

**ASSOCIAÇÃO BAIANA DE PROFISSIONAIS MEDIADORES DE EDUCAÇÃO
PONTE**

PROPOSAL TITLE:

**PRACTICE of THINKING MAPS IN CLASSROOMS:
CONTRIBUTIONS OF A NEW EDUCATIONAL TOOL ON EDUCATING
PUPILS OF SCHOOLS OF BASIC EDUCATION IN SALVADOR, BAHIA -
BRAZIL.**

PROJECT SUMMARY

Research Summary

Could the Thinking Maps be an educational technology that comes to contribute with the learning process of our Brazilian students? In this perspective other fundamental questions appear, such as: what are the effects and contributions of the Thinking Maps for the teach-learning process in the Bahian public schools? This project aims to analyze this teaching tool as a refined factor in the retention of knowledge contents, the increase of the capacity of criticism and communication of abstract concepts, and the use of the approach of metacognition and self-evaluation, independently of the spoken language and culture of the students from where it is applied.

1. **Methodology**

The universe of interest of this research will be two (2) schools located in different social spaces of the city of Salvador, Bahia – Brazil.

The research methodology will be based on the analysis of primary material, to be harvested with respect to the most recent experiences of technologies of education currently practiced in the respective schools as well as the reflection on secondary material, already available, with respect to other developed experiences already in schools of other countries of English language. These experiences have been selected by their innovative and singular role, well succeeded, and for having been developed in different a cultural and economic context.

The chronogram shows the phases where such activities are foreseen. However, some considerations must be considered with respect to the drawing of the research.

It is assumed, thus, a first theoretical starting point that has a methodological implication - varying the form of traditional education with the adaptation of a technology of visual education, constructed dynamically and inserted in different socio-cultural contexts, will not only vary the intensity of the process of learning, as well as how the pupils are involved in the teach-learning process. The Thinking Maps must be used as instruments to optimize the learning process and/or to inform the given proceeding from the previous knowledge of the mediator.

The reason of enquiry of this research: look for to investigate if the Thinking Maps, while visual technology of teaching, available for teachers in their practice, will have a positive effect in the cognitive and also academic development of students. For David Hyerle (2000, p.A5), “because teachers and students use this common visual language, the Thinking Maps give an important step beyond the sporadically, isolated use of the graphical organizers”. He also states that “those thinking instruments are the foundation to the permanent cognitive development of students since school to the work time”.

This innovative technology was created by David Hyerle and has being developed as a research in a variety of different cultural contexts than Brazil’s. It is important to stand out that, in the bibliographical consultation about the practice around the educational context in Brazil, which was the target of study of this first draft of research, reference to other technologies of visual education was not found, systemized, searched and developed in our country for the practice inside the classroom. So, this research will be focused not only on deep studies about this theme as well as other experiences in other cultures trying to optimize the teachers/students teaching/learning process, taking in account cultural differences.

Name and Qualifications of Main Investigator:

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Research Proposal

Problem

Focusing on the principle that management of knowledge implies in mediating the knowledge and transmitting the culture, and that the verb to mediate, in turn, implies in optimizing the process of learning, what would be the most effective technology of education that we have available, in order to optimize the learning process of human beings, independently of its culture?

Would Thinking Maps be a valid technology of education used by teachers in classrooms of two schools of different communities of Salvador and metropolitan region as well as it has being considered valid in schools of other countries with bigger access to the most recent technologies of the information?

Objectives

3.1 General:

Investigate the effectiveness of the use of the Thinking Maps in the learning process of pupils, independently of its culture and their spoken language.

3.2 Specific:

∞ Evaluate the impact of the Thinking Maps in the academic development of students of poor communities.

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