CONCEPT MAPS: (Radcliff, Chapter 10)

Overview:

Concept mapping is a powerful tool for both instruction and assessment of learning in the classroom. Concept maps offer unique opportunities to help students integrate new concepts into their existing understanding of information seeking, evaluation and use, and to allow the instructor to gauge that understanding. Concept maps are used much more often in long-term instruction than one-shot sessions. They are ideally used as a pre-test and post-test for students and therefore work best in assessing course-integrated information literacy instruction and stand-alone information literacy courses.

Indicators:

- Requires a significant time commitment
- Requires little or no money
- Level of assessment: Classroom
- Domain: Cognitive
- Access to participants: Requires medium level of effort
- Ranges from little need for faculty collaboration to some cooperation needed
- No outside expertise needed

Key Characteristics:

- Provides a graphic representation of the ways in which people organize knowledge;
- Demonstrates the ways in which students integrate new information into their knowledge bases;
- Consists of concepts and the relationships among them;
- Allows the instructor to see the ways in which students misunderstand instructional content;
- Can be used for both instruction and assessment of learning;
- Good for pre-and post-testing in extended instruction;
- Can be time consuming.