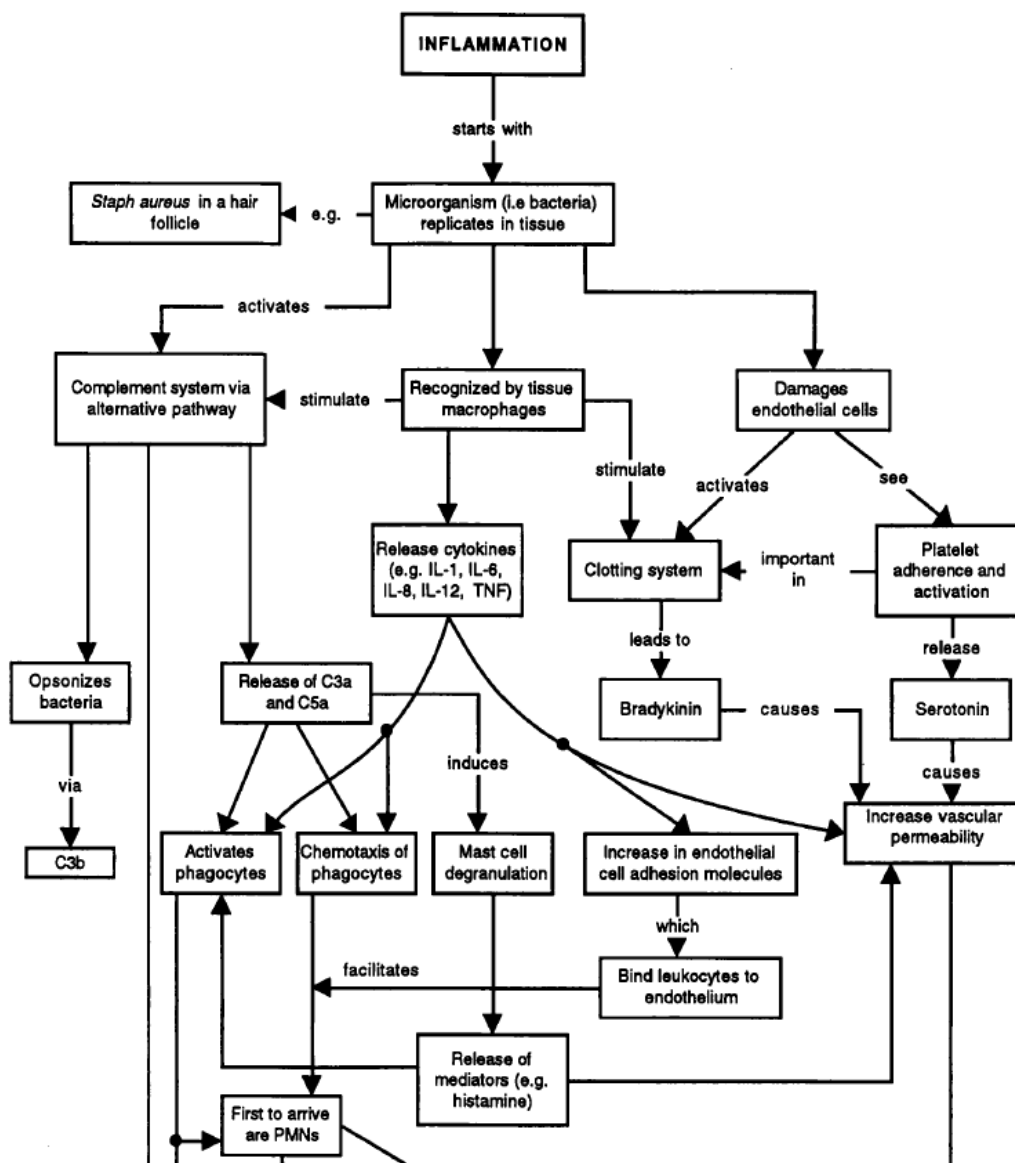


## Concept mapping technique:

Humans learn new information best by integrating the new information into an existing knowledge base. This is called **meaningful** learning as contrasted to **rote** learning. Rote learning doesn't hang around the brain very long. Concept mapping utilizes this knowledge about learning by providing a technique by which interrelationships can be mapped or charted. It taps into a learner's cognitive structure and externalizes what the learner already knows while depicting relevant concepts and relationships the learner is currently learning. A meaningful map will integrate the new knowledge with the previous knowledge.

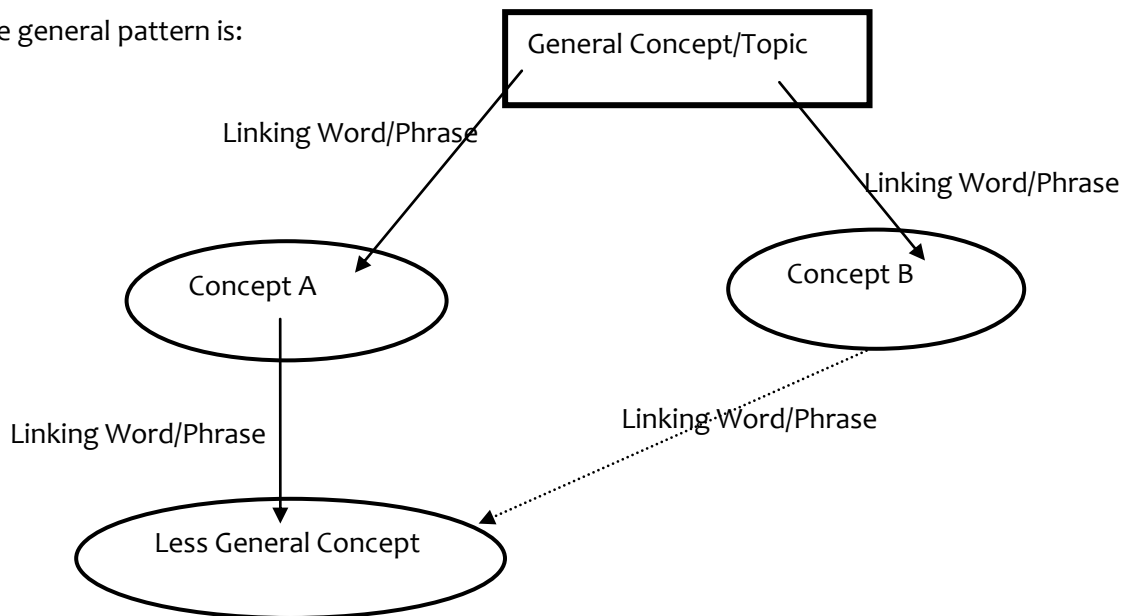
Below is an excerpt from a sample of one concept map from Pinto & Zietz (1997) available at: [http://edc.fums.ac.ir/\\_edc/documents/280\\_954\\_3\\_nik3.pdf](http://edc.fums.ac.ir/_edc/documents/280_954_3_nik3.pdf).



Several of the examples and descriptions in this document have been adapted from other sources with permission. Please see References section for more information.

Concept maps are picture, words, or graphic representations that allow you to link, differentiate, and relate concepts to one another.

The general pattern is:



### Steps to Construct Your Concept Map:

1. List the most general topic/concept.
2. Identify several more specific concepts that relate to the topic/concept.
3. Rank the importance of the concepts using a number (1= most important; 5= less importance).
4. Start with the most general concept at the top of the page, then spread out or work down to supporting concepts. (N.B. Leave room to add details as you learn more or review the map.)
5. Tie the general topic/concept to the specific concepts using linking words/phrases or explanations that make sense to you. You do not need to use the exact words from the lecture/text. Use whatever language you understand best.
6. Once you have reviewed the initial linkings you identified, look for any cross linkages.
7. Elaborate by naming the kind of relationship between concepts on the connecting line, or using arrows to indicate direction of relationship.
8. Think about additional information that is not included on the map. Should it be there? Where?
9. Cross-check your concept map with the lecture notes and/or text to confirm that your map includes correct information and all the necessary concepts/topics.
10. Revisit your concept map each week to determine if you can make additional linkings between and among new topics and existing topics. The more you can link between topics, the easier the concept/topics will be for you to remember and apply. However, not all concepts/topics will have connections and that's okay!

### References

"Concept Mapping: A Guide for New Medical Students." Office of Academic Support and Resources. University of New Mexico. Available at: [http://som.unm.edu/ume/oars/support/guide/learn\\_13.html](http://som.unm.edu/ume/oars/support/guide/learn_13.html)

"Study Skills and Learning Tactics." University of Kansas Medical Center. Office of Student Affairs. Available at: <http://www.kumc.edu/school-of-medicine/osa/m1-m4-calendars-and-resources/study-skills.html>.