ObjectiveEd Goal Guides: Wayfinding and Mental Mapping

This guide is designed for O&Ms interested in utilizing ObjectiveEd to help students practice Wayfinding and Mental Mapping.

Step 1: If you are not already familiar with using ObjectiveEd please review the following two videos

Getting Started with ObjectiveEd - VI Curriculum (5 Minutes)

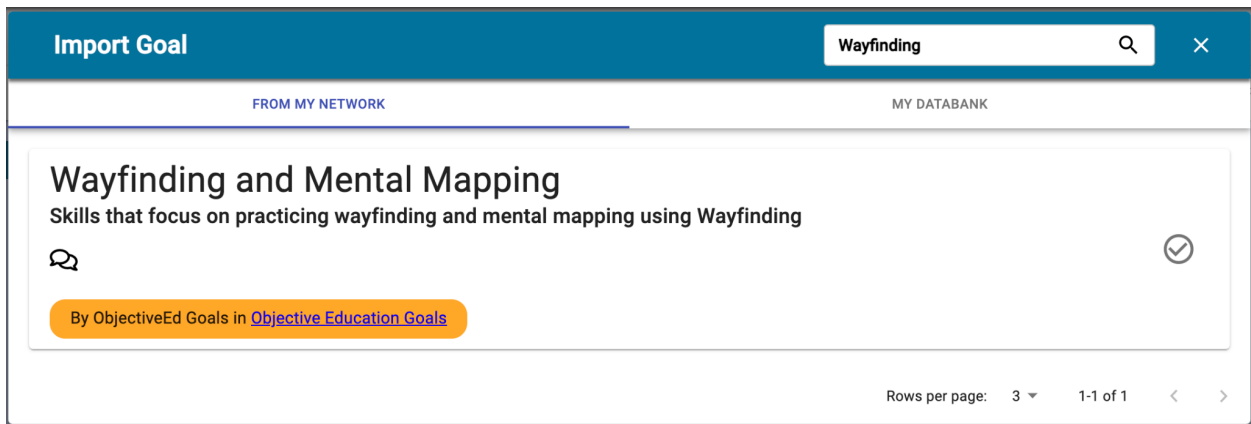Getting Started with ObjectiveEd - The Application (7 Minutes)

Step 2: Import the following goal onto the student you are working with

Wayfinding and Mental Mapping

*You can search for it under the Import Goal section

**Import the goal by selecting the check mark

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Step 3: Understanding the skills students will be working on

The skills in this goal focus on helping students practice wayfinding and mental mapping concepts.

The skills in this goal are listed below,

Skills for Wayfinding and Mental Mapping

	Name	Description	Difficulty	Area	Target Percentage	Active?				
☰	Basic Wayfinding with Basic Mental Mapping	This is a configuration of Wayfinding using a basic map layout and step by step GPS instructions	Easy	Wayfinding	75	🔴	✏️	🗑️	▶️	↻
☰	Intermediate Wayfinding with Basic Mental Mapping	This is a configuration of Wayfinding using a basic map layout and crow flies GPS instructions	Medium	Wayfinding	75	⚪	✏️	🗑️	▶️	↻
☰	Advanced Wayfinding with Basic Mental Mapping	This is a configuration of Wayfinding using a basic map layout and navigation based on memory and audio cues	Hard	Wayfinding	75	⚪	✏️	🗑️	▶️	↻
☰	Basic Wayfinding with Intermediate Mental Mapping	This is a configuration of Wayfinding using an intermediate map layout and step by step GPS instructions	Easy	Wayfinding	75	⚪	✏️	🗑️	▶️	↻
☰	Intermediate Wayfinding with Intermediate Mental Mapping	This is a configuration of Wayfinding using an intermediate map layout and crow flies GPS instructions	Medium	Wayfinding	75	⚪	✏️	🗑️	▶️	↻
☰	Advanced Wayfinding with Intermediate Mental Mapping	This is a configuration of Wayfinding using an intermediate map layout and navigation using memory and audio cues	Hard	Wayfinding	75	⚪	✏️	🗑️	▶️	↻
☰	Basic Wayfinding with Advanced Mental Mapping	This is a configuration of Wayfinding using an advanced map layout and step by step GPS instructions	Easy	Wayfinding	75	⚪	✏️	🗑️	▶️	↻
☰	Intermediate Wayfinding with Advanced Mental Mapping	This is a configuration of Wayfinding using an advanced map layout and crow flies GPS instructions	Medium	Wayfinding	75	⚪	✏️	🗑️	▶️	↻
☰	Advanced Wayfinding with Advanced Mental Mapping	This is a configuration of Wayfinding using an advanced map layout and navigation using memory and audio cues	Hard	Wayfinding	75	⚪	✏️	🗑️	▶️	↻

Students will only work on the skills you mark as **Active**. In our system **Active is Red, Grey is Deactivated**

Skill Breakdown

The primary concepts covered are:

Basic Wayfinding - GPS uses step-by-step instructions

Intermediate Wayfinding - GPS uses as the crow flies instructions

Advanced Wayfinding - GPS does not provide instructions at all

Basic Mental Mapping - Small sized town

Intermediate Mental Mapping - Medium sized town

Advanced Mental Mapping - Large sized town

How the skill is practiced: Wayfinding is a complex game that tests a students ability to navigate through an environment following GPS instructions, we highly advise you review the following guide to better familiarize yourself with how these skills work,

[Wayfinding Guide](#)

Step 4: Assigning a Starting Skill

After familiarizing yourself with the skills in the goal, choose a skill for your student to start with.

Our Recommendation: We generally advise that you start with the following skill,

Option 1: Basic Wayfinding with Basic Mental Mapping

To assign a skill to your student, mark it as ACTIVE by clicking the slider to the right of the skill (Active=Red).

Step 5: Practice Time

Now it's time for your student to practice.

Make sure to review the training videos (linked at the top of this guide) if you are unsure about how your student practices the skill you assigned.

Have your student practice for at least 15 minutes over the course of a week, spread out over multiple days

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Step 6: Review the Data

In order to have success with ObjectiveEd, it is critical that you monitor your students performance and adjust the skills they are practicing as needed

After your student has practiced for at least 15 minutes over the course of a week, view their Student Dashboard to check on their progress.

Look at their *Percent to Target Graph* - This shows you their accuracy relative to the target percentage of the skill they are practicing. The skills in this goal set the target percentage at 100% so you can see this as overall accuracy with regards to each prompt.

Example Data:

Ideal Outcome

Skill is appropriate for the student, no immediate action needed
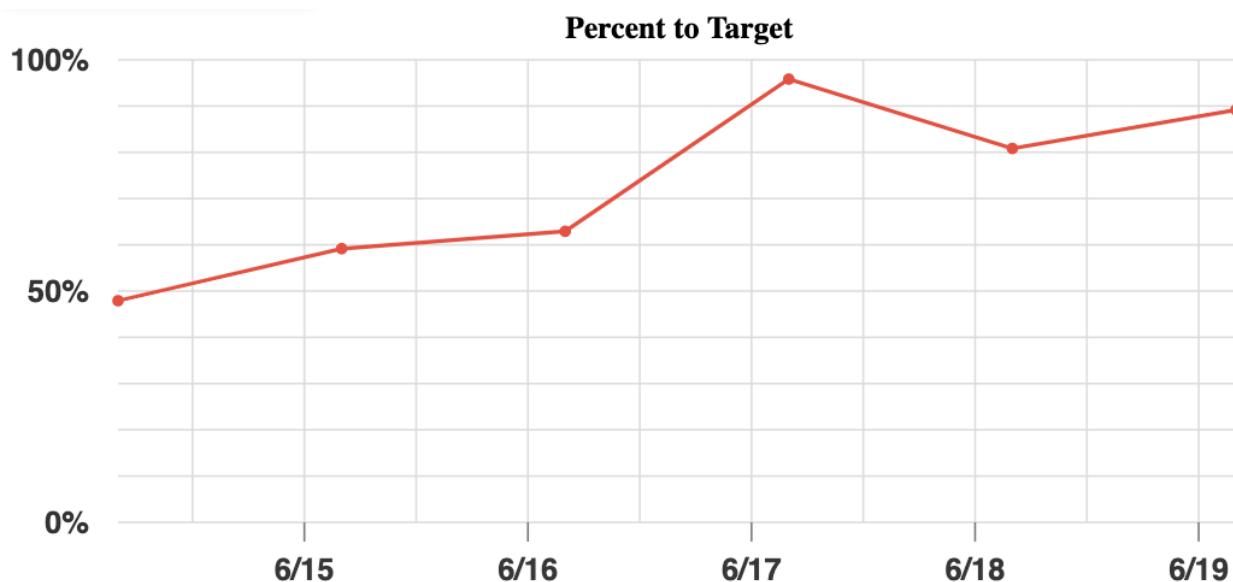
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Good Outcome

Percent to Target
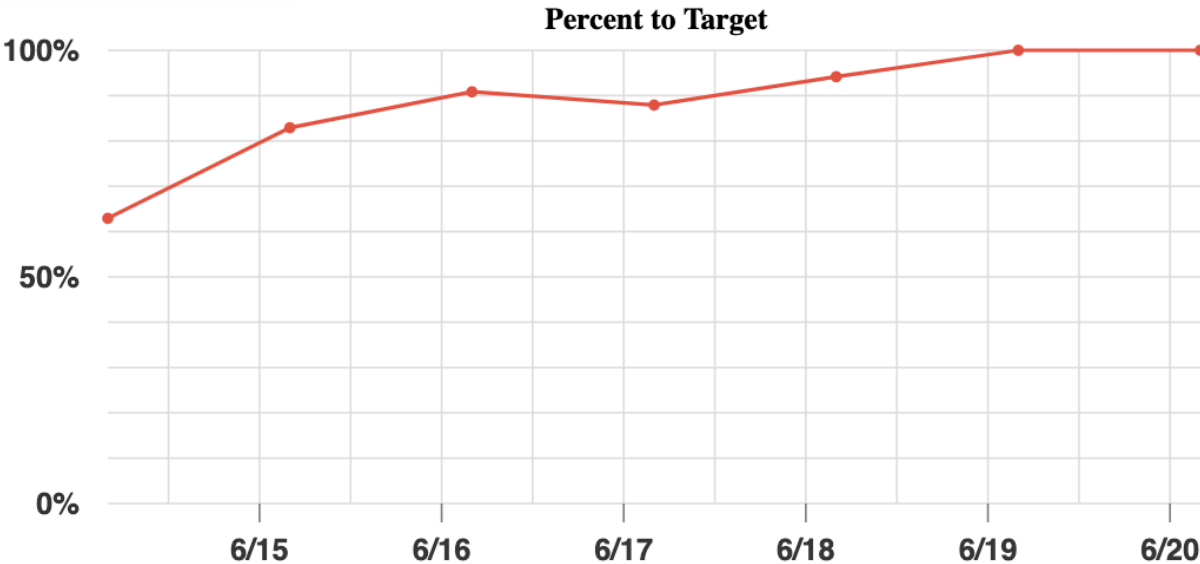
Skill may be slightly too easy for the student, consider advancing them to the next logical skill

Action Needed

Percent to Target
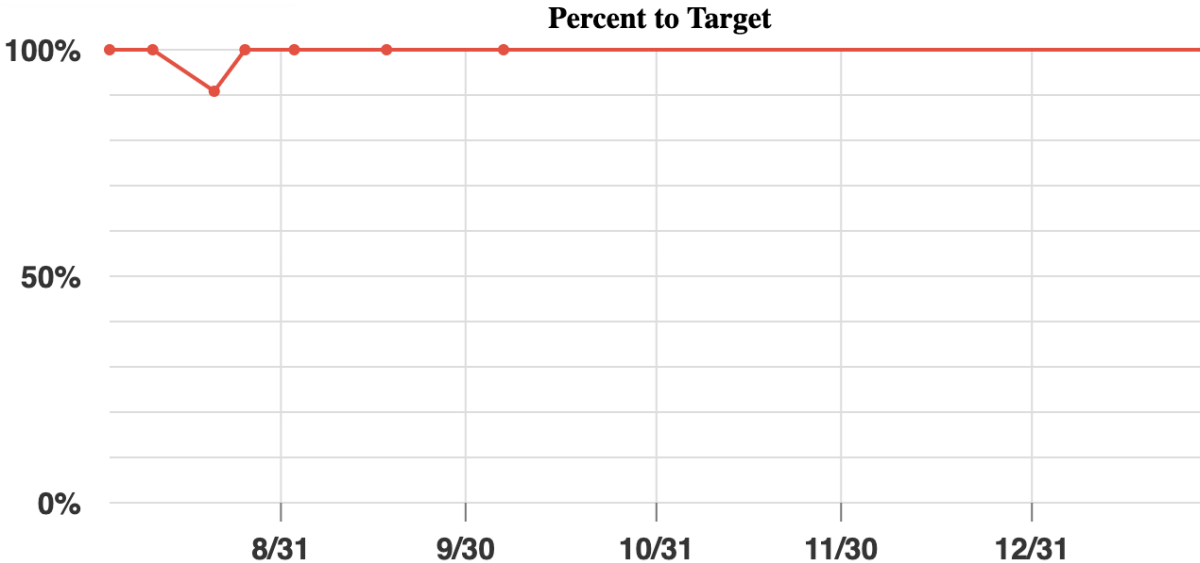
If your student's data looks similar to this, it means that they should immediately be moved to a more challenging skill.

Our Recommendation: Immediately advance the student to a more challenging skill, repeat Step 5, and reevaluate the data in a week's time.

*If the student's data suggests that the student is still excelling, view the last page of this guide which recommends additional goals to move on to.

Student is struggling with the basic skill?

In many situations, our skills can be adjusted and tailored to your specific student's needs. If you find that your student is struggling with the basic skills in this goal review the following video which outlines how to edit skills to better match your students needs.

Example: Increasing the time to respond to a prompt from 9 seconds to 20 seconds.

*If you edit a skill to be more appropriate for the student it may increase the need for you to motivate the student to practice.

ObjectiveEd Tutorials: Editing Skills for your Students (4 Minutes)

Step 7: Next Steps

Assuming your student had either the ideal or good outcome, continue to have them practice for at least 15 minutes per week, spread out over multiple sessions.

Students can of course practice more frequently for better outcomes, but the key is **consistency**. Practicing intermittently with long gaps between practice sessions will lead to data inconsistencies and non-linear growth.

Monitor their performance once a week, and progress them on to the next logical skill when they display continued success (i.e. 100% accuracy for at least ¾ occurrences)

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**Important notes

ObjectiveEd is designed to help students practice important skills, and while we try to engage students with games, and reward systems, not all students will be engaged enough to practice without additional motivation.

ObjectiveEd is a tool, providing you with valuable progress data, students should be encouraged to practice at semi-regular intervals while they are working on a specific skill/topic.

While we are constantly working to expand the number of skills our system helps reinforce, ObjectiveEd may not be appropriate for all of your students all the time. If you have a student currently working on a skill/topic that ObjectiveEd has content for, consider implementing ObjectiveEd for that period of time to aid your teaching, as a reinforcement tool.

Step 8: Additional Goals/Skills to Work With

After your student improves their wayfinding and mental mapping skills, they may want to try out the following goals/skills which can provide them with additional practice,

Option 1: Sound Identification

Option 2: Directionality using Temple Explorer

If you have any questions at all please contact,

Support@ObjectiveEd.com

We are always here to help!