

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