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A concept map or a mind map is a visual representation of the links or associations between different concepts or pieces of information.

### Uses

- ◆ At the end of a tutorial, in the last 10 minutes, to consolidate learning, check understanding
- ◆ At the start of a session, to map where students are

### Process involved

#### 1. Use an example

For the first time, have one you prepared earlier, in case the students are not familiar with concept maps. Students can be quite unused to doing this - so do be encouraging and ready to be the guinea pig yourself.

#### 2. Draw the concept maps

Ask everyone to draw their own map of what was significant for them in the session – the main ideas, facts and so on. Draw one yourself.

#### 3. Compare Maps

The first time show your version, and ask if it bears any resemblance to theirs. Some bold soul will venture theirs - and then the rest.

#### 4. Reflect on the Maps

Look for feedback about coverage - and gaps, or misunderstandings. Encourage them to articulate and explain their schemes.

Briefly confirm important points which have been well understood, and correct any minor misunderstandings. If there are larger areas of doubt or misunderstanding, put those on the agenda for next time.

### Variations on this technique

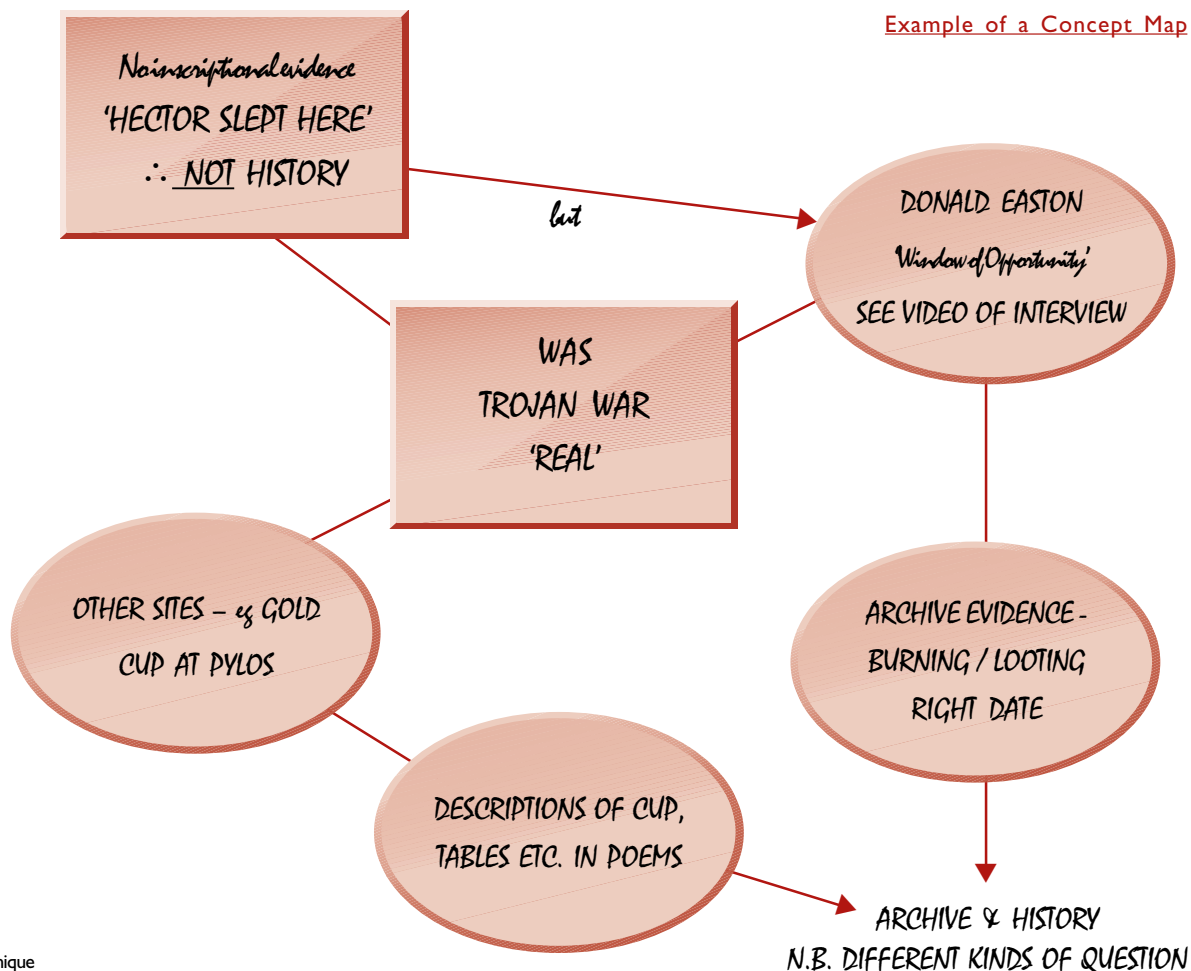
Concept/spider/mind maps can be used for many purposes; for planning written work or presentations, for self-review of understanding, for feedback. The more familiar and fluent students are with this technique, the more they will benefit from any application of it.

Try selling the method, which takes valuable class time, as an experiment which you will abandon, if they are not convinced that it pays off in consolidating and checking learning.

Don't expect great things the first time.

Be positive and encouraging; build on positives; use the opportunity to get further discussion of how you handled points which they found difficult: - "Was it the examples I used? Could we have tackled this more helpfully?"

## Example of a Concept Map



## Other Relevant Pages

## Recipes

- Focus groups
- Nominal group technique
- Confidence logs

## Information Pages

- Learning styles
- Pedagogic toolkit
- Working with groups
- Isolation or integration
- Pre and post testing

## Serving suggestions

## References

Students can be worried about the time this takes within a class. Sell it with confidence on the basis that it will actually get them further forward than a final alternative 10 minutes of input would - their actual experience will confirm this. It may well also open up dialogue between you and them about the process and agenda of your sessions, deepening their motivation and commitment.