

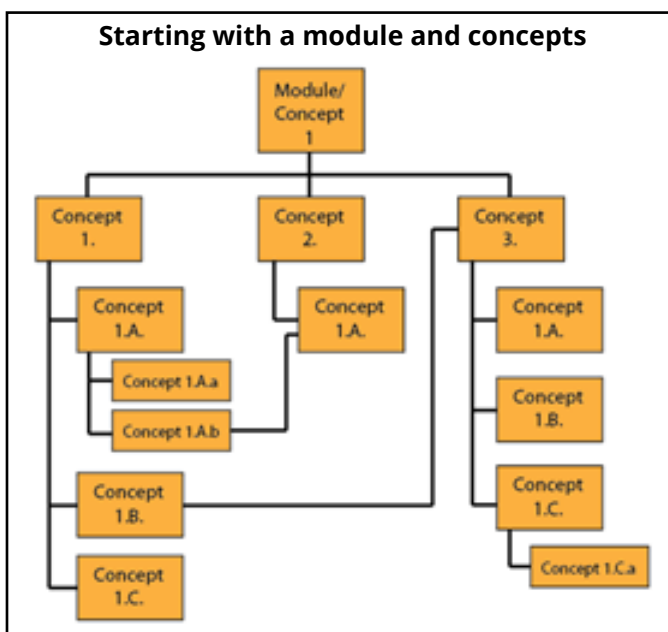
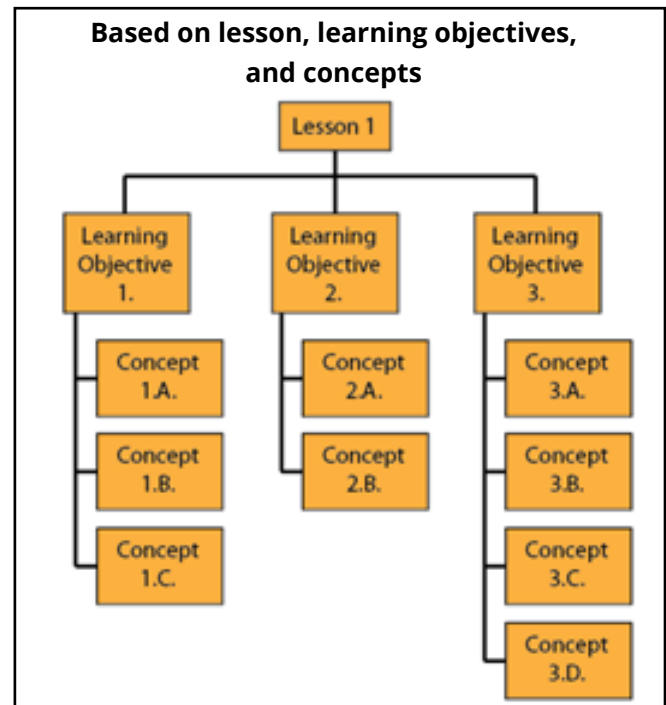
# CONCEPT MAP (ADVANCED ORGANIZER)

## INTRODUCTION

Concept map is used to deliver expert knowledge in a structured way to a novice who is in the process of learning the subject from the expert. A concept map from a subject matter expert may not be able to be read properly by novices. Therefore, size of information and how the information is constructed to build knowledge is important to understand when building concept map. In this information sheet, we focused on concept map building for online courses.

## A CLOSER LOOK

Instructors might start building concept maps with each lesson. Each lesson usually has learning objectives that instructors deliver as outcomes of learning the lesson. Each learning objectives may contain one or more concepts for students to understand. As the image represents in the box on the right, breaking information according to lesson, learning objectives, and concepts would be one way of constructing concept map. Since the concept map in the box on the right is used in a semester-based course, no relationships between the concepts are represented.



Another way is to start building the concept map with modules and concepts, as you see on the left box. The concept map on the left started with a Module or Concept. Instructors can start with a concept instead of a module. If you are building a concept map for training materials and certificate programs as an instructor, you probably are more familiar with the term Module when building a concept map. If you are producing a supplemental instruction with a concept map, you probably want to start with the term Concept. This is because you will probably insert the supplemental instruction in one of the modules or lessons.

## PROCESS FOR BUILDING A CONCEPT MAP

**1**  
Is there a rule? Please write down the rule.

**1.** The rule can be lesson, module, or concept. It can even be a problem. Please think of what rule you would like to teach to your students. Examples include: 1) Changing a tire, 2) mRNA process, 3) Healthcare Data Quality, 4) Security and etc.

**2**  
Are there concepts in the rule that you wrote in the step 1? Please write down all the concepts.

1.

2.

3.

.

.

**2.** The concepts in this step represent learning objectives, ideas, and steps to achieve the rule in the step 1. Examples include: 1) identifying the major types of health care information, 2) terminating DNA process, 3) outlining the components of the HIPAA security regulations, and 4) depositing money into a checking account.

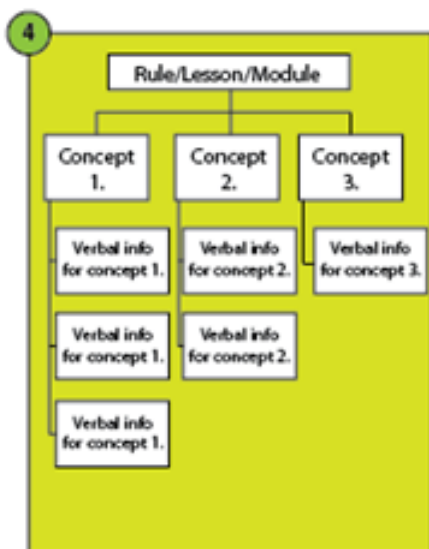
**3**  
Are there verbal information in each concept you wrote in the step 2? Please write all the verbal information.

Concept 1.  
Verbal information...

Concept 2.  
Verbal information...

Concept 3.  
Verbal information...

**3.** Verbal information is the last one to put in the hierarchy of concept map. Verbal information may be represented in various formats, such as text description of simple concepts or behaviors.



**4.** Place the rule, concepts and verbal information identified in steps 1, 2, and 3 in the boxes and draw lines that relate each other.

### IDEAS

Possible course activities using concept map

- Assignment to turn in a concept map of a lesson of the content.
- Sharing concept map in threaded discussion with peers and grading each other's concept map.
- Students compare the professor's concept map of a lesson with their own concept map grade with their own judgment for their own concept map.