

The Concept Map

Appropriate Student Level: Any Level

Suggested Class Size: 3 – 100+

Ease of Use Rating: Easy – Moderate

Activity Description:

The concept map is designed to show relationships between ideas and how they all relate to the stated main idea often represented by a number of shapes centered around a ‘Main Idea’. The Main idea can be assigned or determined by the students.

“The present technique emphasizes the arrangement (and rearrangement) of sticky notes (for concepts and concept links) on a large surface (e.g., chalkboard, chart tablet, bulletin board, wall surface) rather than other alternatives such as computer software. In the classroom context, the general concept-mapping technique allows optimal involvement by the class, with guidance from the instructor.” (Romance & Vitale, 1999)

Read more about concept maps at: <http://cmap.coginst.uwf.edu/>

References:

- Daley, Barbara J; Shaw, Christine R.; Balistrieri, Toni; Glasenapp, Kate; Piacentine, Linda; (1999) “Concept maps: A strategy to teach and evaluate critical thinking” *Journal of Nursing Education*; 38 (1)
- Plotnick, Eric;(2001) “A graphical system for understanding the relationship between concepts” *Teacher Librarian*; 28(4); pg. 42
- Robinson, William R. (1999) “A view from the science education research literature: Concept map assessment of classroom learning” *Journal of Chemical Education*: 76(9); pg. 1179
- Romance, Nancy R.; Vitale, Michael R.; (1999) “Concept mapping as a tool for learning: Broadening the framework for student-centered instruction” *College Teaching*: 47(2); pg. 74

The Core Competencies are:

1. Writing, speaking and/or other forms of self-expression
2. Information gathering, such as the use of the library, computer/electronic resources, and experimentation or observation
3. Synthesis and analysis in problem solving and critical thinking, including, where appropriate, the application of reasoning and interpretive methods, and quantitative thinking
4. Collaborative learning and teamwork
6. Activities that promote the understanding of issues pertaining to social behavior, scholarly conduct, and community responsibility
7. A significant alternative competency for active learning designed for and appropriate to a specific course