Learning Assessment #8 – Concept Map

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This assignment is the eighth of a series of in-class activities known as learning assessments. These assignments were used in an introductory physical geology course that is a requirement for geoscience majors but has no pre-requisites and is open to students in all faculties.

The purpose of the learning assessments is to provide students with frequent feedback on their understanding of the fundamental concepts taught in the course. The learning assessments also provide information to the instructors and teaching assistants on student learning which can be used to help direct instruction in the course.

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Overview

There are infinite ways you can choose to draw your concept map, however your concept map should have the 4 main nodes (listed below) from which the rest of the concepts and examples stem from.

- Plate Tectonics

- Rock Cycle

- Geologic Time

- Scientific Research

Organize the concepts and terms you choose to use in relation to one another in any way you want. Make sure you draw lines between the terms that are related. Label each connecting line with appropriate terms or phrases that describes the nature of the relationship between the two concepts (e.g. "is caused by" "forms", "results in", etc.). Also provide examples when appropriate.

There are two ways you can create and submit your concept map:

1. Paper Version: Construct your map on a piece of paper at least 11' x 17' or larger. Use the rubric provided as a guide to success!

2. Digital Version: Construct your concept map using a software program. Recommended program is Vue, which you can download for free from the link (https://vue.tufts.edu/index.cfm). You can easily create your concept map with this program and edit your map as it develops.

Reid et al. (2011)