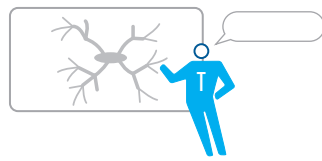


Closing the writing gap

How Model Maps increase access to high performance writing across ability groups

SET UP

Part One of the LearnWise course setting up the experiment that follows



Trainer leads the LearnWise course



Students learn to map



ASTs observe as part of their training to lead LearnWise

Most able group

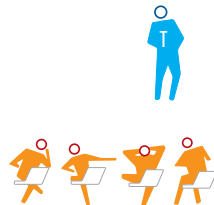
Next able group

Less able group

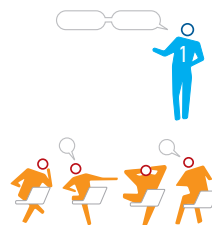
Least able group

STAGE 01

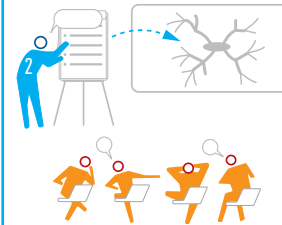
Teacher instruction prior to the planning and writing task with different levels of support for different ability groups



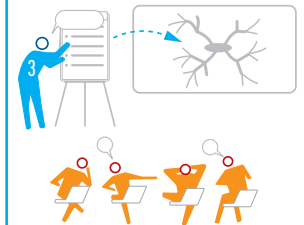
No support after receiving instructions.



Verbal description of task and discussion of ideas. Nothing written down.



Discussion captured onto flipchart. Ideas then organised hierarchically into a Model Map with discussion.



Discussion captured onto flipchart. Ideas then organised hierarchically into a Model Map with discussion.

STAGE 02

Students plan for extended writing task with different levels of support for different ability groups



Support: none
Result: hierarchically organised Model Map



Support: memory of discussion
Result: hierarchically organised Model Map as good as the most able group



Support: memory of discussion and memory of map (it was removed from sight for this stage)
Result: hierarchically organised Model Map as good as the most able group



Support: memory of discussion and sight of map
Result: hierarchically organised Model Map as good as the most able group
Note: the maps were not copied from the board but individualised by each student

STAGE 03

Students complete extended writing task working from their planning maps



Result: well organised extended writing



Result: well organised extended writing as good as the most able group



Result: well organised extended writing as good as the most able group



Result: well organised extended writing as good as the most able group

CONCLUSIONS

- Model Maps serve as very powerful Visual Instruction Plans
- Visual Instruction Plans are one of the top-ranking Evidence Based strategies
- Teacher behaviour directly influences student learning and performance
- Teachers should use Visual Instruction Plans methodically and pervasively