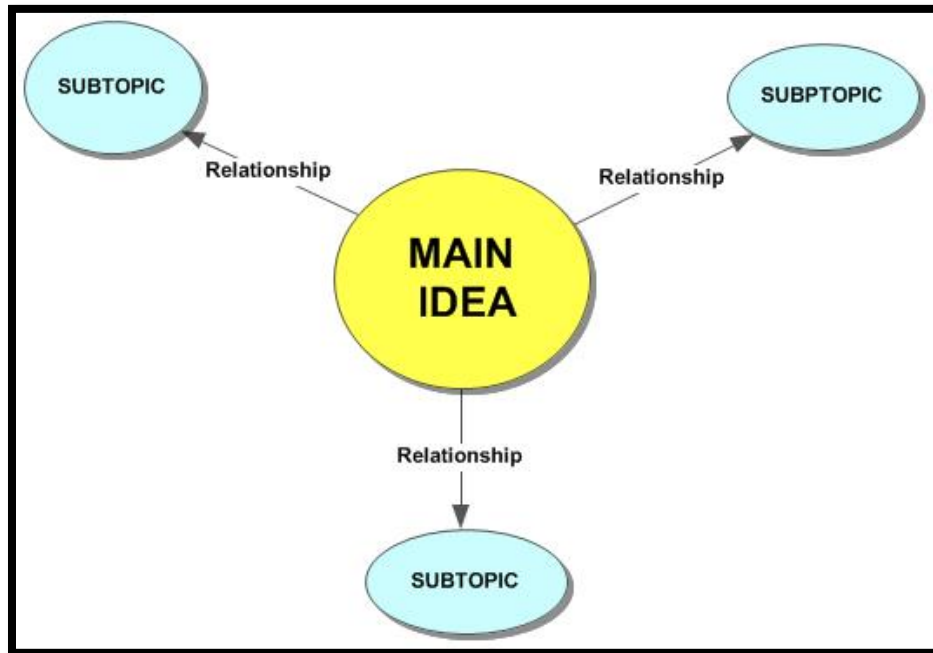


CONCEPT MAPPING: A VISUAL TEACHING AND LEARNING TOOL IN THE CLASSROOM

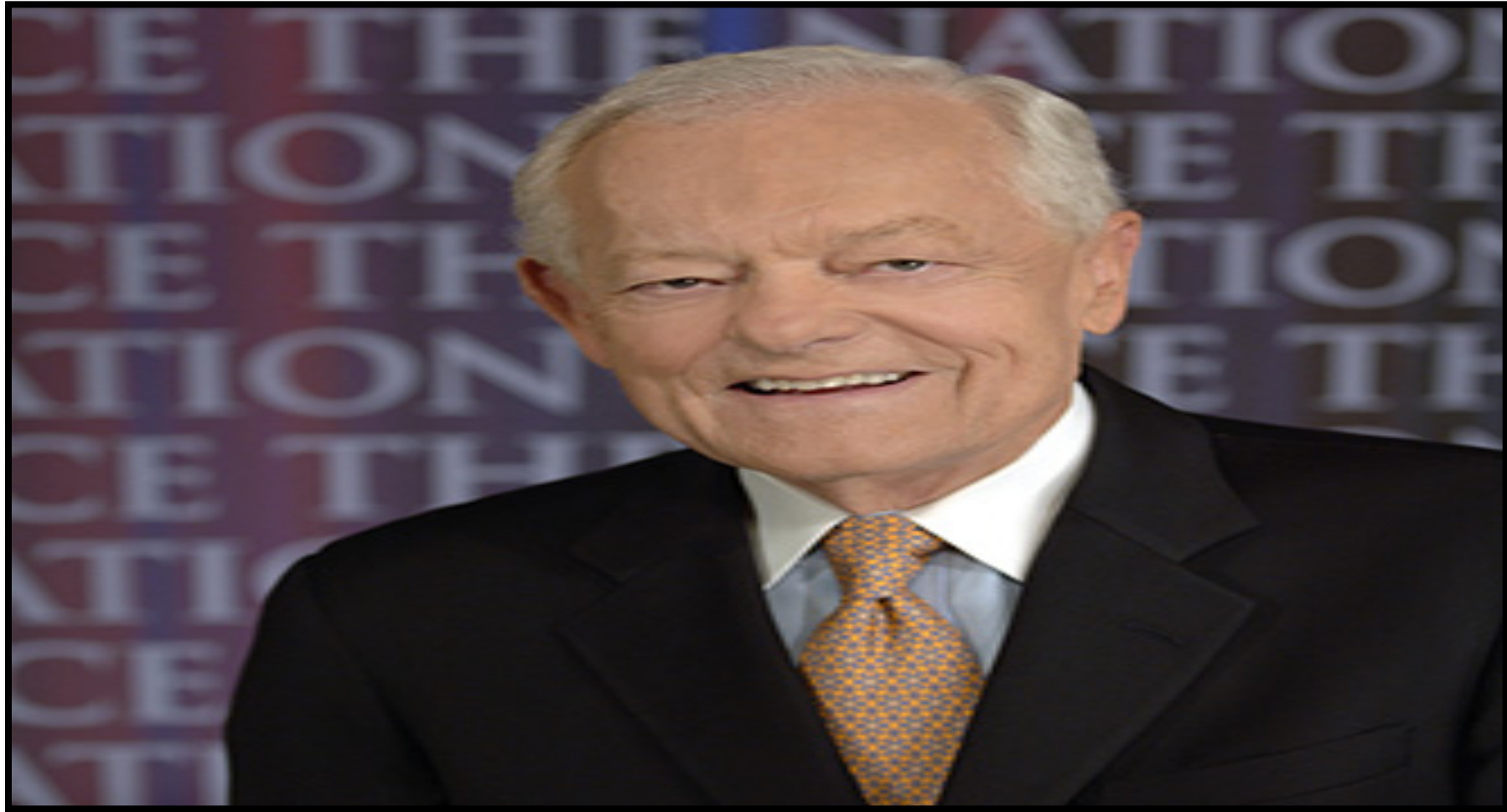


Michael (Mike) Kane
Business Studies Department
NTID Scholarship Symposium
January 21, 2016

MENTORS

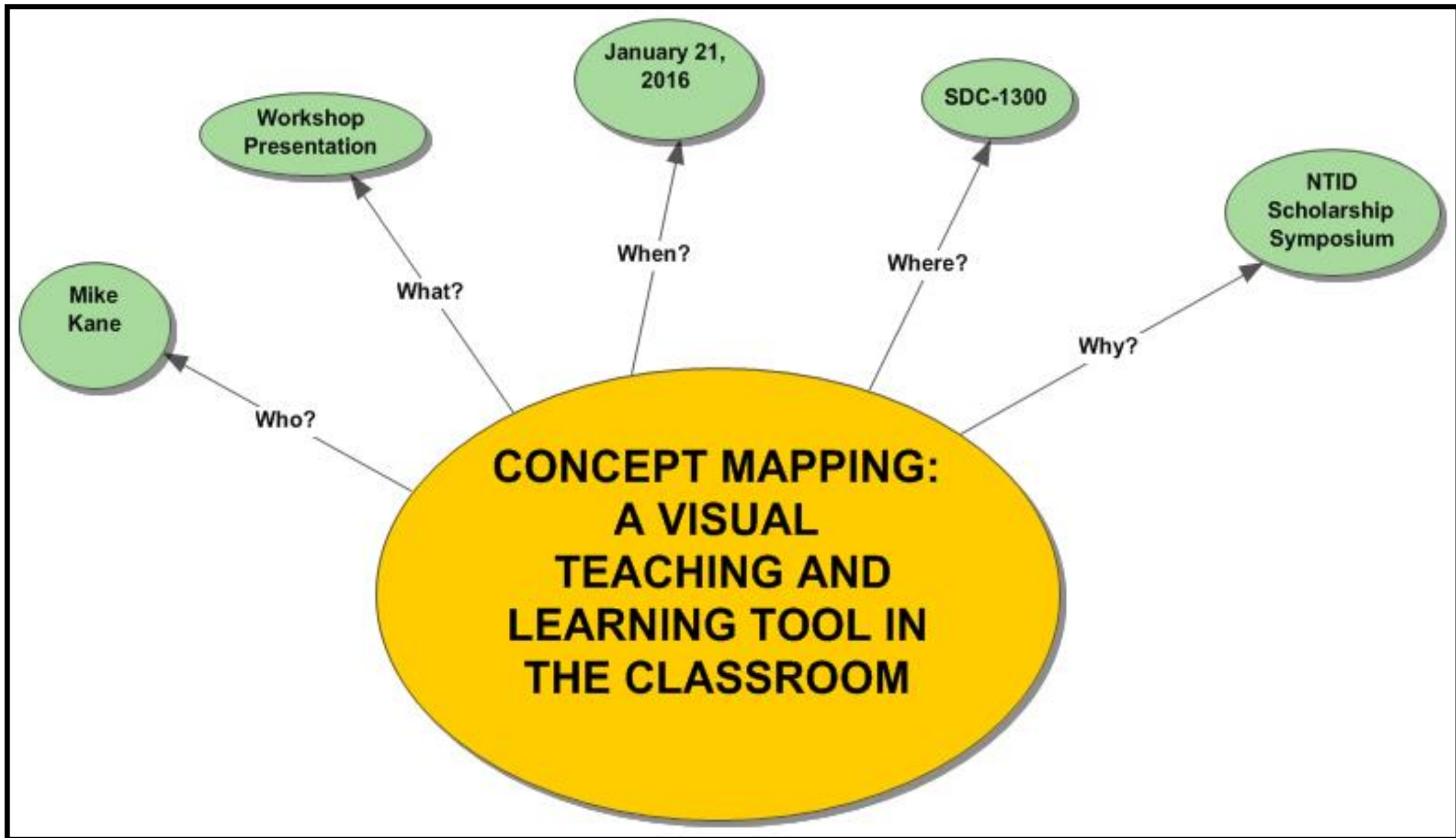
“I’m not much for this self-made person rule. All of us had somebody to help us.”

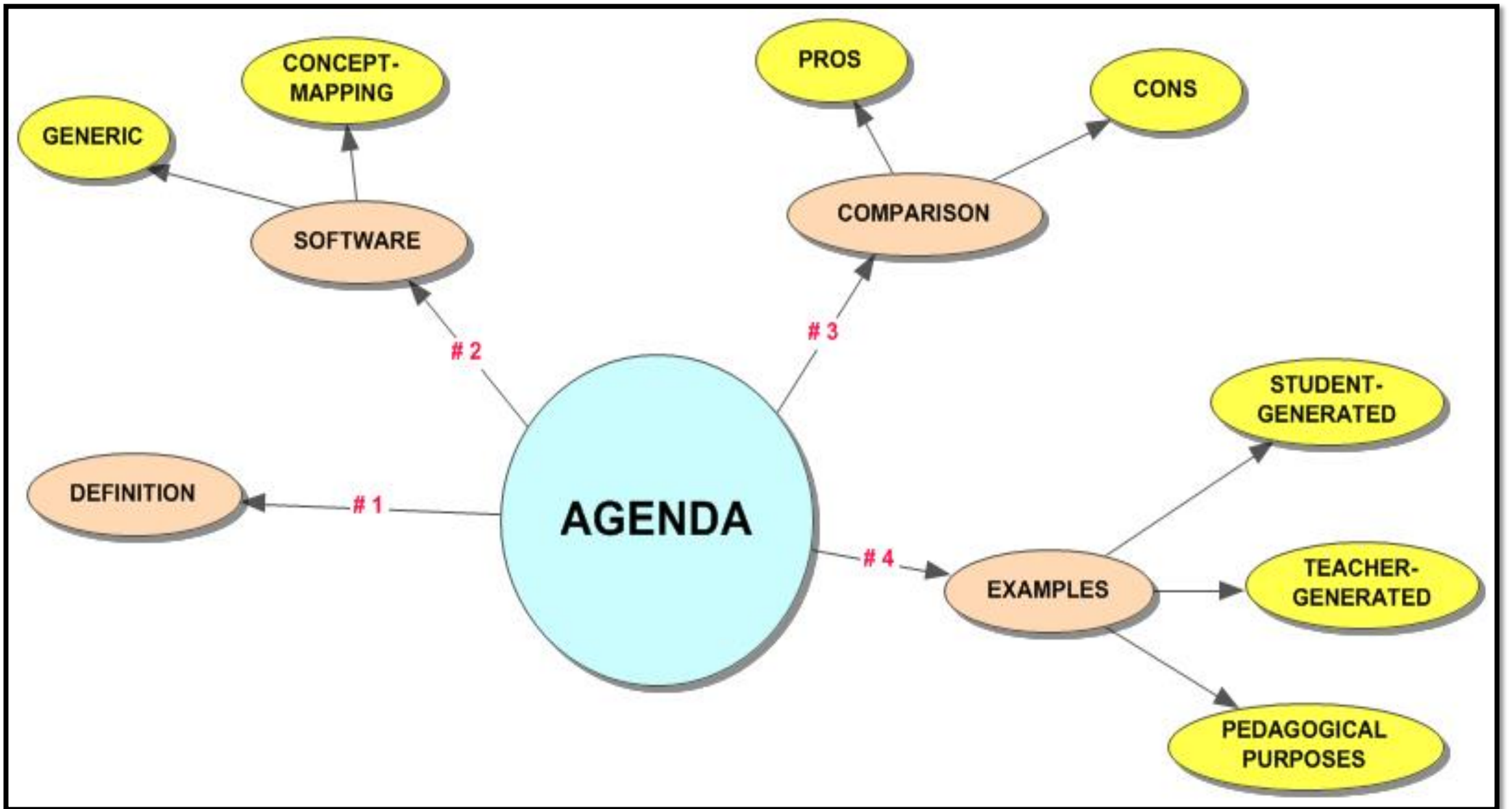
RIT COMMENCEMENT SPEAKER (MAY 2010)



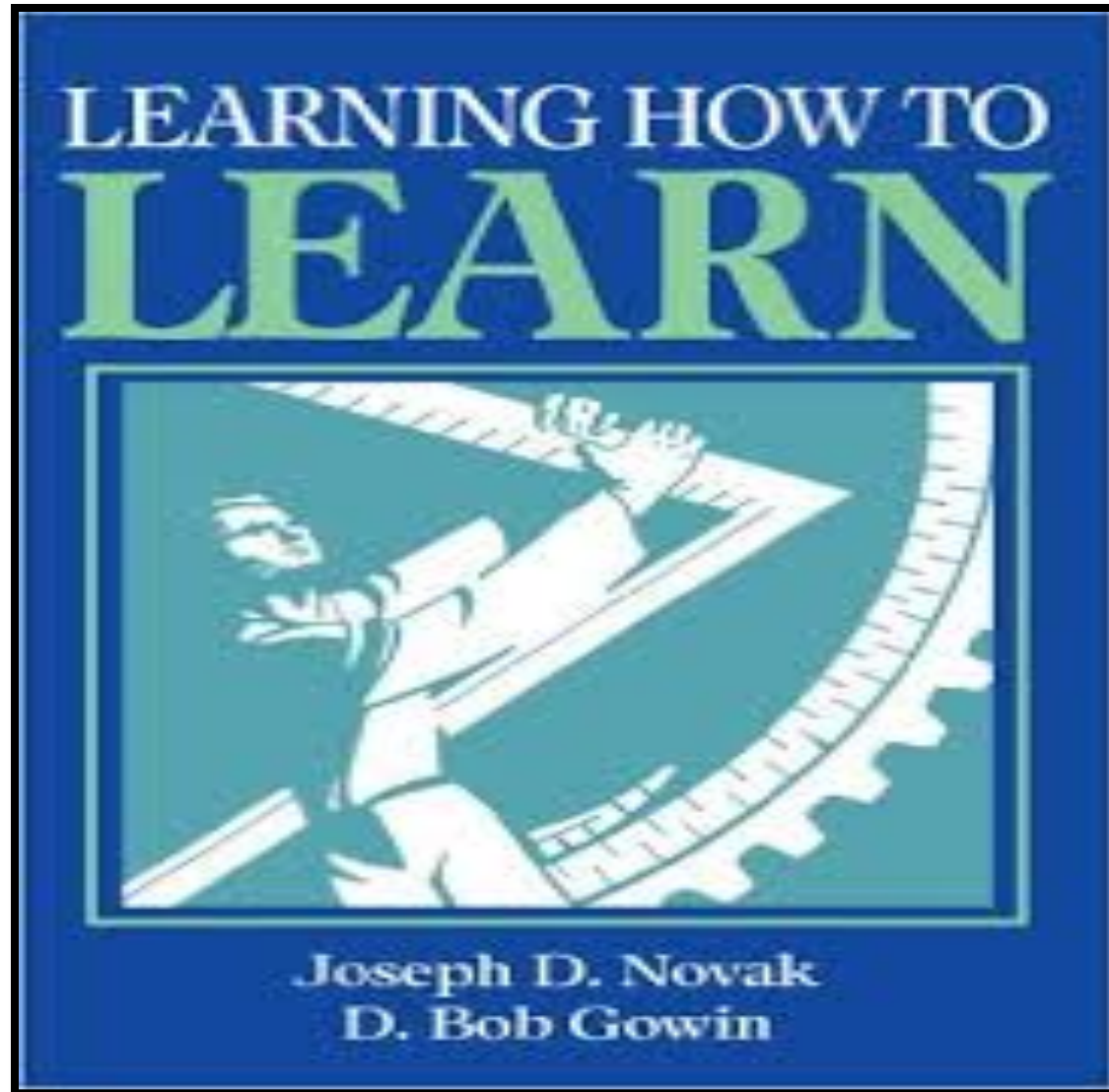
ACKNOWLEDGEMENTS







CONCEPT-MAPPING RESOURCE



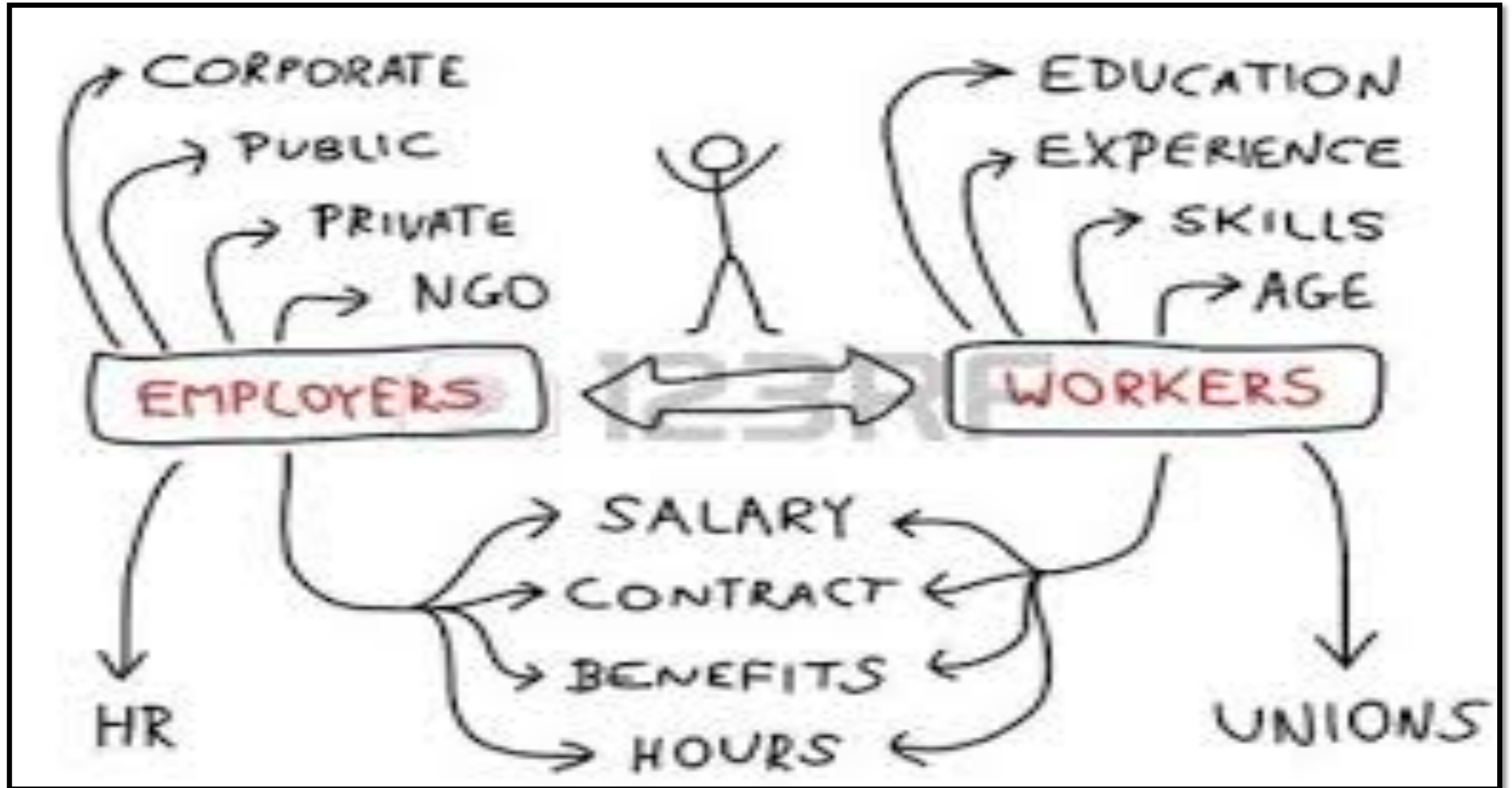
DEFINITION

“visual representations of meaningful relationships between concepts”

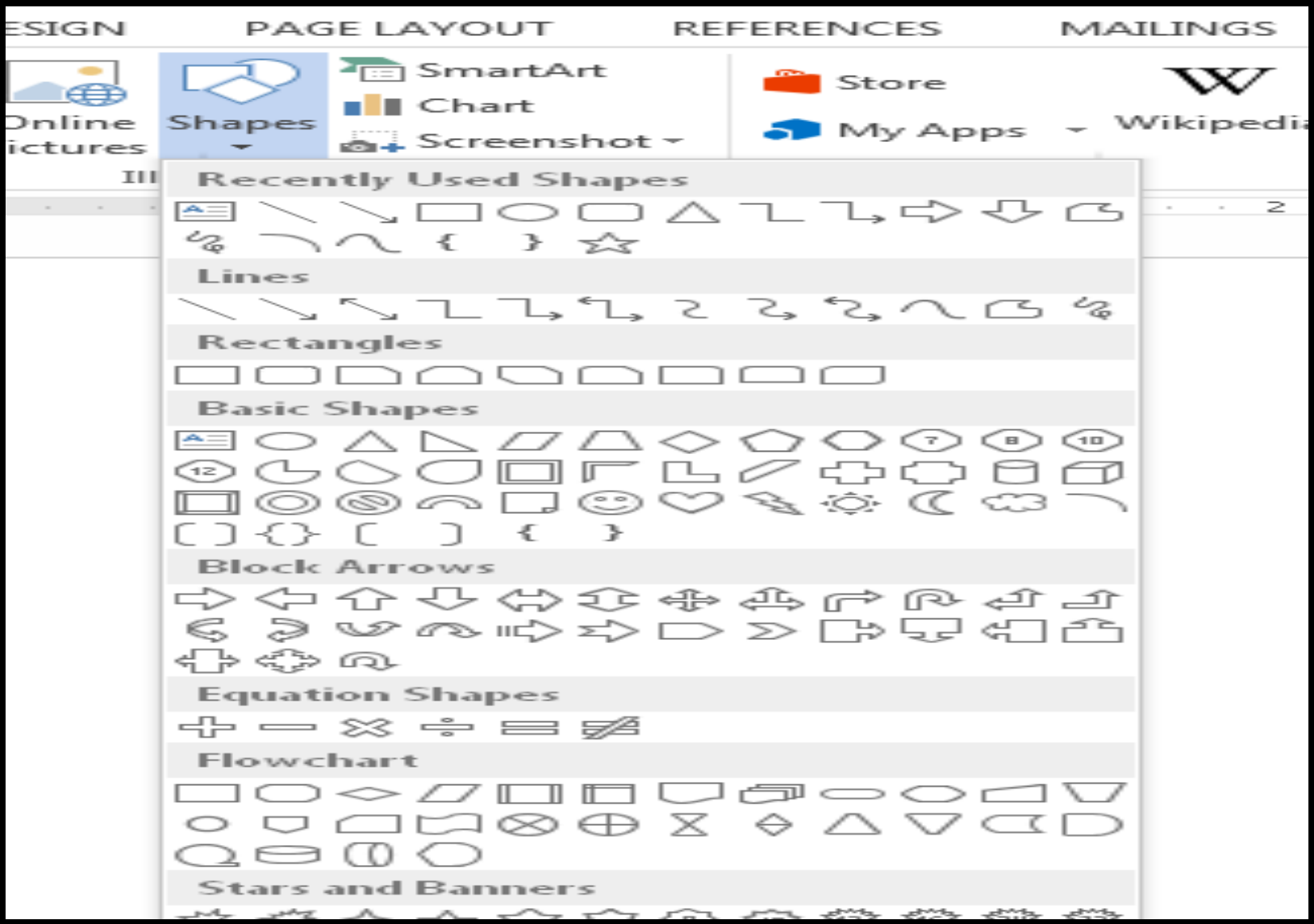
REFERENCE

Novak, J. D. and Gowin, D. B., 1984 (10th edition 1994). Learning how to learn. New York, NY: Cambridge University Press.

BEFORE COMPUTERS



GENERIC SOFTWARE

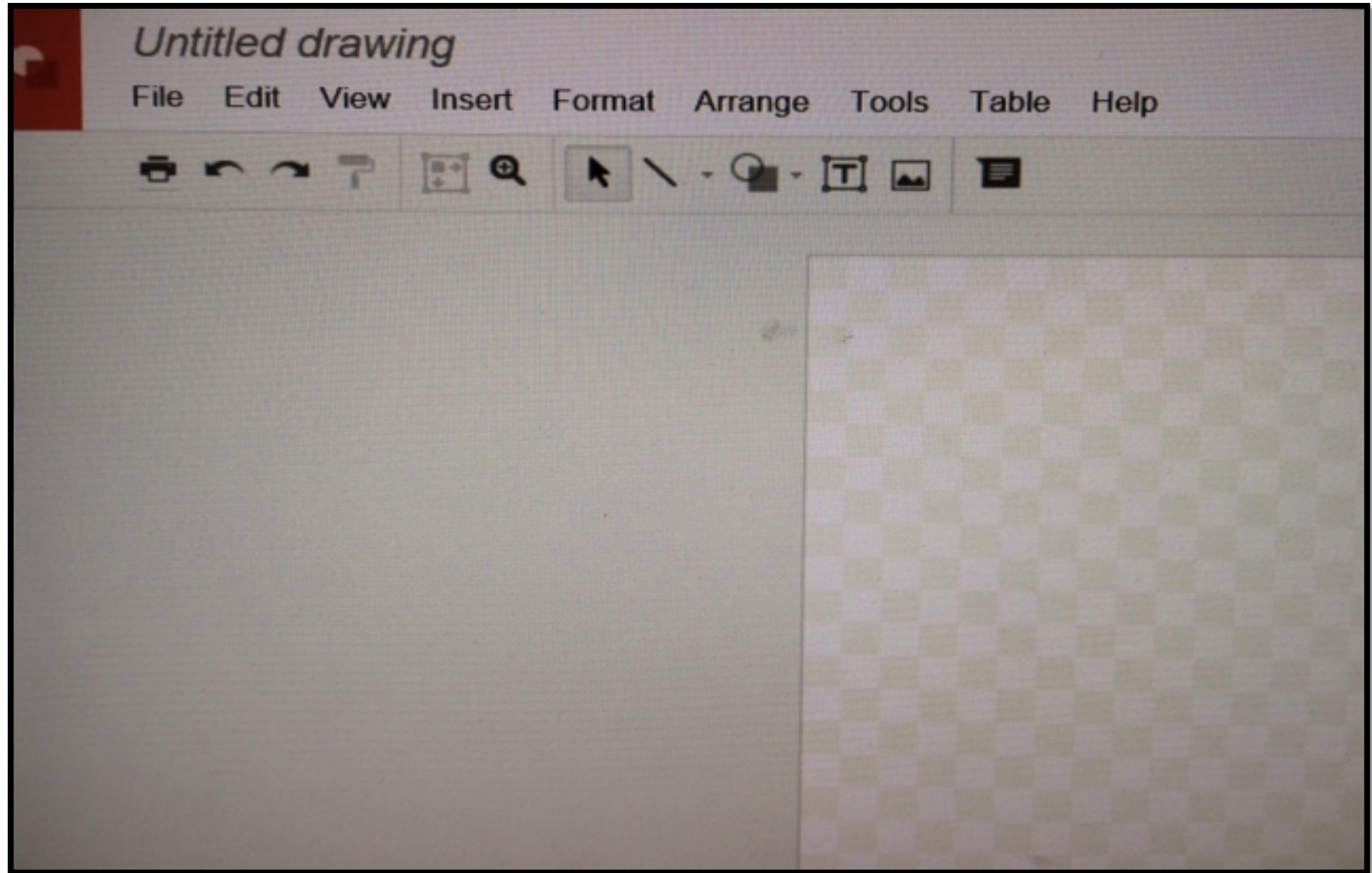


GENERIC SOFTWARE

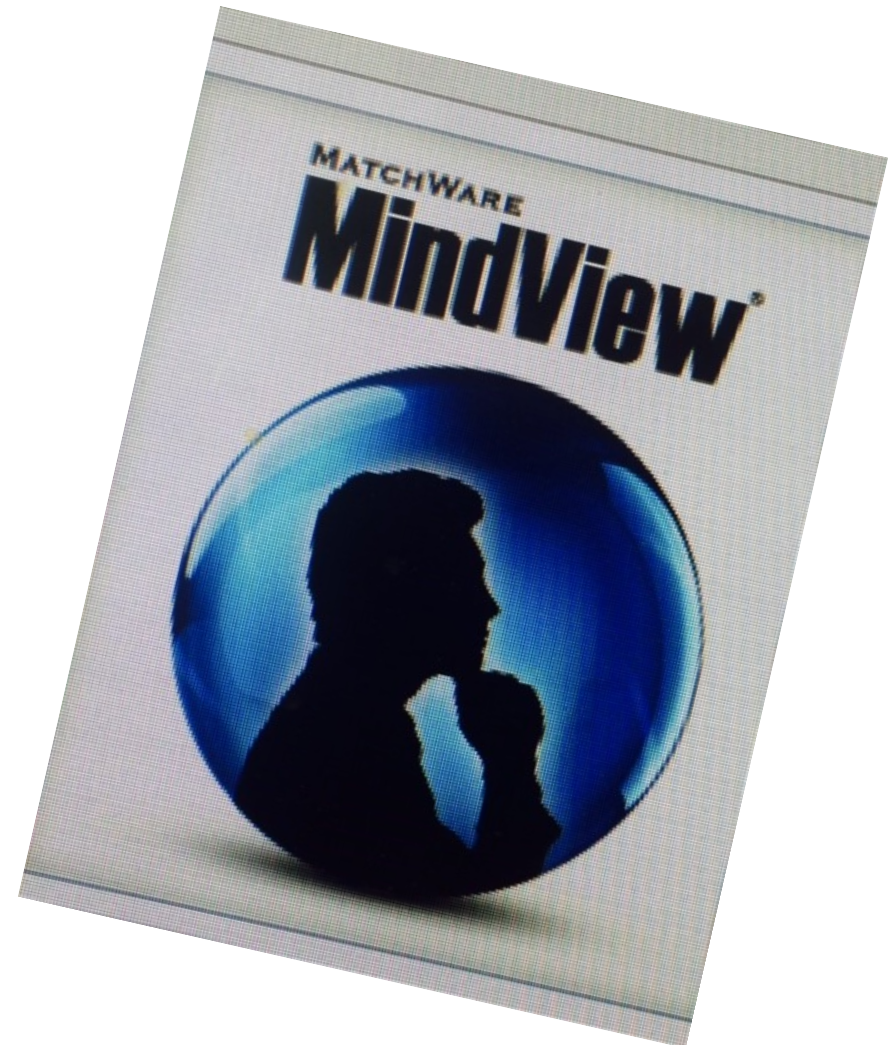


The screenshot shows the Microsoft PowerPoint interface with the 'Choose a SmartArt Graphic' dialog box open. The background shows the 'TRANSITIONS' ribbon with icons for Shapes, SmartArt, and Chart. The dialog box has a left sidebar with categories: All, List, Process, Cycle, Hierarchy, Relationship, Matrix, Pyramid, and Picture. The 'List' category is selected, and a grid of SmartArt templates is displayed. The first template in the grid is highlighted with an orange border. To the right of the grid, a preview of the selected 'Basic Block List' SmartArt is shown, consisting of five colored rectangular blocks (orange, grey, yellow, blue, green) arranged in a grid. Below the preview, the text reads: 'Basic Block List' and 'Use to show non-sequential or grouped blocks of information. Maximizes both horizontal and vertical display space for shapes.' At the bottom of the dialog box are 'OK' and 'Cancel' buttons.

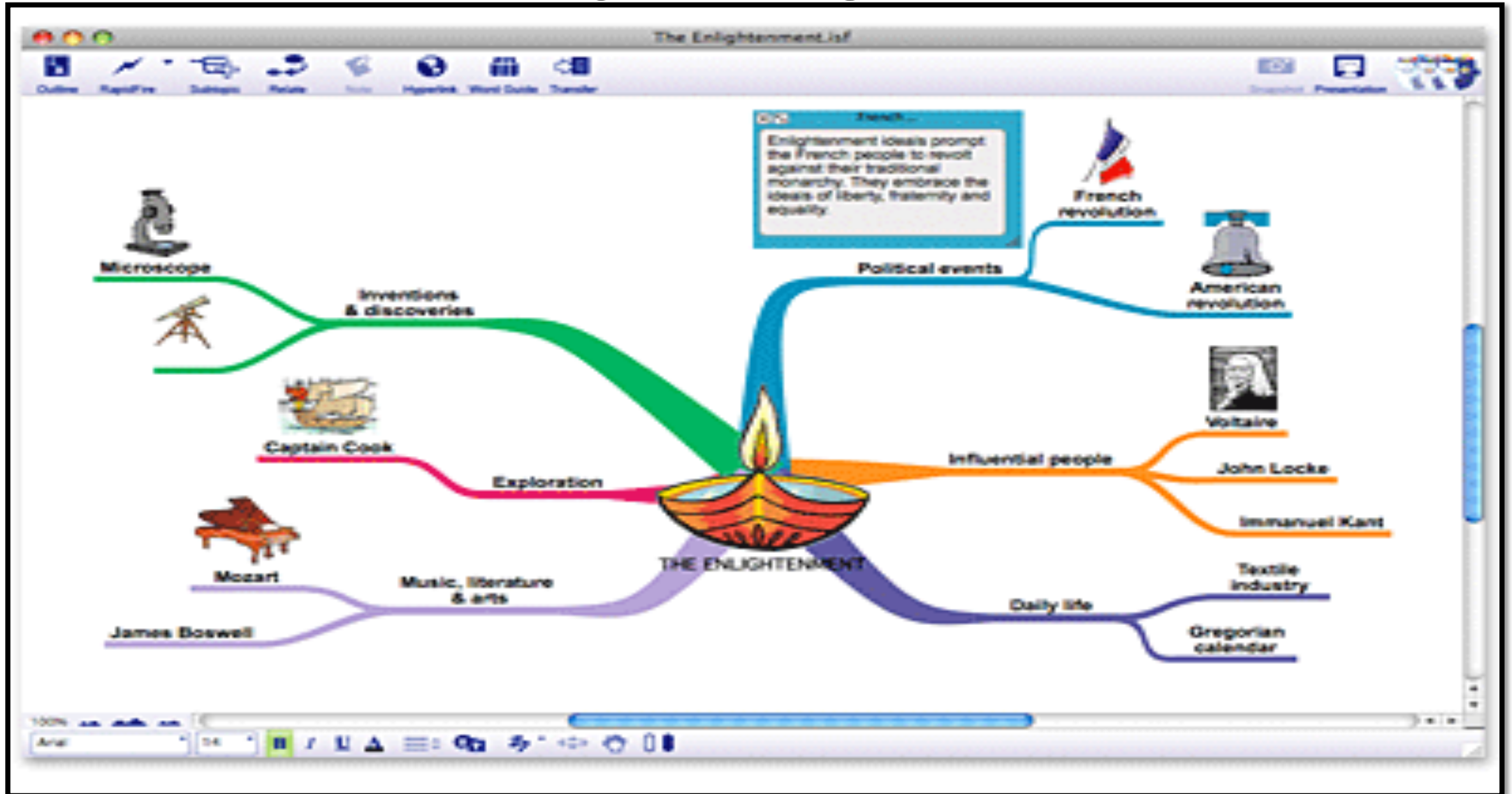
GENERIC SOFTWARE



CONCEPT MAPPING SOFTWARE



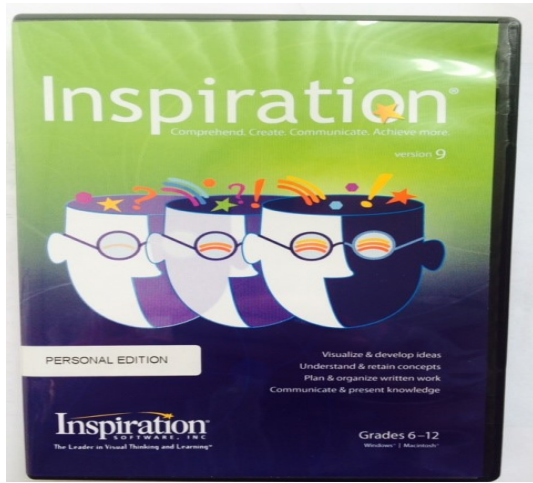
INSPIRATION™



MINDVIEW™

The screenshot displays the MatchWare MindView 3 interface. The title bar reads "MatchWare MindView 3 - Organizing an Event.mvdx*". The ribbon includes tabs for Home, Insert, Review, View, Design, and Format. The Design tab is active, showing options like Branch Picture, Attachment, Hyperlink, 100% Zoom, Fit All, Full Screen, Focus Mode, Apply Branch Focus, Clear Branch Focus, and Numbering Scheme. The main workspace shows a mind map with a central node "Organizing an Event" and five main branches: 1. Planning, 2. Arrange venue, 3. Support Materials, 4. Invitations, and 5. Facilities. Each main branch has sub-branches: 1.1 Team, 1.2 Dates, 1.3 Budget, 1.4 Agenda, 1.5 Participants; 2.1 Accommodation, 2.2 Travel; 4.1 Speakers, 4.2 Participants; 5.1 Catering, 5.2 Equipment. The right sidebar contains "Time Info" and "Multimedia Catalog". The status bar at the bottom shows "100%".

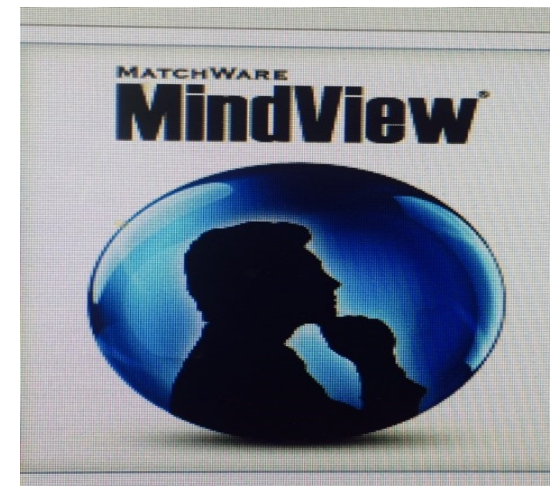
```
graph LR; Root[Organizing an Event] --- B1[1. Planning]; Root --- B2[2. Arrange venue]; Root --- B3[3. Support Materials]; Root --- B4[4. Invitations]; Root --- B5[5. Facilities]; B1 --- B1_1[1.1 Team]; B1 --- B1_2[1.2 Dates]; B1 --- B1_3[1.3 Budget]; B1 --- B1_4[1.4 Agenda]; B1 --- B1_5[1.5 Participants]; B2 --- B2_1[2.1 Accommodation]; B2 --- B2_2[2.2 Travel]; B4 --- B4_1[4.1 Speakers]; B4 --- B4_2[4.2 Participants]; B5 --- B5_1[5.1 Catering]; B5 --- B5_2[5.2 Equipment];
```



\$27.96 per individual user license

Need to buy directly from vendor

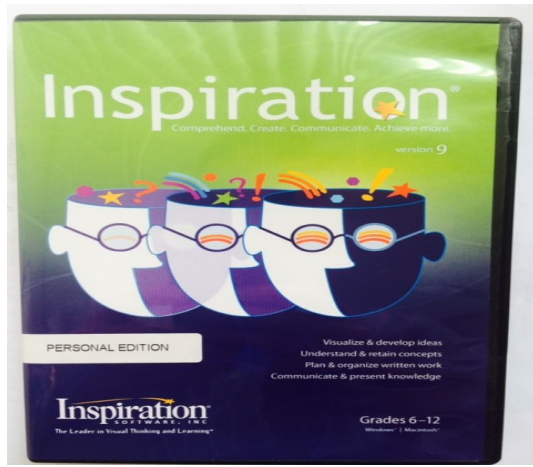
Easy to use but “more” work to use



\$379 per individual user license

Available via RIT Information & Technology Services' campus-wide license

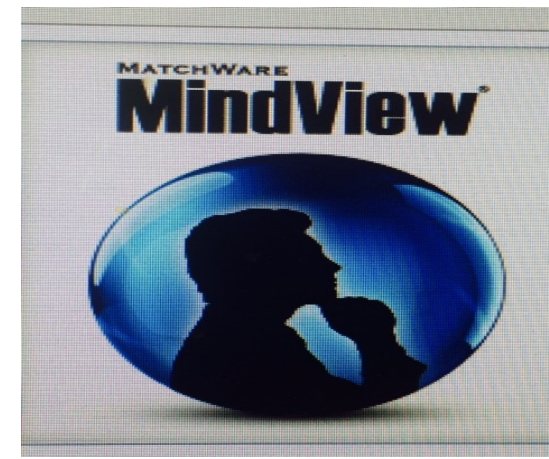
Easy to use, also



User-friendly

Students prefer this software

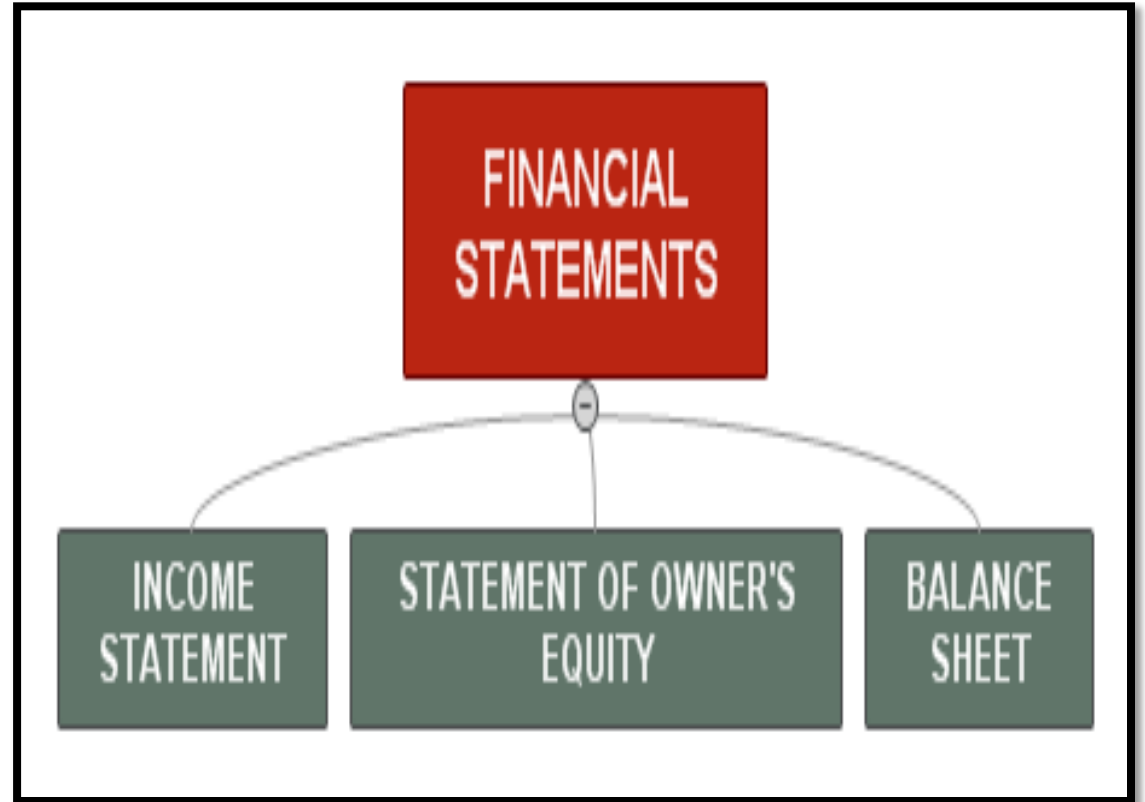
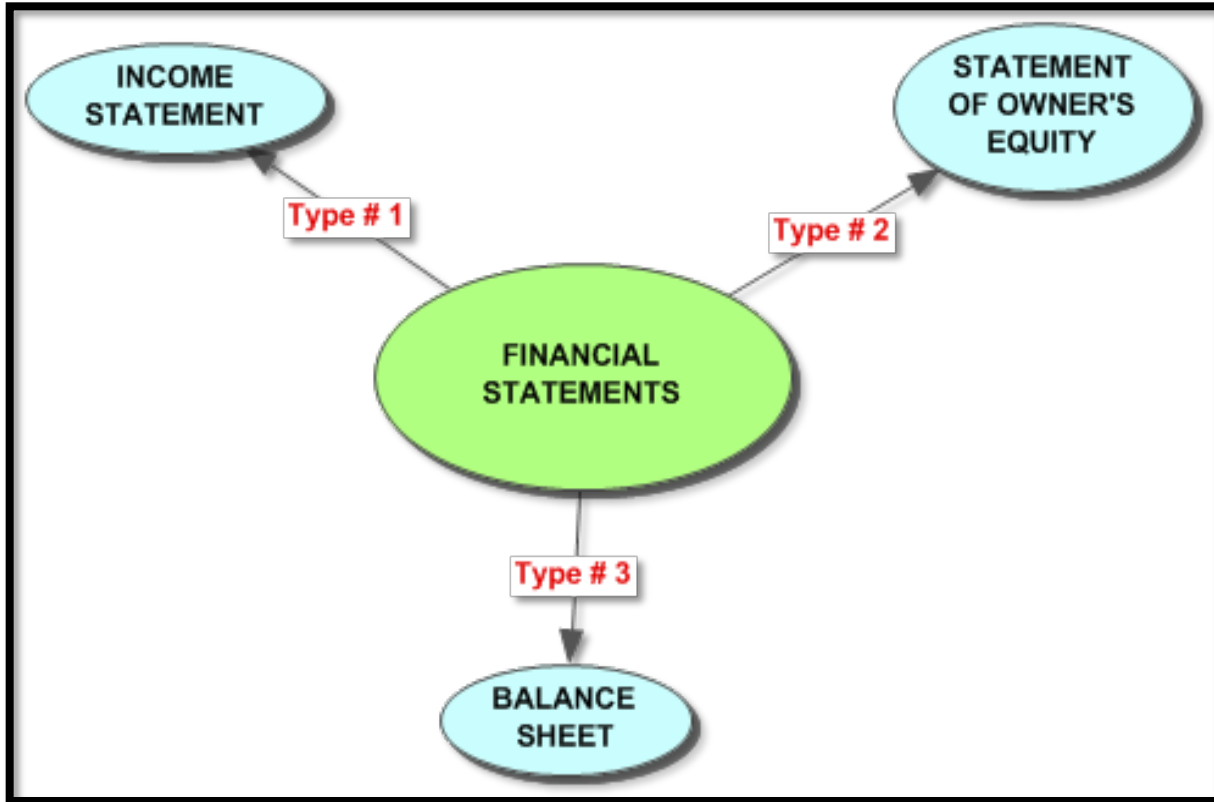
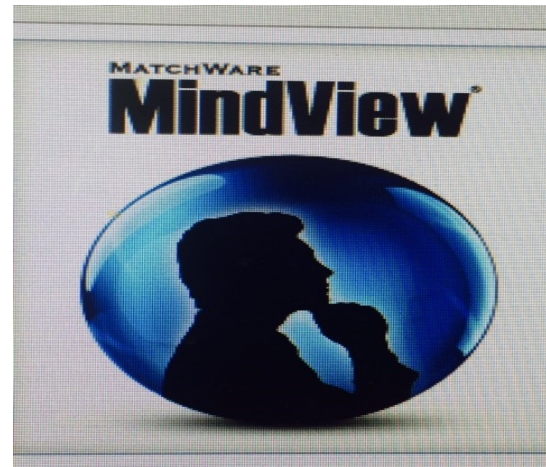
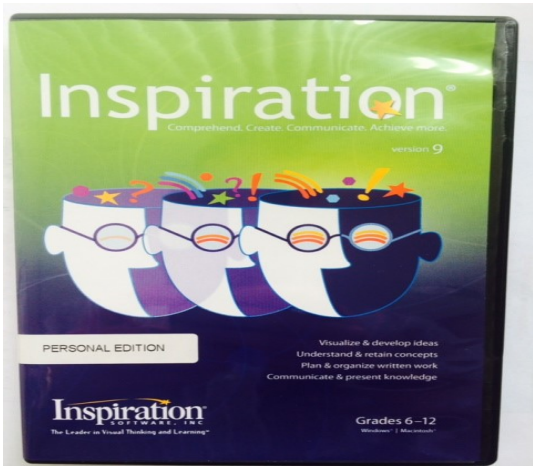
www.inspiration.com

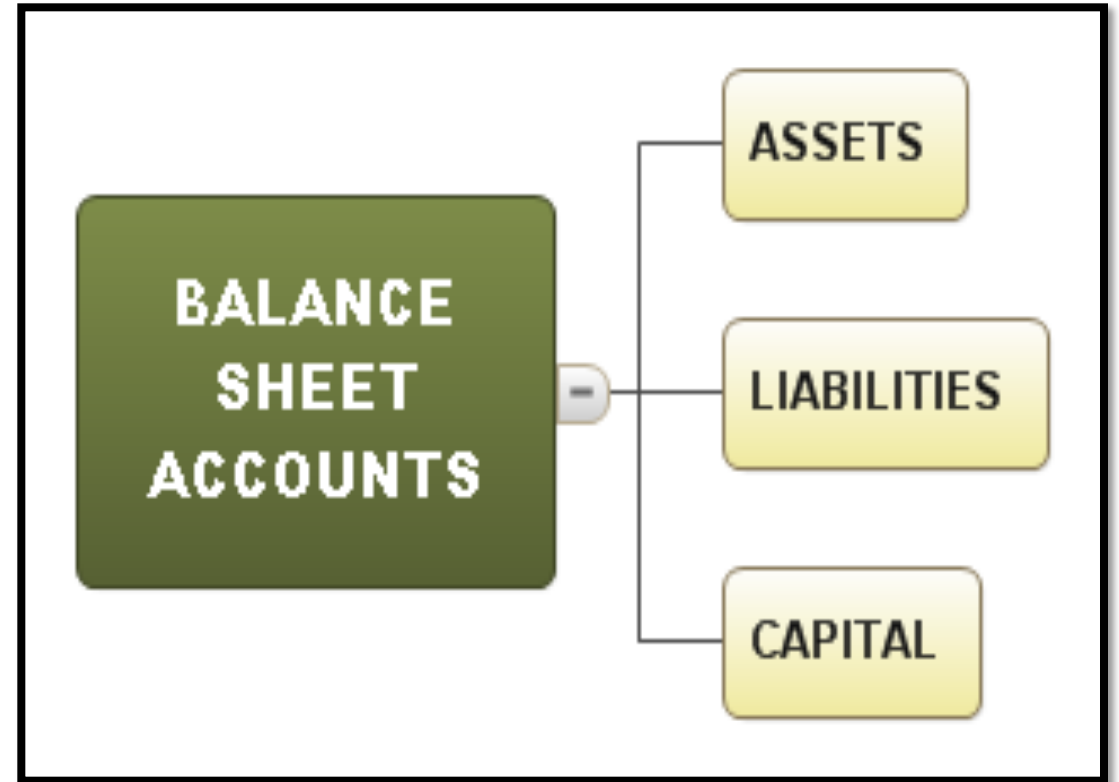
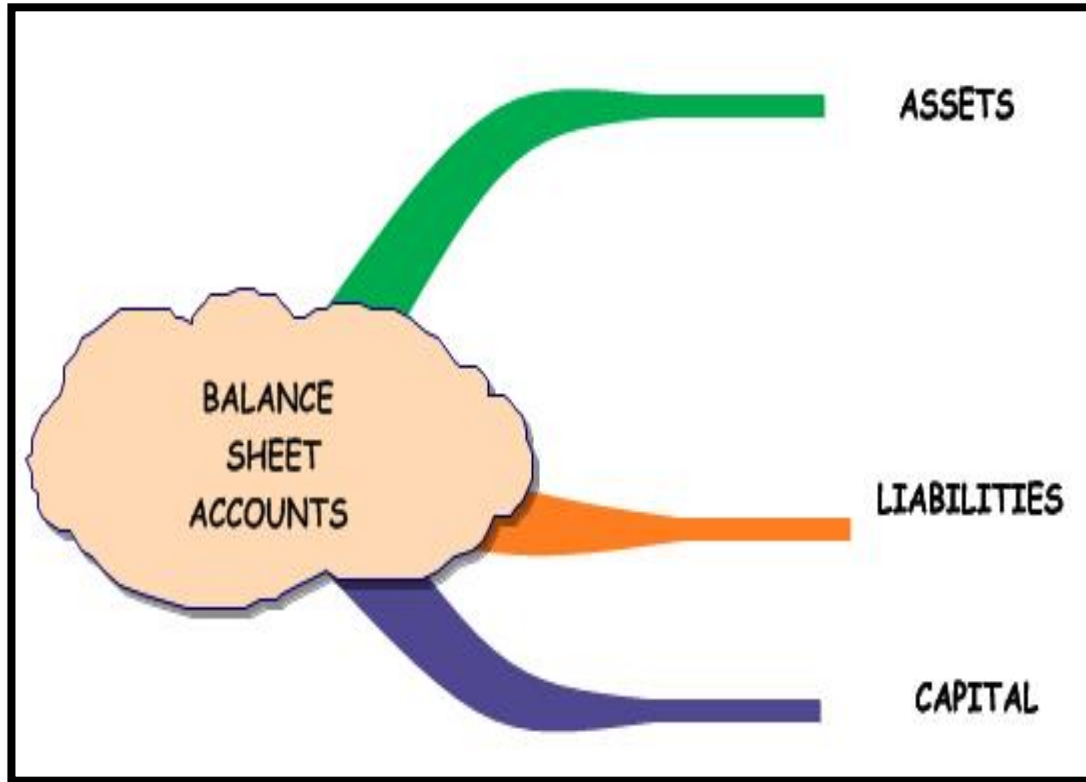
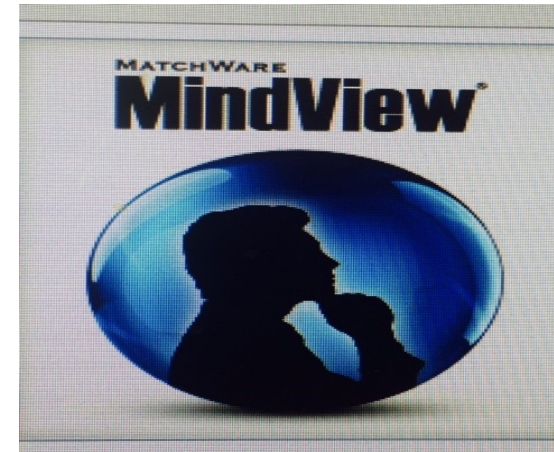


**User-friendly, too, but more
“rigid”**

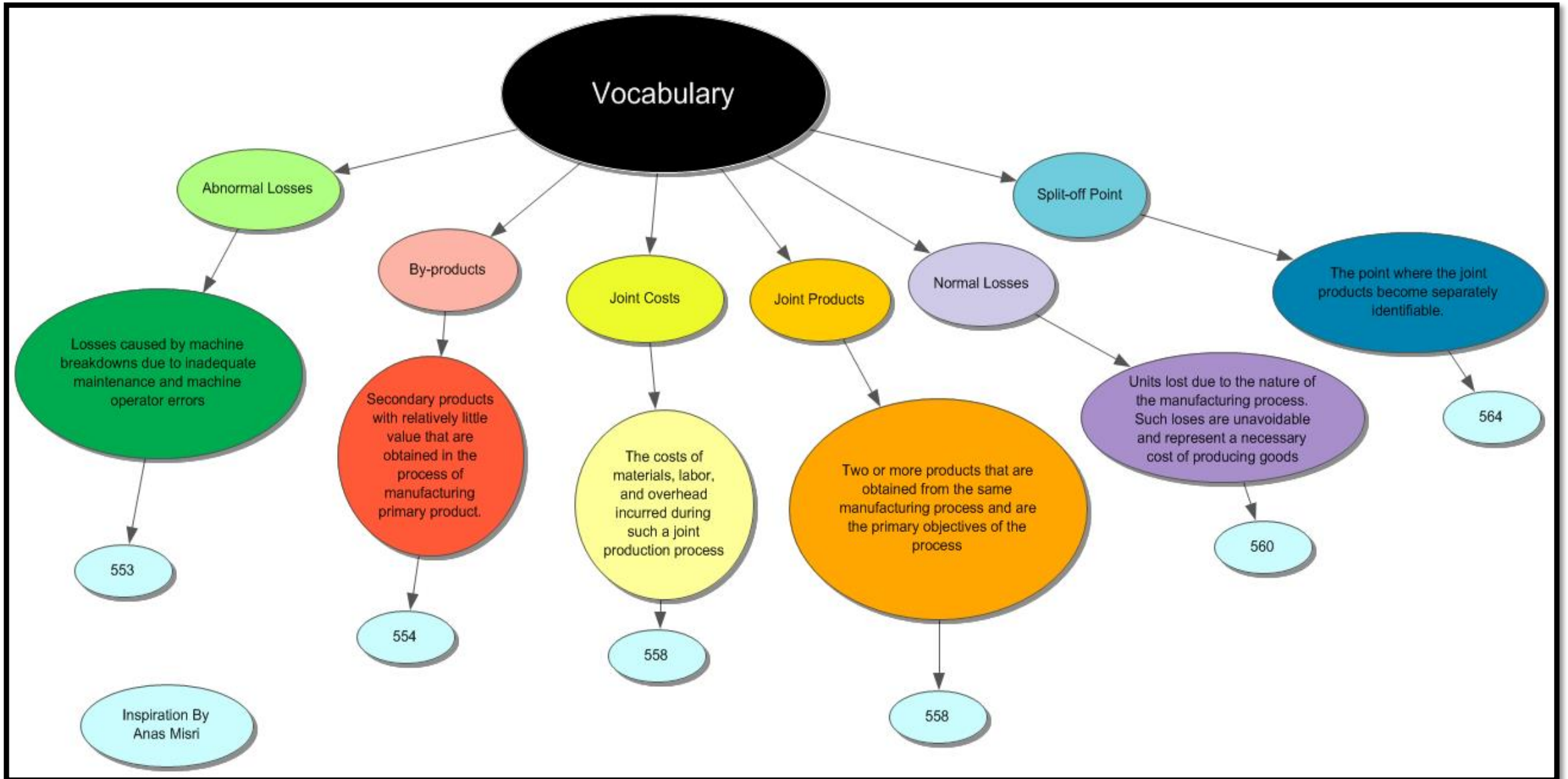
More professional-looking

www.matchware.com

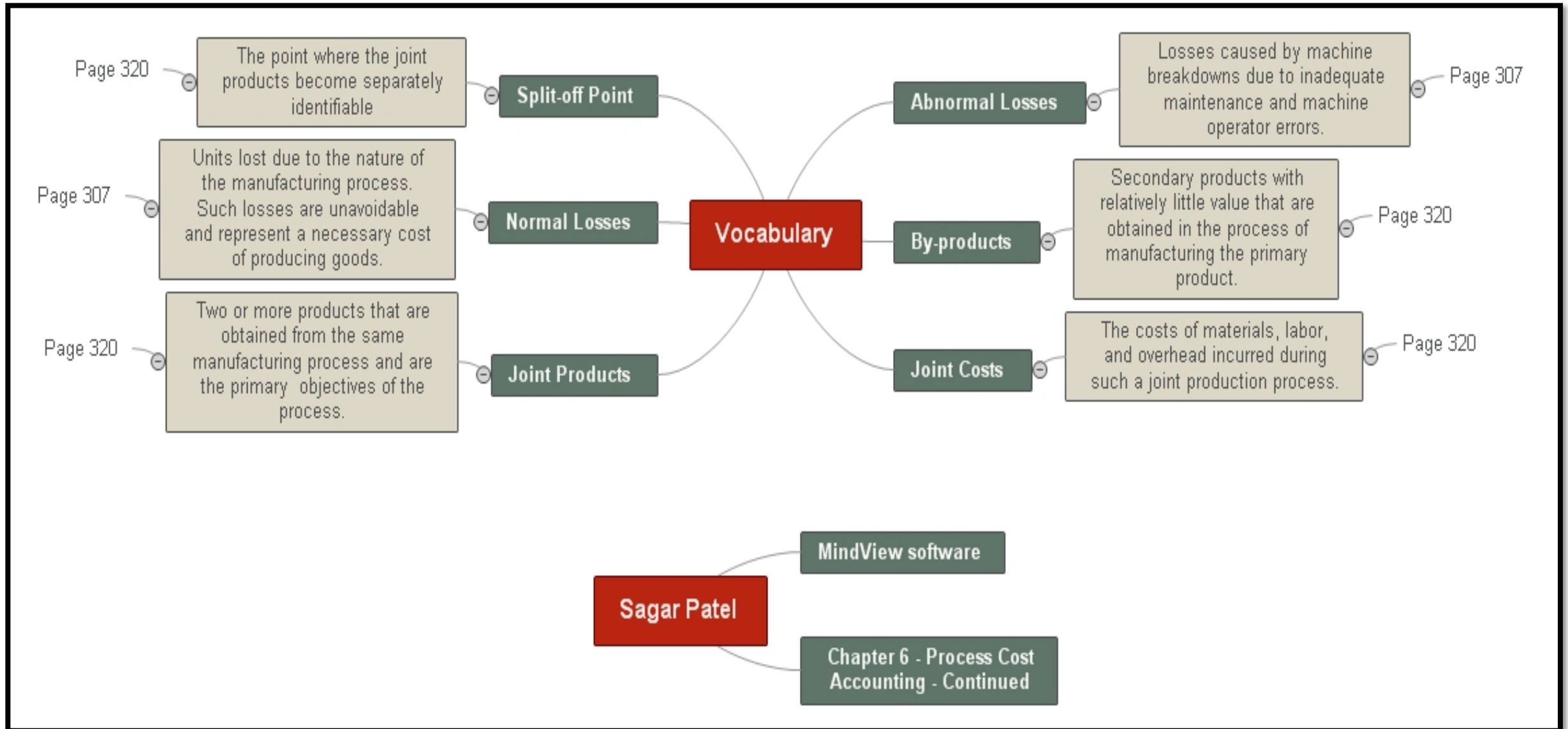




STUDENT-GENERATED: VOCABULARY



STUDENT-GENERATED: VOCABULARY



STUDENT-GENERATED: METHODS

Zainab Ajaz
March 18, 2015

METHODS MEASURING SEMI-VARIABLE COSTS

High-Low Method

a method used to isolate the fixed and variable elements of a semi variable cost: involves comparison of a high volume and its related cost with a low volume and its related cost to determine the variable amount per units and fixed element

Scatter graph method

a method used to isolate the fixed and variable elements of a semi variable cost: involves comparison of a high volume and its related cost with a low volume and its related cost to determine the variable amount per units and fixed element

Least-squared regression method

the technique used to determine mathematically a line of best fit through a set of plotted points

observation Method

a technique used to be classify a semi valuable cost as either fixed or variable; involves examination and analysis of past relationships between the expense and production volume. based on the observed pattern of cost behavior, a decision is made to classify the expense as either a fixed or variable cost, depending on which it more closely resemble

STUDENT-GENERATED: SERVICE DEPARTMENTS

Angela Paz
Chapter 4
Inspiration

Service Departments

an essential part of of the organization, but it does not work directly on the product.
(191,192)

Service department costs to production departments requires an analysis of the service department's relationship to the other production and service departments before an appointment can made.

7 examples of service department & basis for distribution

Building Maintenance

Floor space occupied by other departments

Inception and Packing

Production volume in each department

Machine Shop

Value of machinery and equipment in each department

Human Resources

Number of workers in departments served

Purchasing

Number purchase orders originating in department

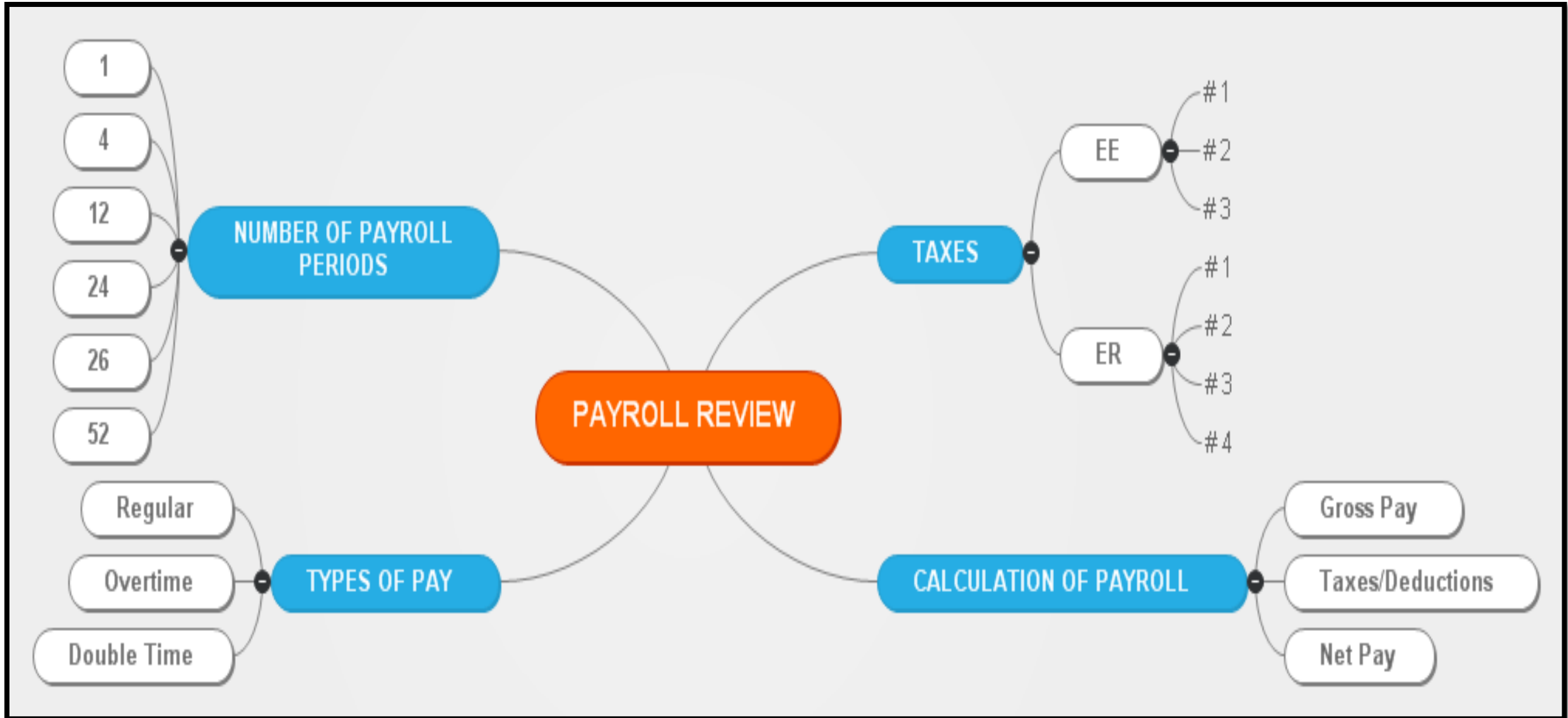
Shipping

Quantity and weight of items shipped from department

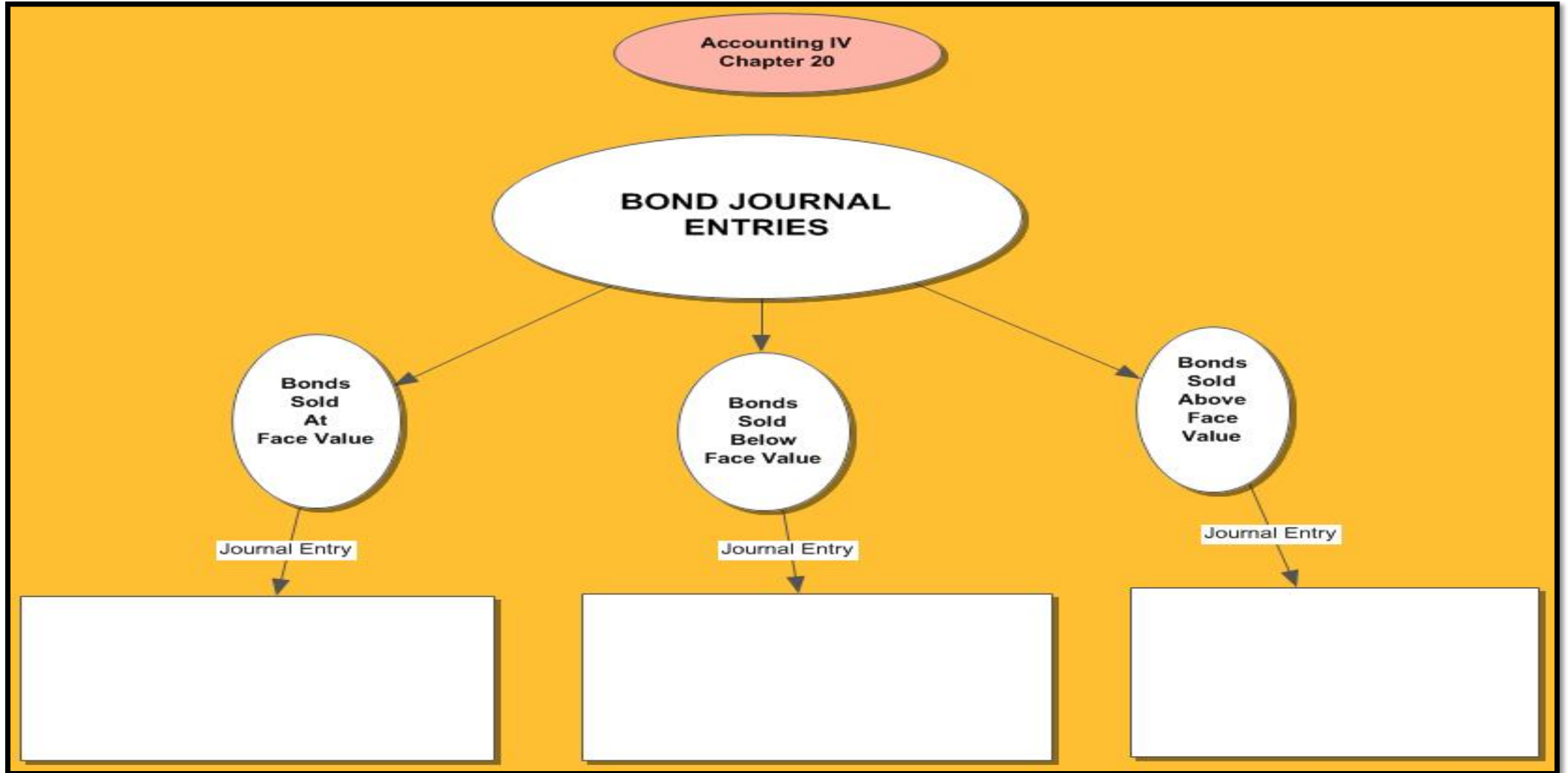
Store Room

Units of materials requisitioned by department

TEACHER-GENERATED: LECTURE GUIDE



TEACHER-GENERATED: ASSESSMENT TOOL



TEACHER-GENERATED: STUDY GUIDE

Business Math Chapter 4

DEPOSIT TICKET

Your Name
Your Address
Your Phone Number

DATE **3/23**

Your Signature

YOUR FINANCIAL INSTITUTION
YOUR CITY, STATE Zip Code
DO NOT USE FOR AUTOMATIC PAYMENT OR CHECK TRANSACTIONS
:00000000 : 00000 00000.:

CURRENCY

COIN

AMOUNT

LESS CASH RECEIVED

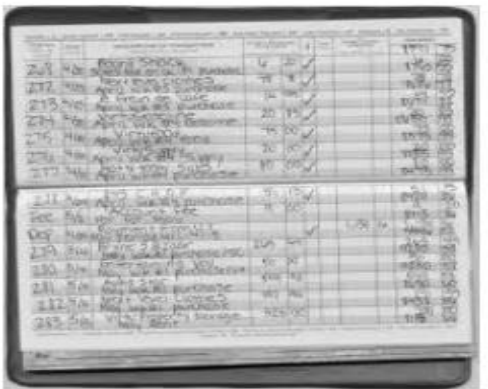
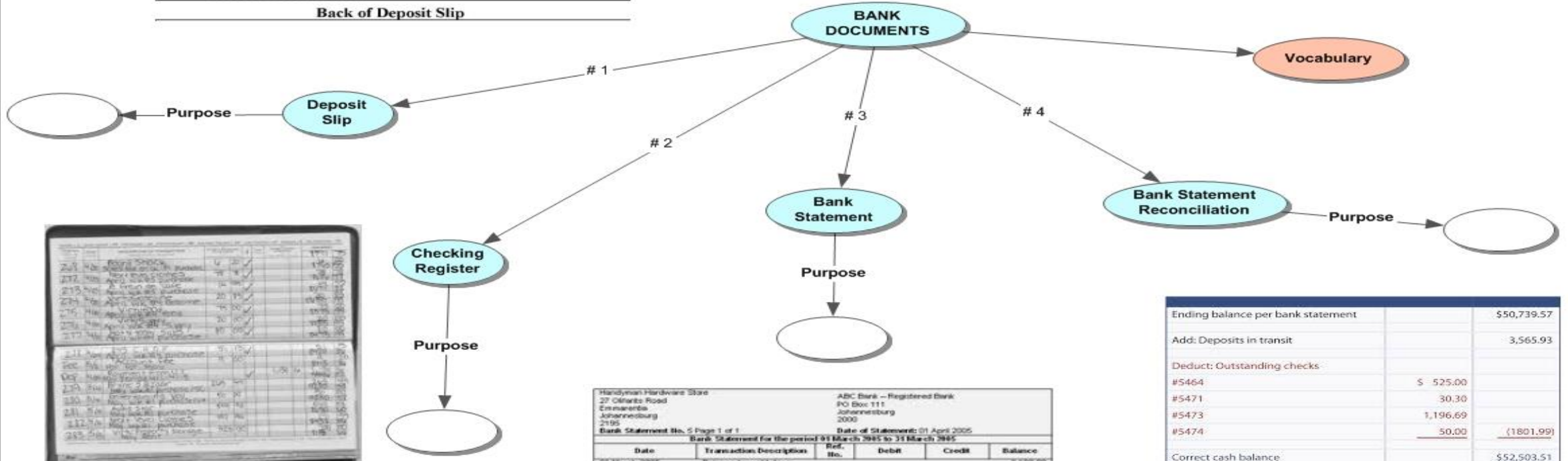
NET DEPOSIT

50 0 0

25 0 0

25 0 0

Back of Deposit Slip



Handyman Hardware Store
27 Clarito Road
Emswamba
Johannesburg
2195

ABC Bank - Registered Bank
PO Box 111
Johannesburg
2000

Bank Statement No. 5 Page 1 of 1
Date of Statement: 01 April 2005
Bank Statement for the period 01 March 2005 to 31 March 2005

Date	Transaction Description	Ref. No.	Debit	Credit	Balance
01 March 2005	Balance brought down				3 193.00
01 March 2005	Deposit	D5000		5 000.00	8 193.00
15 March 2005	Deposit	D5001		3 000.00	11 193.00
31 March 2005	Cheque	106	342.00		10 851.00
31 March 2005	Cheque	107	570.00		10 281.00
31 March 2005	Cheque	108	750.00		9 531.00
31 March 2005	Cheque	109	150.00		9 381.00
31 March 2005	Cheque	110	285.00		9 096.00
31 March 2005	Cheque	111	100.00		8 996.00
31 March 2005	Service Fee	SF	45.00		8 951.00

Definition of Codes:

Code	Description	Debit	Interest Received	Cheques	Liquid Cheques	Other Debits	Charges
CD	Commission	2 000.00	0.00	2 197.00	0.00	0.00	45.00

IMPORTANT NOTICE
Statements are accepted as correct unless queried within 30 days. Any cheques reflected on this statement, which are not attached will be included with your next statement.

Ending balance per bank statement		\$50,739.57
Add: Deposits in transit		3,565.93
Deduct: Outstanding checks		
#5464	\$ 525.00	
#5471	30.30	
#5473	1,196.69	
#5474	50.00	(1801.99)
Correct cash balance		\$52,503.51

TEACHER-GENERATED: FORMULA GUIDE



Reminder: Use negative sign to avoid negative result



When appropriate, divide by 12 or multiply by 12



Utilize the Fx status bar to open dialogue box

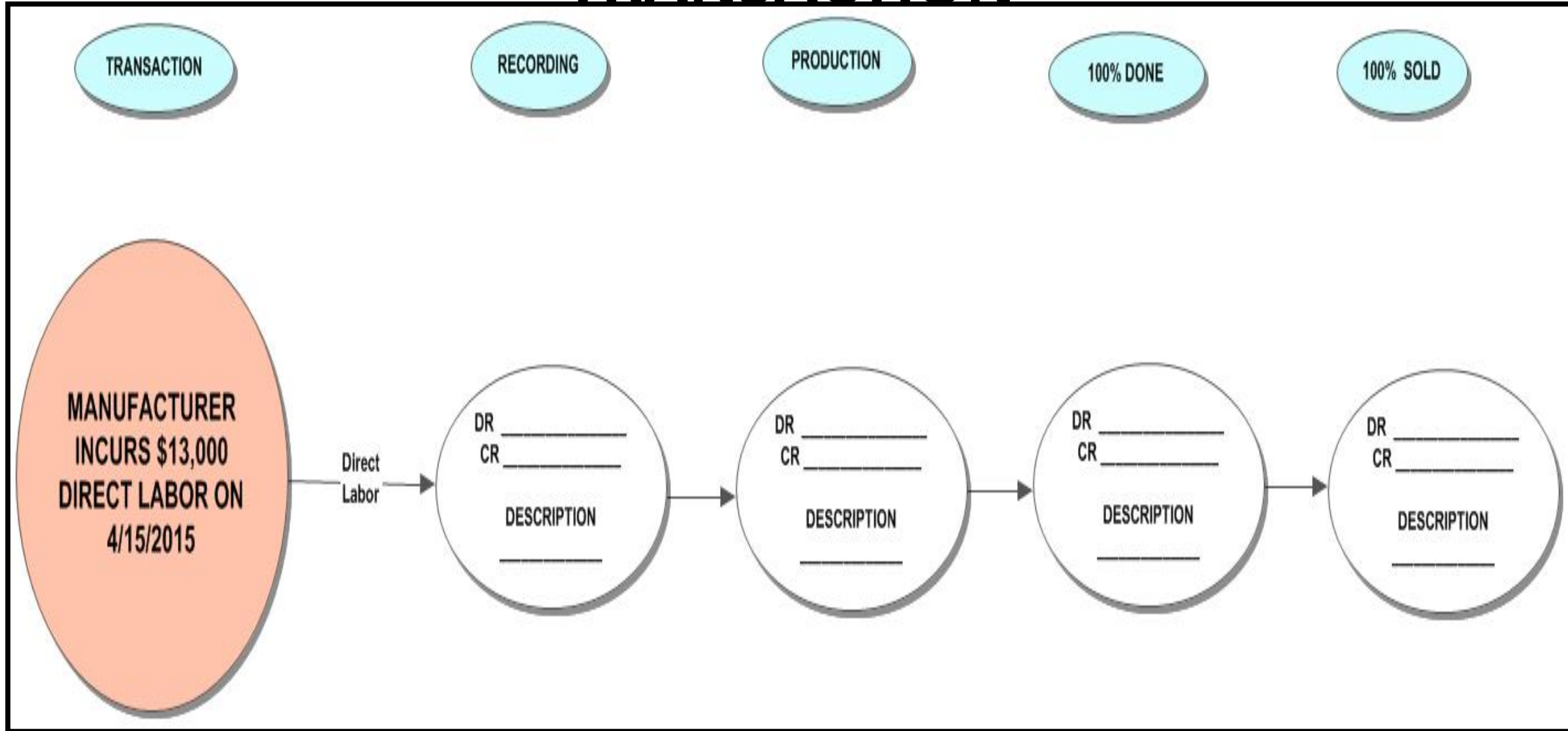
=PMT FUNCTION

RATE

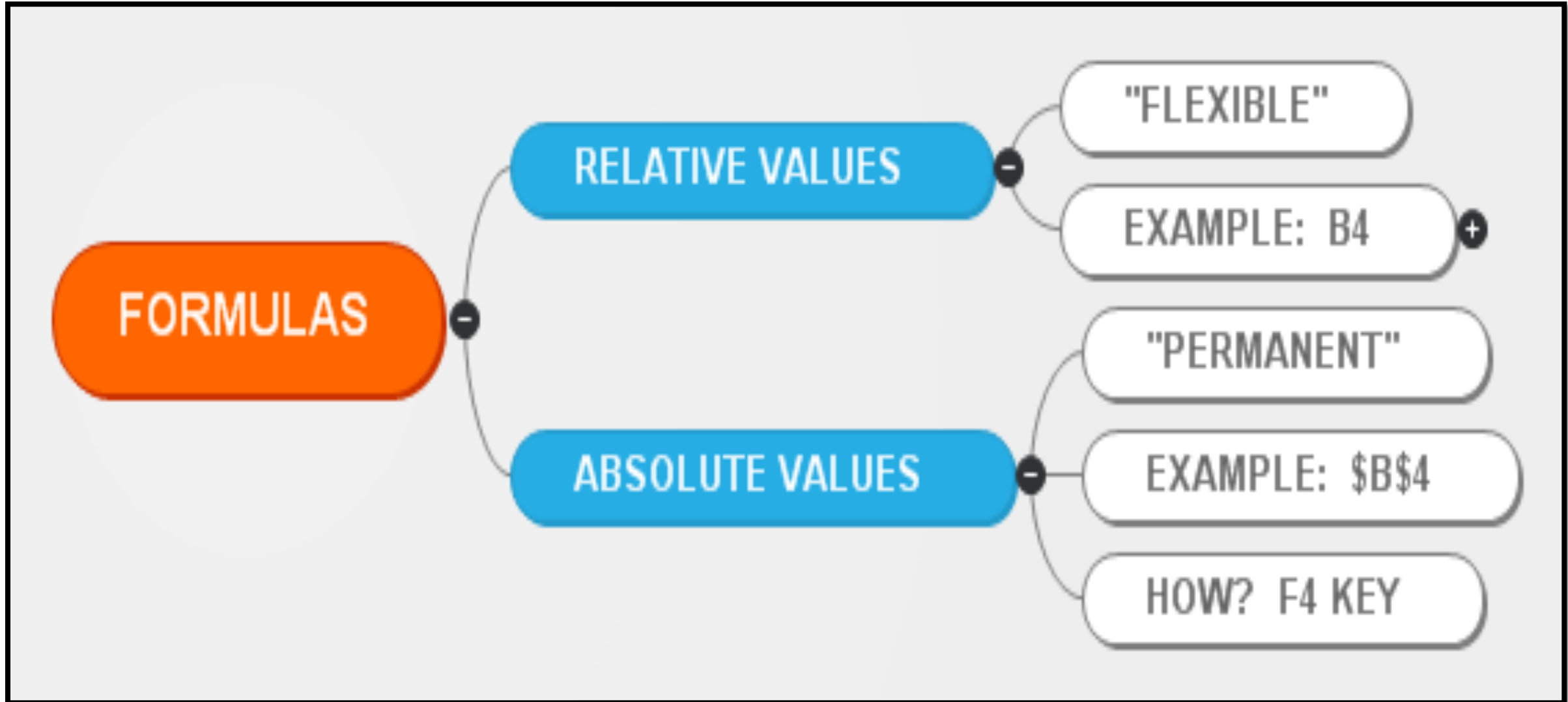
PERIODS

LOAN AMOUNT

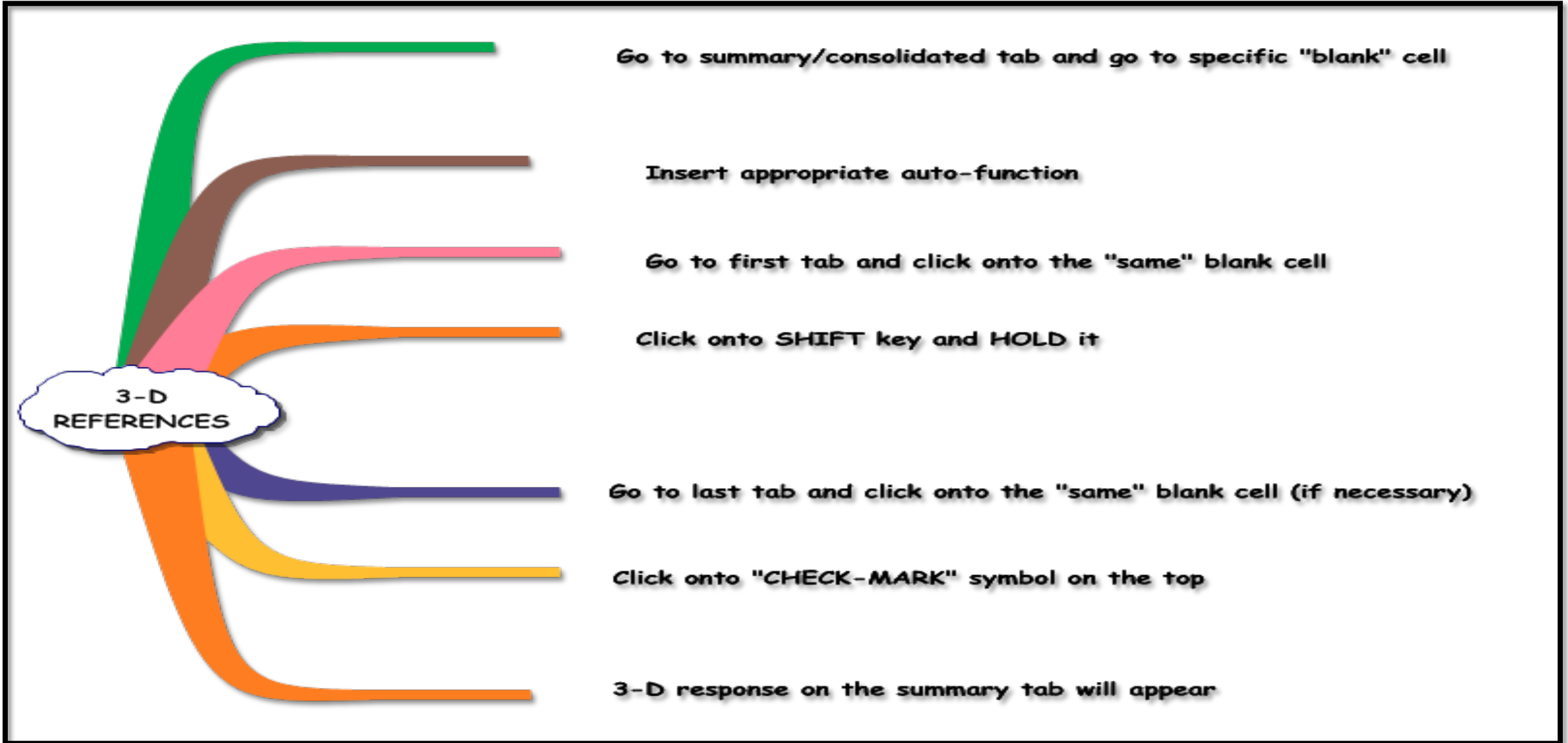
TEACHER-GENERATED: FINANCIAL TRANSACTION



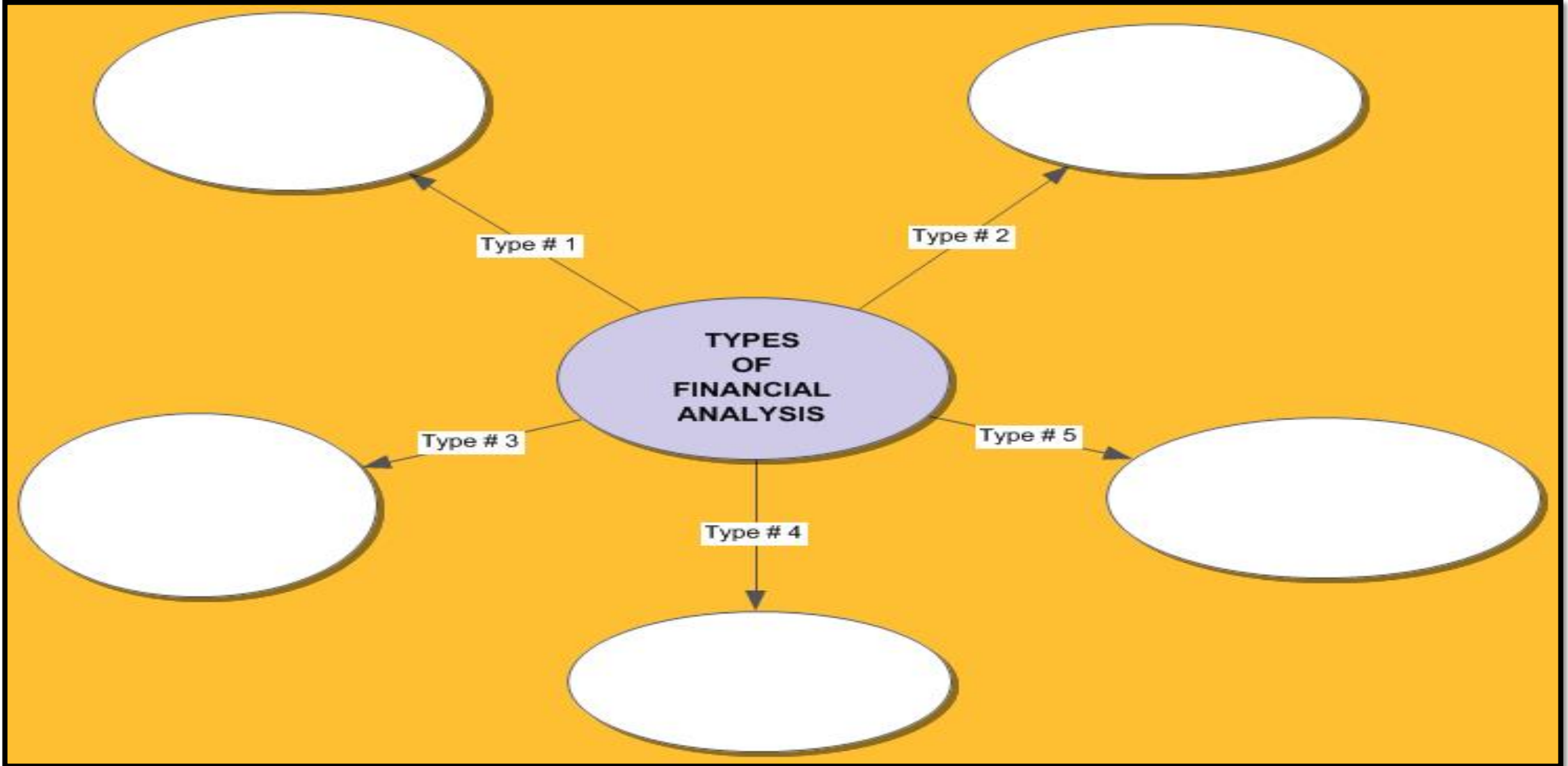
TEACHER-GENERATED: TOPIC GUIDE



TEACHER-GENERATED: GUIDELINE



TEACHER-GENERATED: HANDOUT



TEACHER-GENERATED: FLIPPED CLASSROOM LECTURE

The diagram illustrates the classification of Factory Overhead. At the top, 'Factory Overhead' is shown in an orange rounded rectangle. It branches into three categories: 'Indirect Materials', 'Indirect Labor', and 'Other Manufacturing Costs', each in a blue rounded rectangle. Below this, a second orange rounded rectangle labeled 'Types' branches into three categories: 'Variable', 'Fixed', and 'Semi-variable', each in a blue rounded rectangle.

I will talk about FOH - factory overhead. That is the third manufacturing cost.

RECOMMENDED PRACTICES

Take advantage of concept-mapping software

An ideal concept map contains one or two main topics

Allow space for student to write notes on the maps

Color – an important visual learning feature

Insert meaningful images in the maps for visual impact

INSTRUCTOR OBSERVATIONS

Opportunity to develop new course materials – fulfills many pedagogical purposes

Teacher-generated versus student-generated

The more simple the map is, the better

Promotes active learning among students

Students via surveys want to use concept maps for their other classes

MYTHS DISPELLED ...

Concept maps are difficult to create ... *NOT*

Only one “right” way of making concept maps ... *NOT*

Only teachers can create concept maps ... *NOT*

Concept maps are for only science classes ... *NOT*

THANK YOU FOR YOUR PARTICIPATION!

Contact me any time:

Office: 60-2779

Email: *meknbt@rit.edu*

Videophone: 585-286-4605

**ANY
QUESTIONS?**