

# CONCEPT MAP (ADVANCED ORGANIZER)

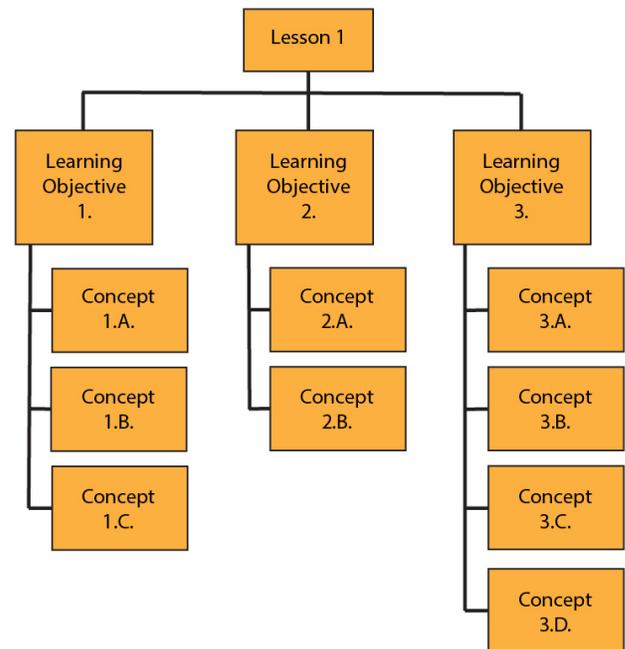
## INTRODUCTION

Concept maps are used to deliver expert knowledge to learners in a structured way. When building a concept map, subject matter experts should consider the amount of information and how that information is constructed to build knowledge. These considerations are important to ensure the concept map is understandable to learners. This tip sheet focuses on building concept maps for online courses.

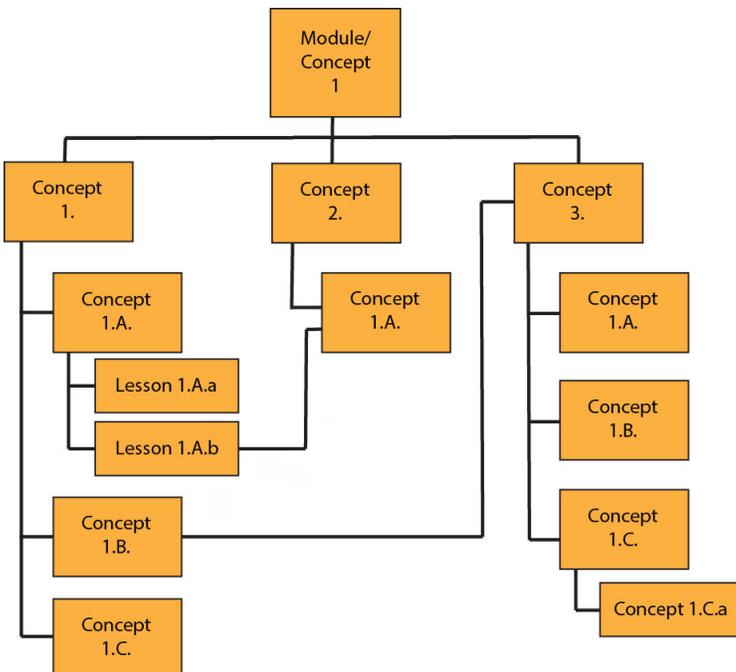
## A CLOSER LOOK

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

Based on lesson, learning objectives, and concepts



Starting with a module and concepts



Another way to build a concept map is with modules and concepts, as you see in the image on the left. This concept map starts with a module or a concept (the instructor's choice) rather than a lesson. If you are building a concept map for training materials or certificate programs, you probably are more familiar with the term "module" when building a concept map. If you are producing supplemental instruction with a concept map, you probably want to start with the term "concept." This is because you will likely insert the supplemental instruction in one of the modules or lessons.

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## PROCESS FOR BUILDING A CONCEPT MAP

**1**

Is there a rule? Please write down the rule.

**1.** When you build your concept map, start with a “rule.” The rule in step 1 can be a lesson, module, or concept. It can even be a problem. Think of what “rule” you would like to teach to your students. Some examples include (1) changing a tire, (2) an mRNA process, or (3) how to store healthcare data.

**2**

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

- 1.
- 2.
- 3.
- 
- 
-

**2.** The concepts in step 2 represent learning objectives, ideas, or steps to achieve the rule in step 1. For example, for rule 3 above (how to store healthcare data), you might include the following concepts in step 2: (1) understanding major types of health care information, (2) outlining HIPAA guidelines, and (3) understanding protected health information.

**3**

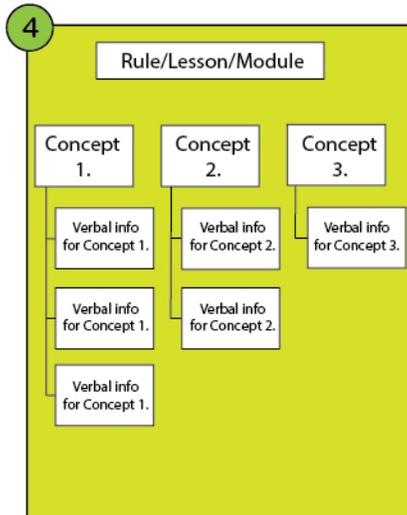
Is there verbal information in each concept that you wrote down in step 2? Please write down all the verbal information.

Concept 1.  
Verbal information ...

Concept 2.  
Verbal information ...

Concept 3.  
Verbal information ...

**3.** Including more detailed verbal information about each of your concepts is the third step in creating your concept map. When you work with your instructional designer to develop your course, this information can be communicated in various formats.



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

### IDEAS

Possible course activities using concept maps:

- Ask students to turn in a concept map of a lesson in the course.
- Ask the class to share their concept maps in a discussion forum to receive feedback from their peers.
- Ask students to compare their concept maps with yours and use your concept map as a guide to evaluate or grade their own work.