



MODULE 7 Outlining And Graphic Organizing

An Effective Reading Process: Student Strategies

Outlining and graphic organizing are effective tools for helping you understand and remember your reading. Whether you learn best by organizing with outlines or by creating concept maps, these strategies will be worth your time.

STRATEGY #1: Outlining with Headings

Outlining is a system of notetaking that uses a progression of numbers and letters to indicate main ideas and supporting details.

1. Examine how your textbook chapters or your assigned reading is organized. In a textbook that makes good use of subtitles to emphasize main ideas and supporting details, there may be several ways to approach outlining. Discuss with your instructor and classmates the significance of different colored or different sized headings in your textbook. Also, take a look at the textbook example below.

The image shows a textbook page with a sidebar. The main page is titled "CHAPTER 8 Developing Learning Goals". A box on the page lists "Some Valuable Ideas You'll Find in This Chapter" with several bullet points. Below this box is a section titled "Why Are Goals Important?" with a paragraph. The sidebar on the right is titled "Assessing Student Learning" and contains text about Bloom's taxonomy and learning goals, followed by a section titled "Knowledge and Conceptual Understanding" with examples.

CHAPTER 8

Developing Learning Goals

Some Valuable Ideas You'll Find in This Chapter

- While Bloom's taxonomy is the best-known framework for articulating learning goals, other taxonomies fill in some voids.
- While basic knowledge and conceptual understanding are important, they are less imperative today than thinking skills that use that knowledge and understanding.
- Employers, policymakers, and other higher education audiences increasingly value three skills: communication, information literacy (research and problem solving), and interpersonal skills.
- The most important question to ask when articulating learning goals is, "Why?"
- Well-expressed learning goals minimize fuzzy terms.
- It's okay to have goals that are a bit broad and nebulous, as long as everyone has a common understanding of what they mean.

Assessment begins not with creating or implementing tests, assignments, or other assessment tools but by deciding on your goals: what you want students to learn and why. This chapter discusses why goals are important; the meaning of terms such as goals, objectives, competencies, and outcomes; and how to develop and express learning goals.

Why Are Goals Important?

Imagine that an English professor teaching nineteenth-century poetry asks his students to keep journals in which they reflect on what they've learned as the course progresses. Without clear goals

Assessing Student Learning

never before considered or collaborated on articulating learning goals may find the process especially daunting. Understanding some frameworks for learning goals that group them into a few broad categories may be a helpful starting point.

The best-known framework, popularly known as Bloom's taxonomy (Bloom, 1956), has three domains of learning: cognitive, affective (attitudinal), and psychomotor (physical). The cognitive domain has six progressive levels of knowledge and intellectual skills: knowledge, comprehension, application, analysis, synthesis, and evaluation. A recent update of Bloom's taxonomy (Anderson & Krathwohl, 2001) reverses the synthesis and evaluation categories and changes "synthesize" to "create."

While Bloom's taxonomy is the best-known framework, others have filled in some voids and brought to the forefront some important goals not emphasized in Bloom's. Arthur Costa and Bena Kallick (2000) promote "habits of mind" such as persisting, thinking flexibly, and striving for accuracy. Robert Marzano, Debra Pickering, and Jay McTighe (1993) emphasize additional thinking skills such as organizing skills. The learning goals in various frameworks may be summarized into three categories, each discussed below:

- Knowledge and conceptual understanding
- Thinking and other skills
- Attitudes, values, dispositions, and habits of mind

Knowledge and Conceptual Understanding

Knowledge and conceptual understanding include remembering, replicating a simple procedure, and defining, summarizing, and explaining concepts or phenomena.

Examples

- Explain how to access the Internet from computers in campus labs.
- Summarize the distinctive characteristics of a particular novelist.
- Understand each component of the scientific method.

Knowledge and conceptual understanding are important outcomes of many courses and programs, but today they are less important than they were a generation or two ago. One reason is that the amount of knowledge available to us has ex



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2. Then use the boldfaced subheadings to set up an outline framework. Skip lines, as the example below illustrates, and then fill in the blank spaces while reading.

Title of the Chapter _____

I. Major Subheading - main idea of section of the chapter

A. Secondary Subheading - main idea of sub-section by title of section

1. Skip lines here to include supporting details
- 2.

B.

- 1.
- 2.

I. Major Subheading

A. Secondary Subheading

- 1.
- 2.

3. When you finish outlining the reading assignment, you have focused on the content and should therefore have a strong grasp of the ideas presented in the outlined pages, as well as the relationships among those ideas. In addition, outlining helps you identify gaps in your knowledge so that you can ask clarifying questions. If you compare and contrast your outlines with fellow classmates and/or in study groups, you can add even more to your understanding of the material.

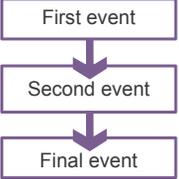
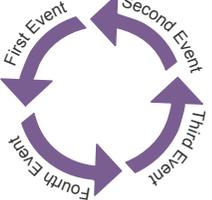
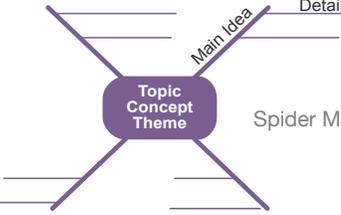
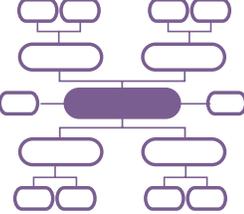
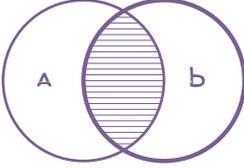
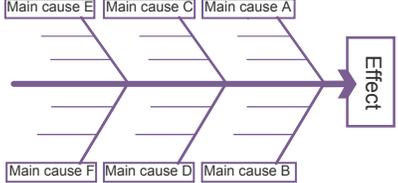
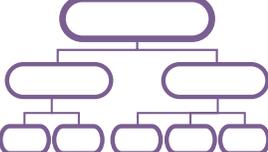


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STRATEGY #2: Locating and Using Graphic Organizers

Graphic organizers are pictures or diagrams that help you organize the information you read. They allow you to see sequences, interrelationships among ideas, comparisons and contrasts, causes and effects, and the order of importance. They are great tools for many types of academic reading. Different kinds of reading and learning tasks call for different kinds of graphic organizers. Your instructors may suggest types of charts that will serve you best as you read certain assignments.

You can, however, choose the most appropriate types after spending a few minutes familiarizing yourself with various kinds of graphic organizers. Several types of graphic organizers are included below.

Ways to Organize Information	Types of Diagrams to Use													
Chronologically (in order of time)	Beginning  Chain of Events	 Cycle Diagram												
Classification & Division (sections, categories, component parts)	 Spider Map	 Cluster Diagram												
Comparison / Contrast	 Venn Diagram	<table border="1" data-bbox="893 1297 1185 1438"> <thead> <tr> <th>Attributes</th> <th>Name 1</th> <th>Name 2</th> </tr> </thead> <tbody> <tr> <td>Attribute 1</td> <td></td> <td></td> </tr> <tr> <td>Attribute 2</td> <td></td> <td></td> </tr> <tr> <td>Attribute 3</td> <td></td> <td></td> </tr> </tbody> </table> Compare-Contrast Diagram	Attributes	Name 1	Name 2	Attribute 1			Attribute 2			Attribute 3		
Attributes	Name 1	Name 2												
Attribute 1														
Attribute 2														
Attribute 3														
Cause / Effect	 Fishbone Diagram													
Order of Importance														



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STRATEGY #3: Creating Graphic Organizers

Rather than using a template for your graphic organizer, you might want to create one yourself. This allows you to think more creatively and, quite honestly, some reading can't be put into neat, pre-made diagrams. Take a complex section from one of your assigned readings and visually represent the main ideas and supporting details of the text by drawing and even coloring in your own concept map. Remember, however, that your graphic organizer must not only demonstrate the key ideas, but it should also show the relationships between them.



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Useful Resources

Many websites provide graphic organizers you can print for free, including:

Exploratree.

<http://www.exploratree.org.uk>

This website developed by Futurelab offers 25 pre-made concept maps that can be filled in, used online (for collaboration) or offline, and altered by changing text shapes and images to meet the needs of the reading type and purpose. Users can also create and share new templates and complete, collaborate, present, and share them on or offline.

Graphic organizers.

http://its.leesummit.k12.mo.us/graphic_organizers.htm

This page, from the Lee's Summit Missouri School District technology pages, is a great resource for graphic organizers as it includes organizers that can be completed online or downloaded and printed.

Web English teacher.

<http://www.webenglishteacher.com/graphic.html>

This website offers 16 links to graphic organizer pages that meet a huge variety of needs related to writing, planning, organizing, and discussing topics across the curriculum.

****Please bear in mind that documents on the web might change location or go away. If a link provided here does not work, try searching the key terms in a search engine or locating more of your own resources.**