

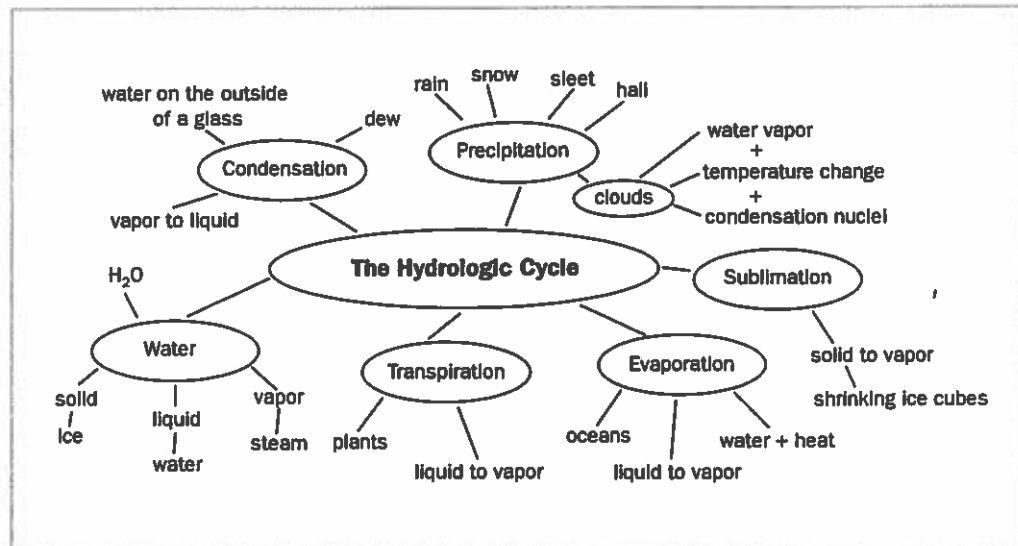
## Concept Mapping

Like brainstorming, concept mapping (webbing) can be used to introduce a topic. It can also be used to evaluate what students have learned at the end of a lesson.

As an introductory exercise, concept mapping provides you with information regarding what the students already know. You won't waste time covering the material they are already familiar with and can concentrate your efforts on presenting new information.

As a follow-up activity, concept mapping illustrates the learning that has taken place. It is fascinating to compare pre-lesson concept maps with post-lesson concept maps. Both you and the students will be amazed at how much they have learned.

### Example of a Concept Map:



Concept mapping usually involves placing a word or idea in the middle of the board or on a piece of paper. Students then share what they know or associate with this concept. The information volunteered by the students is recorded with lines drawn to show how different concepts are related to one another. Concept maps can either be developed by the entire class, in small groups, or on an individual basis.

Concept mapping is also an effective method of reviewing information. It requires students to synthesize information they have read, heard, or observed and restate it in a concise manner using key words and terms that they understand. Once students have identified what they know in a concept map, another effective exercise is to have them incorporate examples and applications of the information into their map.

Other uses for concept mapping include organizing term papers, assignments, debates, and books. Once developed, prioritize the flow of the topics.

Both brainstorming and concept mapping can be used with any topic at any grade level. In either exercise, it is imperative that you, as the teacher, cultivate a risk-free class environment where students are not afraid to share their thoughts and ideas.

