



In Class (Instructor)



In Class (Students)

Individual Work

Work in Groups

Whole Class

Problem Solving

Discussion

Instruction

Bloom's Taxonomy

★☆☆☆☆

Remember

★★☆☆☆

Understand

★★★☆☆

Apply

★★★★☆

Analyze

★★★★★

Evaluate

★★★★★

Create

Begin Here.

The instructor explains how ideas can be linked together in a concept map, showing examples of concept maps.

Instructor assigns groups of 3-4. Each group is given sheets of ‘nodes’ and ‘links’ (linking prepositions) for their concept map. Each represents concepts from kinematics.

Working at whiteboards, groups cut out the nodes and links, using clear tape to affix them to the whiteboards to create a concept map. Students should use the provided links and nodes rather than create their own (constraining their concept map).

Students are presented with a set of four conceptual questions. Each student answers the four questions, providing a response and written rationale.

Back in their groups, students discuss their responses to the conceptual questions, coming to a consensus on each.

Groups are given the four questions as ‘nodes’ to add to their concept map. Students integrate these new nodes into their existing concept map.

Optionally, this can be followed by a gallery walk in which groups circulate around the whiteboards to observe and discuss — or even peer review — other groups’ work.

