

LITRE Assessment Plan Revision  
"Collaborative Online Concept Mapping," Kevin Oliver and Dianne Raubenheimer

Through our work with concept maps fall semester 2005, we have discovered that students struggle with the unguided concept mapping tasks we asked them to complete, extracting relevant concepts and relationships from multiple weeks' readings and resources. We have revised our proposal to scaffold the concept mapping process more completely in fall 2006, with students preparing at least two preliminary maps that will orient them to the process, before they are given the difficult task of creating a completely unguided map on their own. The three types of maps students will complete during fall 2006, and the student learning outcomes for each map type, are shown below:

Map Type 1. Partial fill-in. Students will be given a list of concepts and must fill-in blanks on a partially-developed concept map, including some proposition or relationship statements.

Student Learning Outcome. Given a set of words and partially developed map structure, students will be able to comprehend and sort appropriate terminology into partially developed concept maps.

Map Type 2. Seeded. Students will again be given a list of concepts, but must create a visual map structure on their own, and include proposition or relationships statements.

Student Learning Outcome. Given a set of words only, students will be able to create a concept map structure that illustrates their understanding of key relationships with proposition statements between concepts.

Map Type 3. Unguided. Students must generate their own list of important concepts from course readings/resources, create the visual map structure, and include relevant proposition or relationship statements.

Student Learning Outcome. Given readings/resources, students will identify the core embedded concepts and be able to create a concept map structure that illustrates their understanding of key relationships with proposition statements between concepts.

Across Maps.

Student Learning Outcome. Students will develop the skill of constructing basic through to complex concept maps individually and with others.

Time Frame. EPA salary costs associated with the assessment plan include \$2500 for:

- spring 2006, analyze pilot study maps and student survey data from fall 2005 classes
- summer 2006, prepare student assignments, assessment instruments, and procedural handouts for fall 2006: select course topics/readings, select appropriate terms, develop partial map (map type 1); select course topics/readings, select appropriate terms (map type 2); select course topics/readings (map type 3); decide which maps will be completed individually versus collaboratively; decide on scoring procedures for the three map types
- fall 2006, implement in ECI 511 and EAC 595
- December 2006, analyze data and write report