Discussion-Mapping Tool

Instructions
1. Print one copy of the second page of this tool for each class section.
2. Add students' names to the circle in the order that students are sitting. You may want to do this ahead of time and then ask students to sit according to the map. Include a landmark, like your desk or the whiteboard, on the image to help orient yourself on the map.
3. Write the question that students are trying to answer at the top of the page.
4. Select a student recorder who will map the discussion as it happens. Decide ahead of time if you will have multiple students take turns mapping and when you will move the map to a new student recorder.
5. If this is the first time you are using a discussion map, explain to students that each time someone speaks, the recorder will draw a line from the previous speaker to the new speaker's name. You may want to mark where the conversation begins and ends, but the goal is to map the overall conversation patterns rather than to be able to retrace the entire conversation.
6. Once the discussion begins, allow students to take the lead on moving the discussion forward. Sit in the circle as a participant rather than standing in front of the class as a facilitator. This will allow students to practice building on each other's ideas directly.
7. Be mindful of group dynamics, especially when displaying the map and discussing patterns of contributions. Avoid focusing on the contributions of single students, and instead redirect the class to notice class-level patterns.

An example of a completed discussion map is pictured here:

Discussion-Mapping Codes
The key at the bottom of the discussion map contains codes that can be used to label the types of student contributions. The first few times that you create a discussion map with your students, you should focus only on recording the flow of the conversation. This allows students to get comfortable with the process. Once students have experience recording and interpreting those initial patterns, you can add discussion-mapping codes to future discussion maps. There is an extra column where you can add your own discussion codes as needed based on individual class needs and agreements. You may also choose to just use some of the discussion codes based on the type of discussion that your students are having. In this case, be sure to cross out the codes that you are not using so that student recorders know not to include them.

Key Ideas
There is space to list up to three key ideas that emerge from the discussion on the tool itself so that the class can keep track of the ideas that are raised in the discussion. If you choose to use codes to annotate student contributions, you can also use the codes 1, 2, and 3 to map when those ideas are talked about.
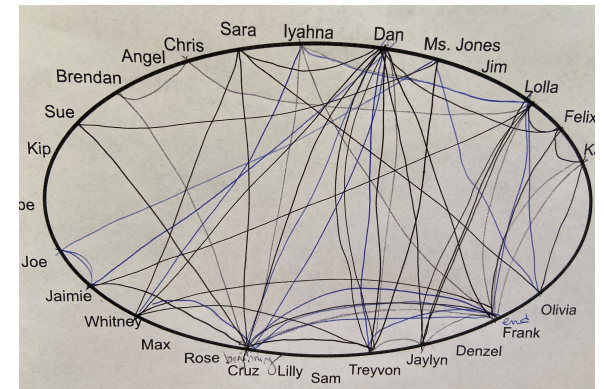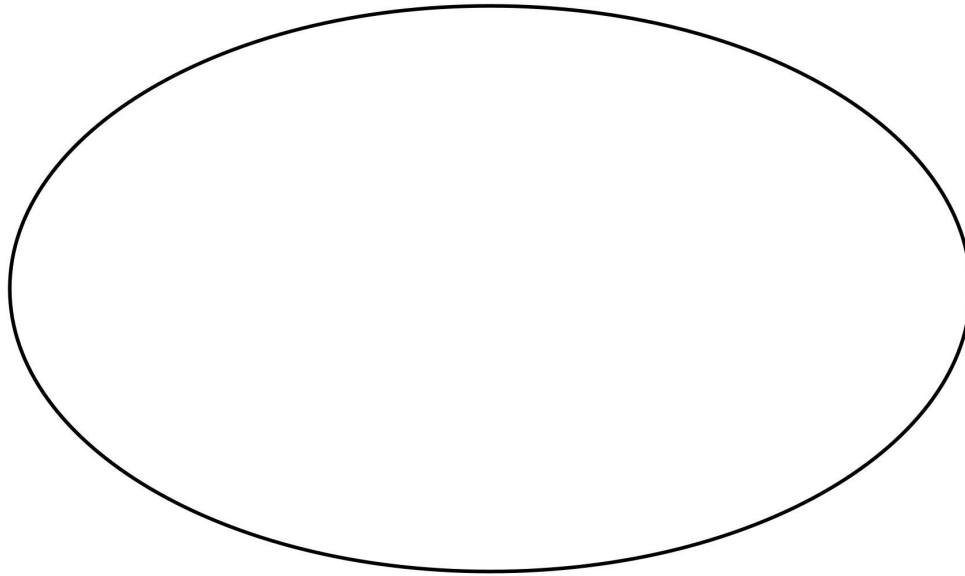
Question we are trying to answer:

Key Ideas

Discussion Codes (Choose up to 3)				
C- claim given	**CL**- clarified idea	**?**- asked question	**T**- tied ideas together	**I**- interrupted
E- gave evidence	**A**- affirmed/agreed	**NI**- new idea added	**RP**- related phenomena	
OT- off topic	**D**- disagreed	**R**- repeated idea	**·**- idea ended	