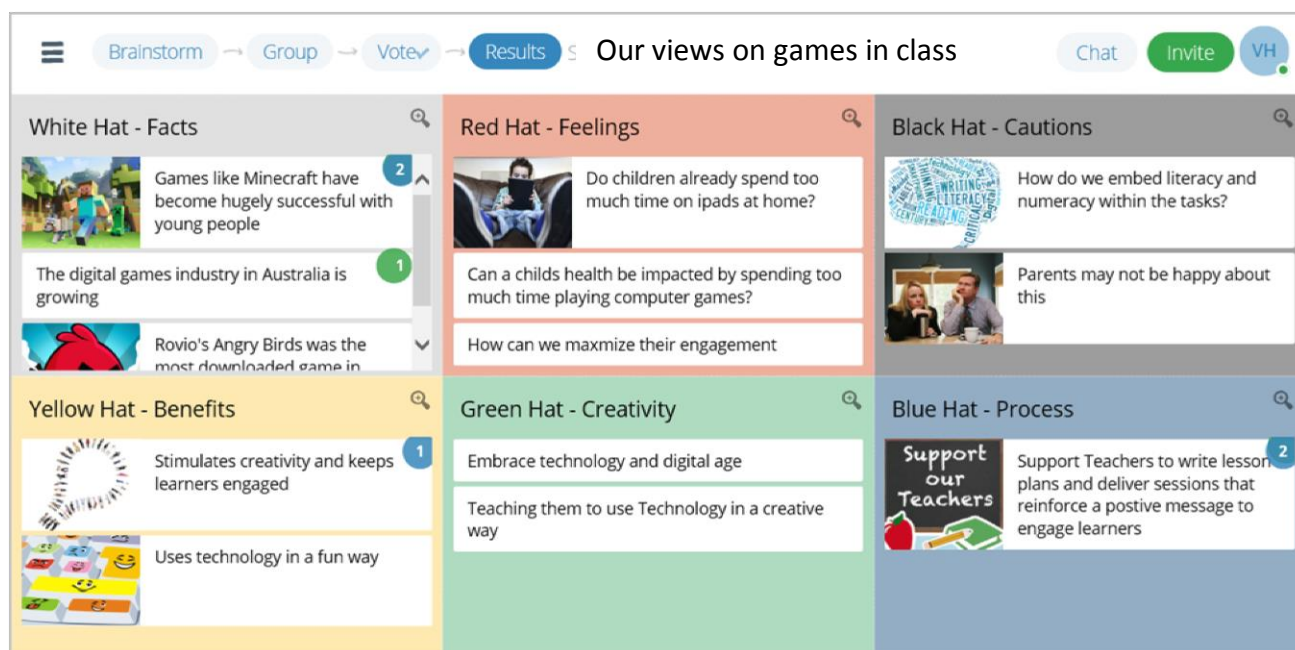
# Six Thinking Hats

## GroupMap benefits

- Captures individual perceptions and allows students to choose the issues that most interest them.
- Easily magnify individual panes to full screen.
- Scroll through ideas and capture comments quickly.

## How to run your Six Thinking Hats

1. Introduce your and invite students into the Six Thinking Hats map.
2. Students can now work collaboratively to populate the different perspectives with their own view. Note that you can drag and drop ideas into the relevant areas as needed.
3. Review the responses and group similar ideas into one. Students can also propose groupings for you to accept or reject. (*Grouping stage setting*)
4. Invite discussions and then ask students to dot vote on the 3 things that they hadn't thought of before and is new to them.
5. View the results and facilitate further discussion and reflection. You can ask for further comments on each idea.



The screenshot shows the GroupMap interface with the title "Our views on games in class". The interface is divided into six colored sections, each representing a different perspective:

- White Hat - Facts:** Contains three ideas: "Games like Minecraft have become hugely successful with young people" (2 votes), "The digital games industry in Australia is growing" (1 vote), and "Rovio's Angry Birds was the most downloaded game in" (1 vote).
- Red Hat - Feelings:** Contains three ideas: "Do children already spend too much time on ipads at home?", "Can a child's health be impacted by spending too much time playing computer games?", and "How can we maximize their engagement".
- Black Hat - Cautions:** Contains two ideas: "How do we embed literacy and numeracy within the tasks?" and "Parents may not be happy about this".
- Yellow Hat - Benefits:** Contains two ideas: "Stimulates creativity and keeps learners engaged" (1 vote) and "Uses technology in a fun way".
- Green Hat - Creativity:** Contains two ideas: "Embrace technology and digital age" and "Teaching them to use Technology in a creative way".
- Blue Hat - Process:** Contains one idea: "Support Teachers to write lesson plans and deliver sessions that reinforce a positive message to engage learners" (2 votes).

Get them up to speed quickly

Hover over each heading for a description of each hat. You can edit this too.



# SWOT Analysis



## GroupMap benefits

- Rate each strength, weakness, opportunity and threat easily with a slider.
- Visualize results in real time.
- Manage workflow and choose your level of anonymity

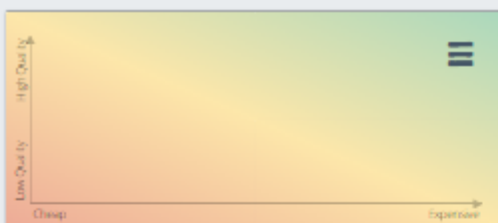
## How to run your SWOT Analysis

1. Introduce the case to the class then invite them to join the SWOT analyse map.
2. Students can work collaboratively to add ideas under each heading. *(You can change this under the brainstorming option)*
3. When ready, review and discuss the results. Students can rate each of the items based on the level of impact it has.
4. View the results which are sized and sorted according to the ratings provided by students.
5. Click on each idea to see how closely aligned ratings are and discuss any major differences.

The screenshot shows the GroupMap SWOT Analysis interface for a "Surf Club". At the top, there are navigation tabs: "Brainstorm" (selected), "Rate", and "Results". The title "SWOT Analysis – Surf Club" is centered, and a "Chat" button with a "BW" icon is on the right. The interface is divided into four quadrants: Strengths (green), Weaknesses (teal), Opportunities (orange), and Threats (red). Each quadrant contains several items with text and a slider for rating. Strengths items include "We are passionate about surfing and love what we do", "We have surfed from the age of seven. We are experts in this field and won competitions", and "We are fantastic surfers and can help young people be the best". Weaknesses items include "Can someone under the age of 16 set up a surf club legally?", "We have no money to set up the new surf club", and "Will we need insurance?". Opportunities items include "We will need to create flyers to promote this", "Could we get the local government, school or university to sponsor us?", "Could we get a surf brand to sponsor us?", and "Could we ask our parents for money?". Threats items include "Sharks", "Our competitors could try and reduce their prices to encourage more people to join them", and "The winter weather".

## Try something different - Round Robin brainstorming

Spilt the class and have them work on each section for a time frame, then rotate them.



## Price vs Quality

Position items based on your perception of its price and quality.

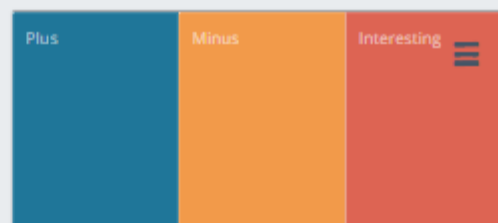
Created by Jeremy Lu an hour ago with 1 participants, ideas



## Problem Solving

Let's explore a problem by defining it, brainstorming alternative options

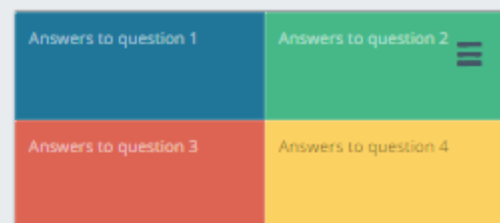
Created by Jeremy Lu an hour ago with 1 participants, ideas



## Plus Minus Interesting

Let's consider the positives, negatives and interesting aspects of

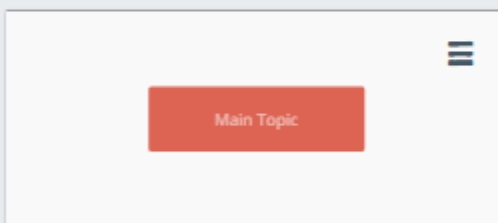
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Rate a Response

Add your response to each of the questions and get feedback.

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Brainstorming

Let's create a collaborative mindmap around our key topic.

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Lean Model Canvas

Let's develop our Lean business model and decide which

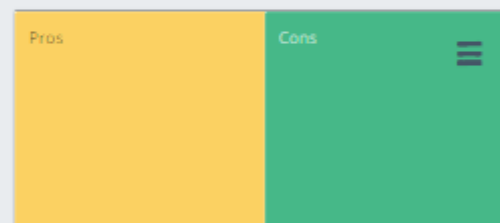
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Strengths, Weaknesses, Opportunities and Threats

Let's brainstorm our strengths, weaknesses, opportunities and

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Pros and Cons

Lets brainstorm and rate the pros and cons to help us decide which

Created by Jeremy Lu 2 hours ago with 1 participants, ideas

List of Ideas



## Prioritize a List

Let's create a list of ideas which we can prioritize.

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Stakeholder Map

Let's create a communication plan by capturing and prioritising our key

Created by Jeremy Lu 2 hours ago with 1 participants, ideas

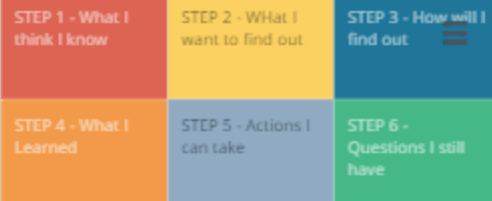
Revision Map



## Topic Revision

Let's revise this topic.

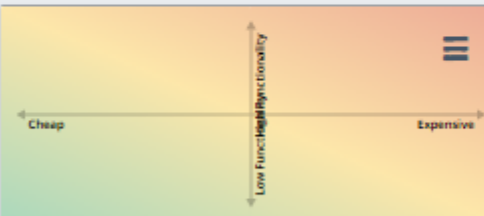
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## KWHLAQ Template

Let's master this topic using this sequence of actions.

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Price vs Functionality

Position items based on your perception of its price and

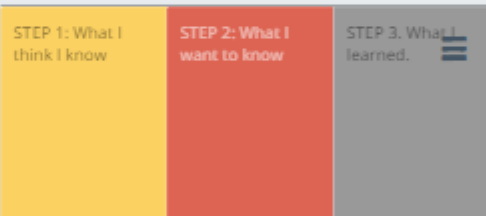
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Learn a New Term.

Let's learn a new term by thinking of what are some characteristics,

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## KWL Chart

Let's share what we already know about a topic and plan our learning.

Created by Jeremy Lu 2 hours ago with 1 participants, ideas

Action Brainstorm  
5W1H



## 5W1H Brainstorm

Let's use these open ended questions to plan and gather our

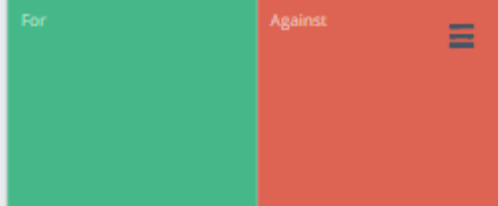
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Exit Ticket 3-2-1

Let's reflect on what we have learned today and how we might

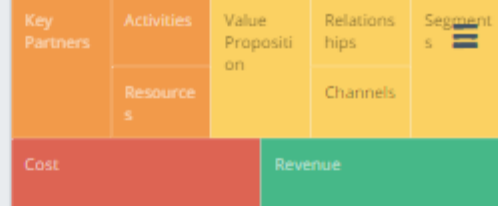
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## For and Against

List arguments for and against which we will then rate to help us

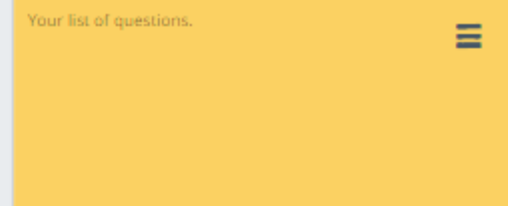
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Business Model Canvas

Let's create our business model and decide on the main areas we need

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## List of Questions

Let's capture a list of questions and answer the most common ones

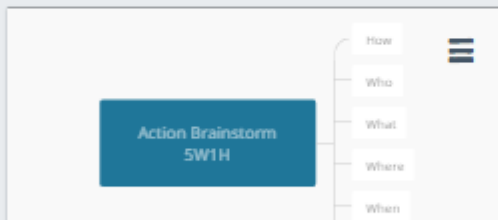
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Character Map

Let's explore and analyse a character.

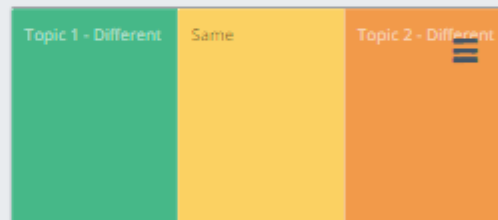
Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## 5W1H Brainstorm

Let's use these open ended questions to plan and gather our

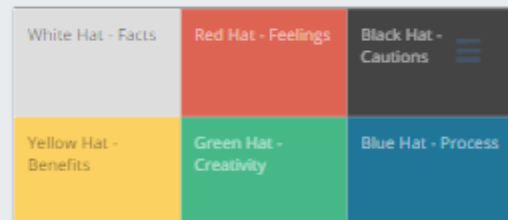
Created by Jeremy Lu 2 hours ago with 1 participants, 6 ideas



## Compare and Contrast

Let's see what you think are the same and what's difference between

Created by Jeremy Lu 2 hours ago with 1 participants, ideas



## Six Thinking Hats

Let's fully explore the issue by considering it from 6 different

Created by Jeremy Lu 21 hours ago with 1 participants, ideas

# Looking for a good idea?

We know you are on the lookout for tools that will both enhance the student learning experience and make your life easier.

**GroupMap** gives you a simple and effective way to take your classroom to the next level with collaborative thinking and teamwork.

Gathering input from each student, GroupMap lets your class plan, brainstorm, discuss and decide in real-time, using rules you can set. Choose from over 24 education-themed templates, or create your own.

It takes 1 minute to learn and 5 minutes to master. You'll soon be boosting visual and critical thinking for students and providing much better feedback, whether or not you flip your classroom.

All your maps are safe. It's designed to meet several key components of the general capabilities framework (ACARA).

## Want to learn more?

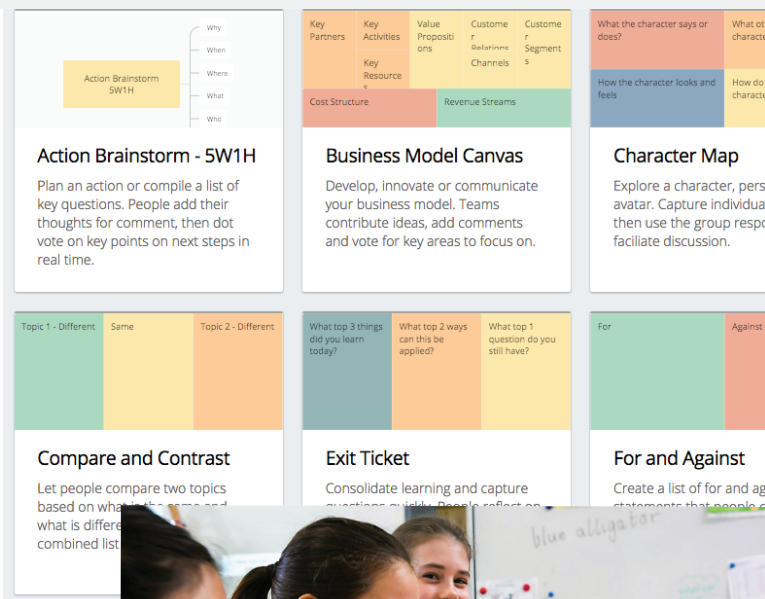
Drop us a line at [info@groupmap.com](mailto:info@groupmap.com) and we'll send you a set of great lesson plans to help you get started.

“Achieved a 'flipped classroom' situation. Thank you for providing an enlightening experience of the paradigm shifting potential that ICT has for teaching and learning.”

Dr John Rice, ACDS

“This is going to be an important tool for all educators.”

Dr Mark Pegrum, University of Western Australia



See us at EduTECH 2015

**STAND I1**

or visit us at  
[www.groupmap.com](http://www.groupmap.com)



**GroupMap**

think better together