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students assimilate information about a topic. This activity helps students see gaps in the literature and develop research questions that they can then investigate

- x Assess learning by having students construct a concept map before and after covering a course section. You can also use concept mapping as a quick check activity to assess the kinds of connections students are making. This technique helps you identify sections that are difficult for students, allowing you to determine how best to review or clarify concepts.

Resources

Hay, D., Kinchin, I., & Lygo-Baker, S. (2008). Making learning visible: The role of concept mapping in higher education. *Studies in Higher Education*, 33, 295-311.

Ian M. Kinchin (2014). Concept Mapping as a Learning Tool in Higher Education: A Critical Analysis of Recent Reviews. *The Journal of Continuing Higher Education*, 62, 39-49.

Novak, J. D., & Cañas, A. J. (2008). The theory underlying concept maps and how to construct and use them. Florida Institute for Human and Machine Cognition Pensacola FL, www.ihmc.us. [http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm], 284, 16.

For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center at cttl@slu.edu.