



CONCEPT MAPPING

Purpose	The <i>Concept Mapping</i> technique allows students to organize and structure the content of a thematic unit playfully and creatively. Connections between different aspects are recognized and visually displayed by organizing key terms into a sensible structure. Students exchange ideas and compare their different arrangements, i.e. their concept maps, weighing the pros and cons of each in order to kick-start new ideas and consider possible ways to organize them. Participants get to experience how many different connections between aspects are not only possible, but make subjective sense to different people and for different reasons. The strategy thus helps students deepen their engagement with and processing of content they first encountered by themselves.
Directions	<p>The instructor or all participants themselves write down the central terms or concepts of a given topic on index cards (one term per card). Participants are asked to engage with the terms by arranging them and placing them in a specific structure that highlights how they are interconnected.</p> <p>The technique works in various formats such as students working by themselves, in pairs, or in groups. After creating their structures, individual students or groups compare each other's arrangements and each student or group explains their choices.</p>
Parameters	<p>Group size: 3-4 people per group, 30 people max.</p> <p>Time required: 10min. for separating the cards, ca. 30min. for comparing and evaluating the concept maps</p> <p>Setup: moveable chairs</p> <p>Materials: (labeled) index cards and writing implements</p>
Helpful Tips	<p>The activity is decidedly not meant for assessing adherence to one ideal model or for distinguishing "right" from "wrong" structures.</p> <p>The instructor should ensure that students work independently first and are able to clearly explain the choices they made in their concept maps.</p> <p>The small groups should likely be limited to three participants; agreeing on a specific structure would be very difficult with more people.</p>
Online Implementation	— via oncoo.de

Adapted from:
Strittmatter-Haubold, V., & Ehlail, F. (2012). *Lernen im Aufwind. Methodenreader zur Gestaltung von Lernprozessen* (8th ed.). Heidelberg: Inst. für Weiterbildung, Pädagogische Hochschule Heidelberg.



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