

Concept Mapping Assignment

A concept map graphic diagram illustrating the interconnections, and often the hierarchy, of a particular concept or topic. The use of concept maps was popularized with science educators by Joseph Novak and Bob Gowin based on the meaningful learning theories of David Ausubel in the early 1980s. Different from a flowchart or an outline, a concept map is usually nonlinear and web-like. The main topic is connected to secondary subtopics, which in turn are connected to tertiary subtopics within the diagram. Concept maps are especially important in teaching science because they depict the interrelationships among the elements of a concept or a system. Adapted from Llewellyn, Douglas. "Making the Most of Concept Maps." Science Scope. (Jan 2007)

1. Page 1: Cover sheet that gives an overview of the entire unit.

- This page should show the relationship amongst the unit's major topics.
- Put your name on this cover sheet and do it last.

2. Pages 2-?: Create a concept map for each Essential Task listed in our syllabus.

- These maps must:
 - a) Include the Essential Task and directly answer/accomplish the task.
 - b) Accurately summarizes the assigned section of the text.
 - c) Identify the key concepts from the text. (Make sure you highlight varsity terms and psychologists in two different colors.)
 - d) Give examples of key concepts. (Make sure you highlight these examples in a different color.)
 - e) Regularly analyze relationships within the text such as causation, comparison, contrast, and part-to-whole relationships.
 - f) Meet all of the requirements on the Concept Map Rubric.
- Most students use a separate piece of paper to map each night's reading.

You must do your concept maps each night and bring in your map as your ticket to each day's class. At the beginning of each class you'll need your concept map to help you contribute to our discussion by:

- Asking critical questions of the content in the text
- Making meaningful connections between the text and your world, the text and other psychological concepts or the text and other texts.
- Critiquing the text as a whole

During class you should add terms and examples that weren't in your book to your concept map!