



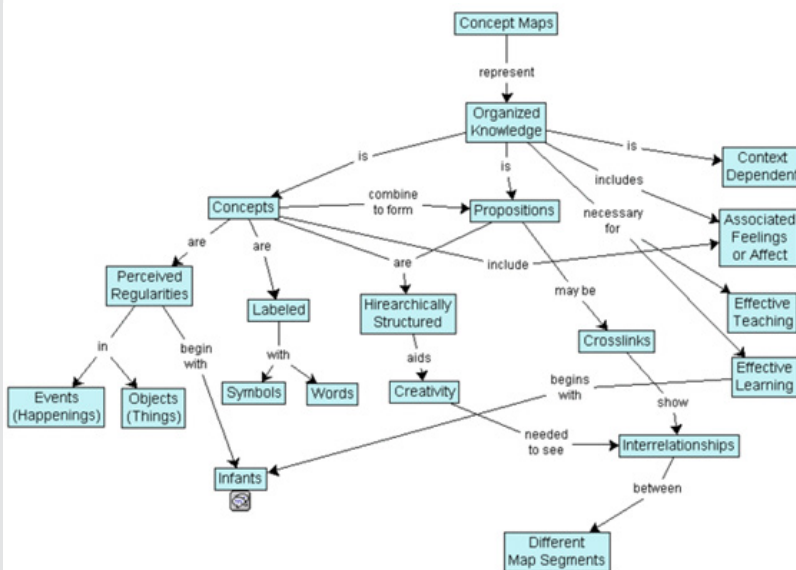
# The good example

## - Activate Learning in Group Work

### Concept Mapping

A visual representation of conceptual understanding. When Novak and Gowin (1984) developed hierarchical concept maps they applied Ausubel's assimilation theory: learners who make meaningful connections between concepts are better able to learn.

Take a look at the concept map on 'concept maps': each concept is linked to one or more concepts and all links are labeled, creating propositions. By reading the propositions we find out more about the creator's conceptual understanding.



Listen to the [interview with a classics lecturer](#) at Kings College, London on how she used concept maps in her course.

You could use concept mapping at any point in a course: at the start to find out students' pre course understanding, during the course to inform your or peer feedback and as part of the final assessment.

Come along to one of the courses this semester on [11.11](#) and [06.12](#) or next semester and try out concept mapping and other participatory approaches.

### In short

Ways to use concept maps:

- Give the students the key concepts from the course – they create their own concept maps to show their understanding (can inform your course planning).
- Students create their own concept maps about the whole course or part of it to show their understanding (can inform your course planning).
- Give the students a semi-completed concept map and some blank cards to label missing concepts and links (support introduction to concepts).
- Give the students a concept map which includes misconceptions for them to discuss, review and edit, (in-course or final assessment).

Search Wikipedia for free online concept mapping programs.

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