

Create a Concept Map

ThinkSheet for Review

| Steps | Learning Activities: check off some, write a response to some | I did it |
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| <p>STEP 1</p> <p><u>Select an important text.</u></p> | <p>This AFTER strategy should be used on a text that is important to you and that you have already studied.</p> <p>This strategy can be more time-consuming than the other review strategies, but the process of creating the map is also a much more powerful aid to long-term understanding and memory. <u>The time it takes is worth it IF the text is worth it.</u> Why is this text worth doing a concept map? _____.</p> | |
| <p>STEP 2</p> <p><u>Identify the essential question, problem, issue, knowledge domain, or content of the text.</u></p> | <p>Look over this text in order to re-consider your purpose for learning this material and to identify the big ideas and crucial elements you most want to remember and know well. Consider the professor’s expectations, too. The effort you expend should lead you to a meaningful and useful product that achieves your purpose.</p> <p>Rework your purpose if necessary and state it strongly: “What I most want to gain from this text and this concept map is _____.”</p> | <p>_____</p> |
| <p>STEP 3</p> <p><u>Choose or create a format.</u></p> | <p>Decide on a format for your concept map that best fits your purpose, your text, and your learning style. What format do you intend to use? _____. Sketch the design here (no content just structure):</p> | |
| <p>STEP 4</p> <p><u>Start, explore, accept trial and error, and work until it feels finished.</u></p> | <p>On a single sheet of paper, create a visual that captures or triggers everything you want to remember. You must sift the essential information from the interesting but less important.</p> <p style="text-align: center;">The concept map should include these key elements:</p> <p><u>The main points</u>—it draws attention to the key concepts and most important points for your learning situation.</p> <p><u>Connections</u>—it shows how the parts connect and relate to the whole.</p> <p><u>One page</u>—it captures on a single page the relationships within the text.</p> <p><u>Visual memory</u>—it organizes key ideas and most important details so you can see them in your mind’s eye, and it can trigger memory of other details.</p> <p>How long did it take you to make your concept map? _____</p> | <p>Does it have these?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>STEP 5</p> <p><u>Co-author the text.</u></p> | <p>To your concept map add yourself: examples, opinions, insights, lingering questions, ah-ha moments, analogies, experiences, creative ideas, connections, or anything else that enhances and takes your learning beyond knowledge consumption to a higher level of thinking. Put these on the map wherever they connect and distinguish them in some way as being yours.</p> <p>What types of things did you add? _____</p> <p>How did you differentiate them from the author’s? _____</p> | |
| <p>STEP 6</p> <p><u>Evaluate the concept map. Use it to review and think about the text.</u></p> | <p>Does this concept map meet your purpose—what you most need and want to remember? ____ Is the final product worth the time and thinking you put into it? ____ Why or why not? _____</p> <p>_____</p> <p>How will you use this concept map? _____</p> | |

Bring a copy of a concept map you created next time.

Record *Create a Concept Map* on the AFTER line of your reading log. Reflect there how using this strategy played a role in your constructing and retaining meaning from this text.