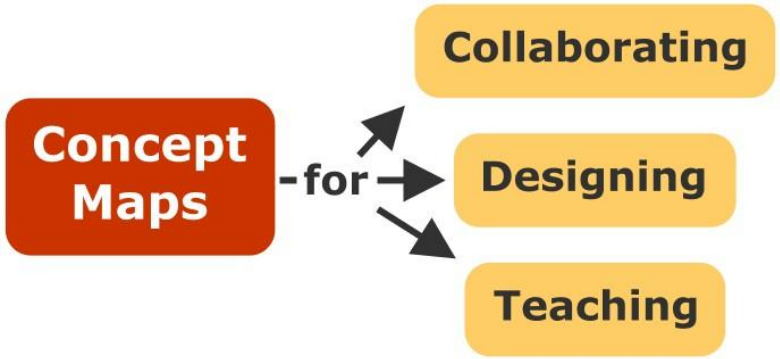


Concept mapping examples

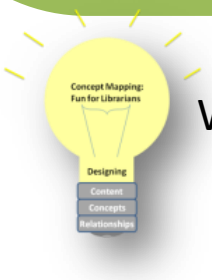
Megan Fitzgibbons and April Colosimo

May 9, 2011

Library Association of the National Capital Region (LANCR)
Association des bibliothèques de la région de la capitale nationale (ABRCN)

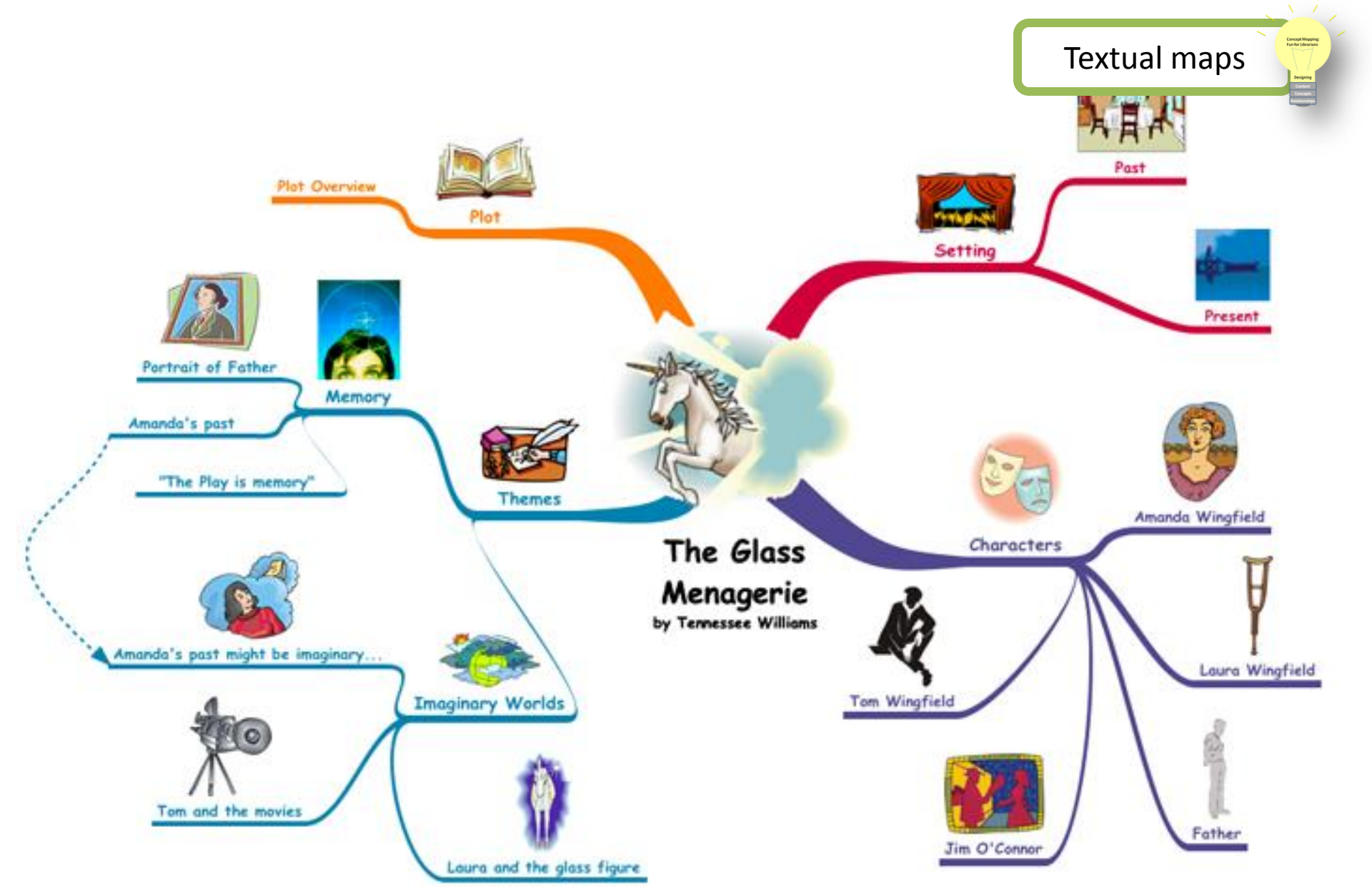
Concept Mapping For Librarians

- **Collaborating**
  - Creation
  - Organization
  - Communication
- **Designing**
  - Content
  - Concepts
  - Relationships
- **Teaching**
  - Active learning
  - Demonstration
  - Evaluation

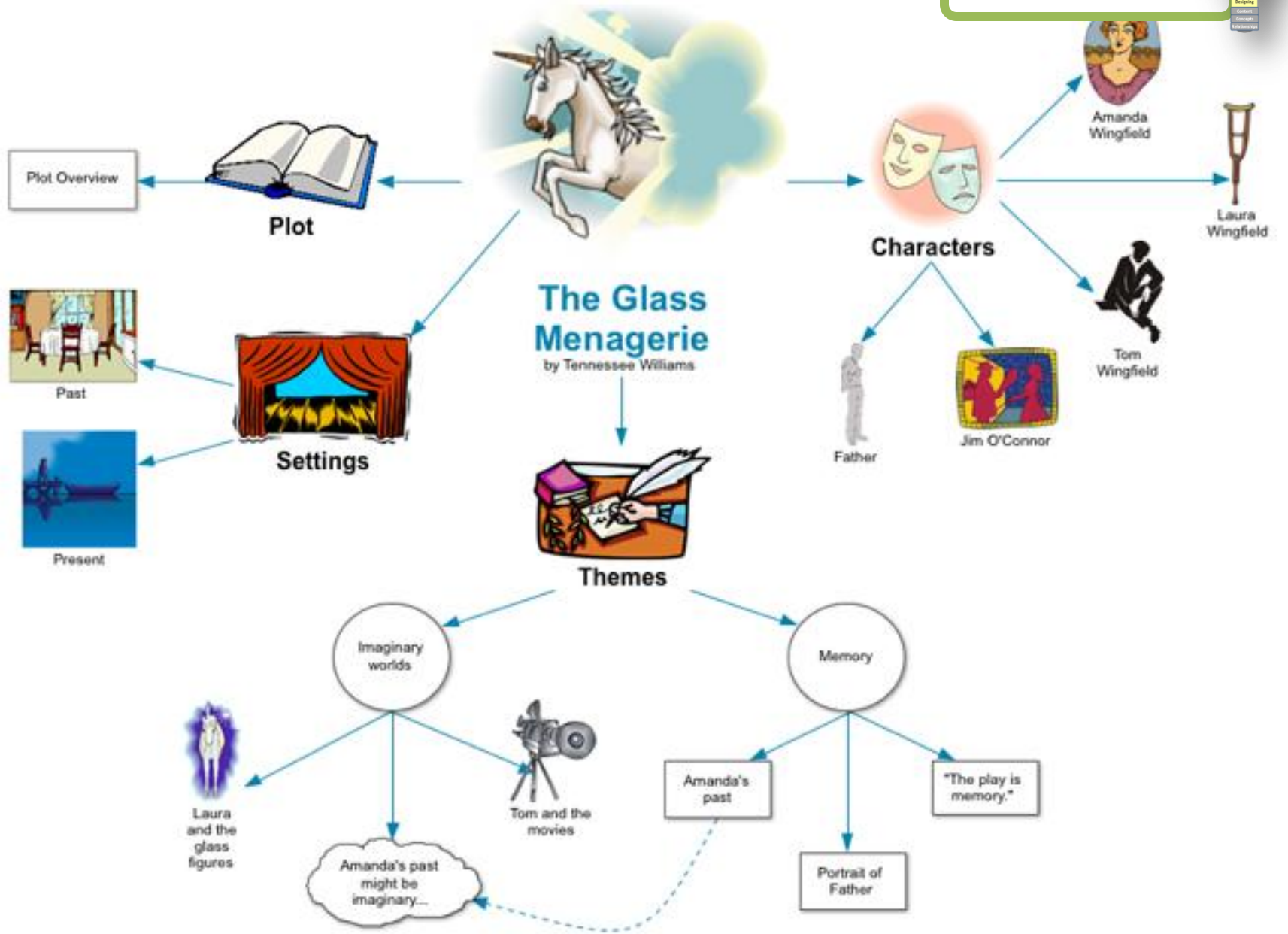


WILU 2010

Textual maps

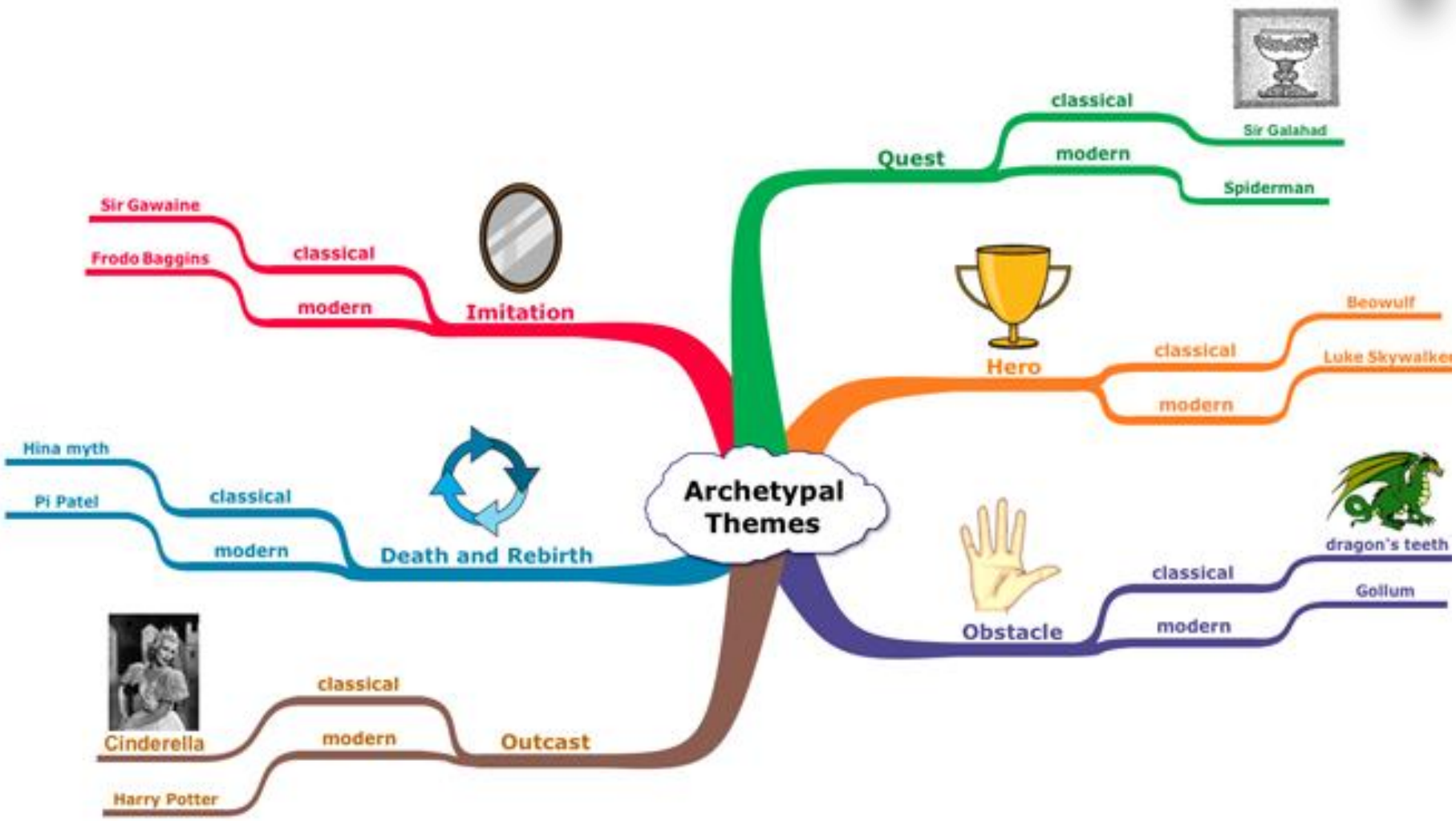


Literary Analysis Mind Map: The Glass Menagerie by Tennessee Williams



Literary Analysis Web: The Glass Menagerie by Tennessee Williams

Textual maps



Reading Strategies Mind Map: Understanding Archetypes

Reading Strategies Web: Understanding Expository Text Structures

Textual maps

Expository Text Structures

Description
Brief Example
Blisters make my feet hurt. My skin is rubbed raw. It looks like a burn.
Text Example
Eye Care - Optometrists
Publisher: Better Health Channel

Question and Answer
Brief

Sequence
Brief Example
Blisters make my feet hurt. First I wear shoes that don't fit properly. Then I get blisters.
Text Example
Captain Meriwether Lewis
Publisher: PBS Online

Cause and Effect
Brief

Compare and Contrast
Brief Example
Some people get blisters when their shoes fit too loosely. Others get blisters when their shoes fit too tightly.
Text Example
Helmet Types
Publisher: Bicycle Helmet Safety Institute

Problem and Solution
Brief Example

Textual maps

Through reading I was amazed to discover how confused people were. (p. 23)

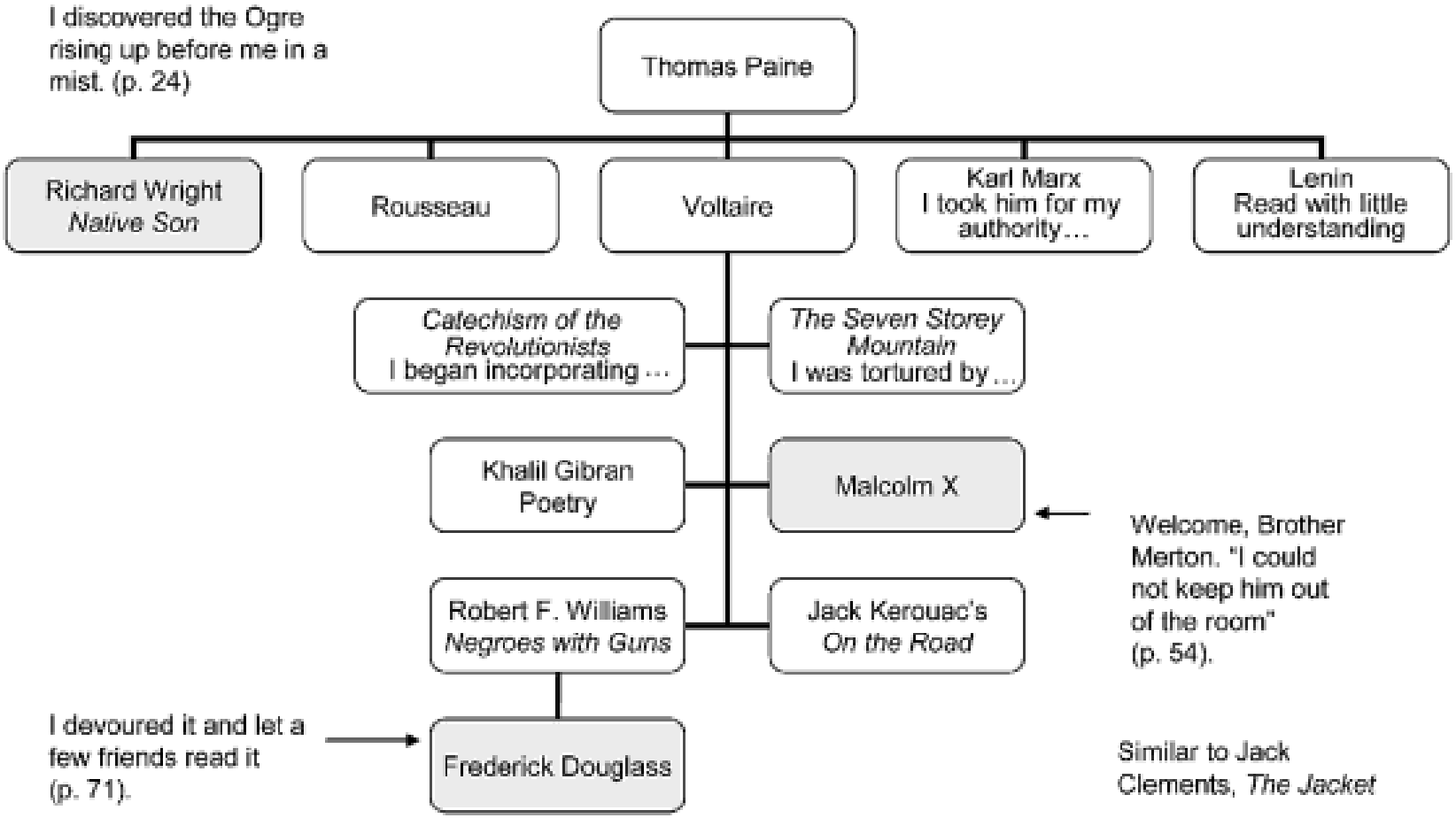
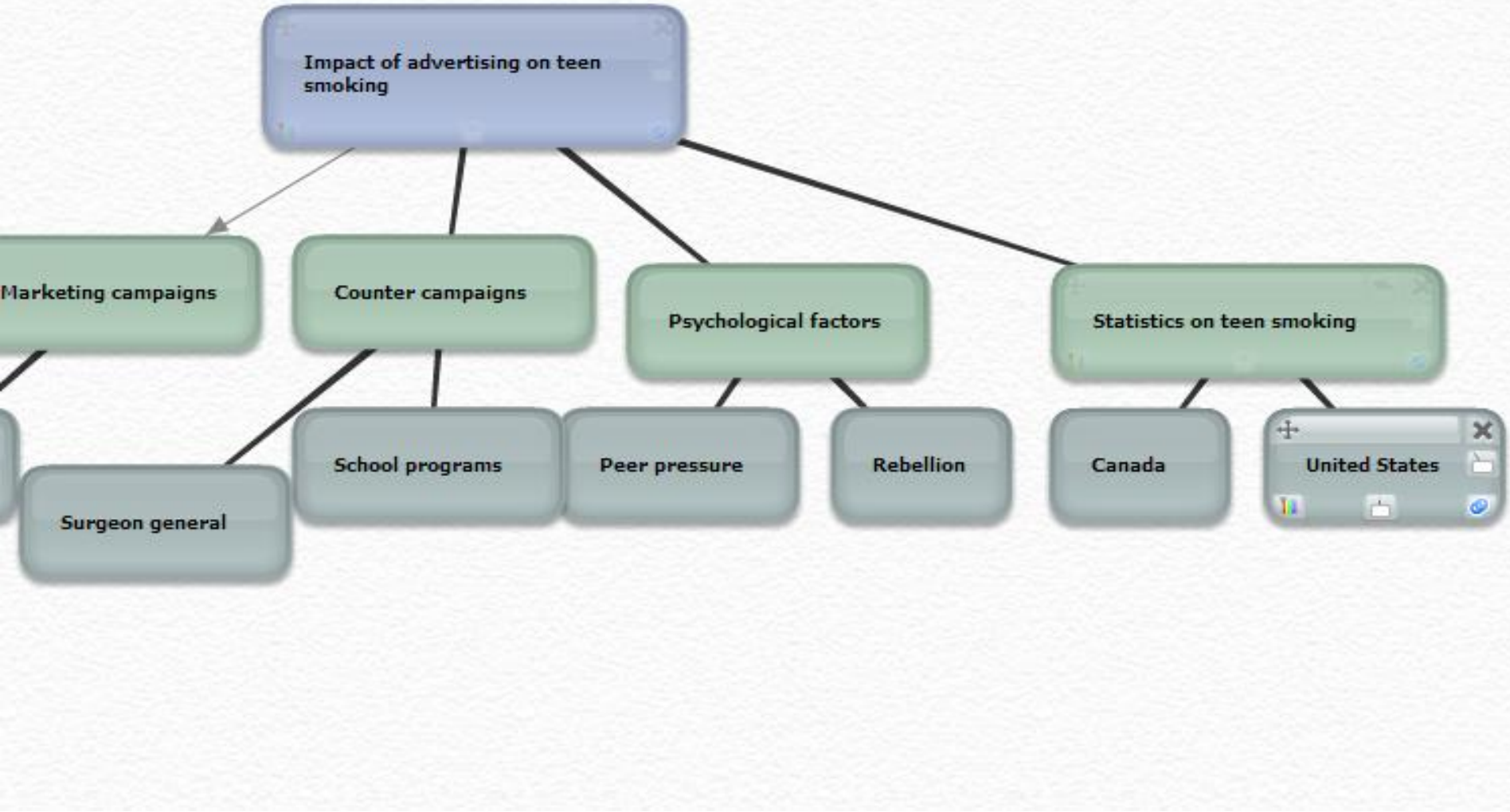


FIGURE 1.1. Eldridge Cleaver's textual lineage, constructed from reading *Soul on Ice* (1968).

Active learning



Active learning

How to Create a Concept Map

1. Identify the general/broad topic that you are interested in.

   Example: You are interested in the general topic of obesity

2. Brainstorm on the general topic and list all the concepts and themes that are related to the topic on a large pi
concepts as concise as possible.

   Example:

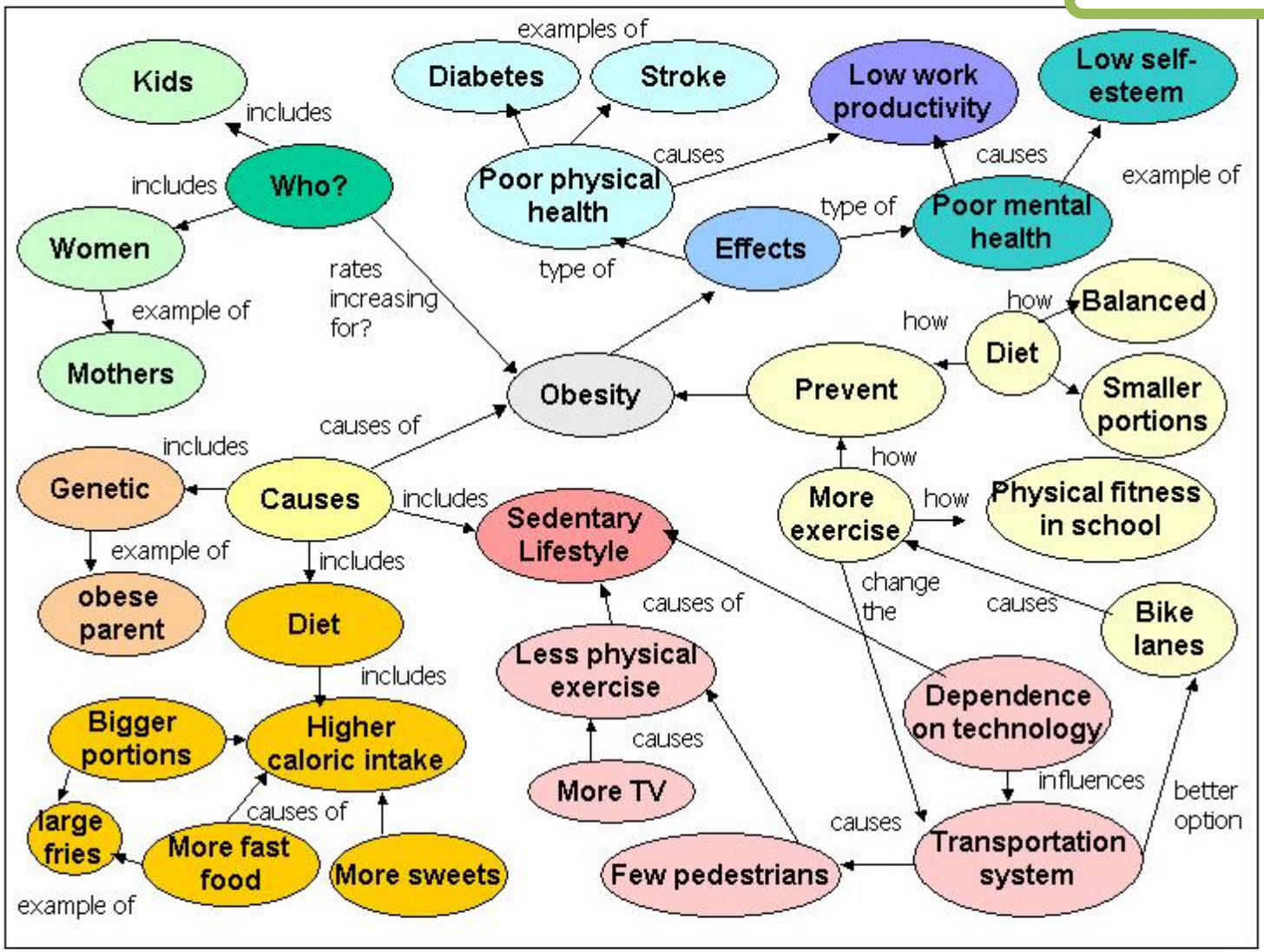
Who?	Kids	Obese parents
How many?	Adult female	Unhealthy Diet
Reasons or causes of	Mothers	Little physical exercise
Effects of	Depression	Soda pop
More fast food	Genetic	Dessert
Bigger portions	More TV viewing	Too much sugar
Large fries	Sedentary life s	
Diabetes	Low work prod	
Technology dependent	Low self-estee	
Stroke	Poor emotiona	
Heart disease	Physical fitnes	
High-blood pressure	Balanced diet	
Balanced diet	Nutritious mea	
Little sugar	Less fast food	

Concept map exercise for crafting search strategy.
Created by Utah State University Libraries Reference Services Department
http://library.usu.edu/instruct/tutorials/cm/CMinstruction2.htm

3. Using unlined paper, write the main theme in the center of the page.

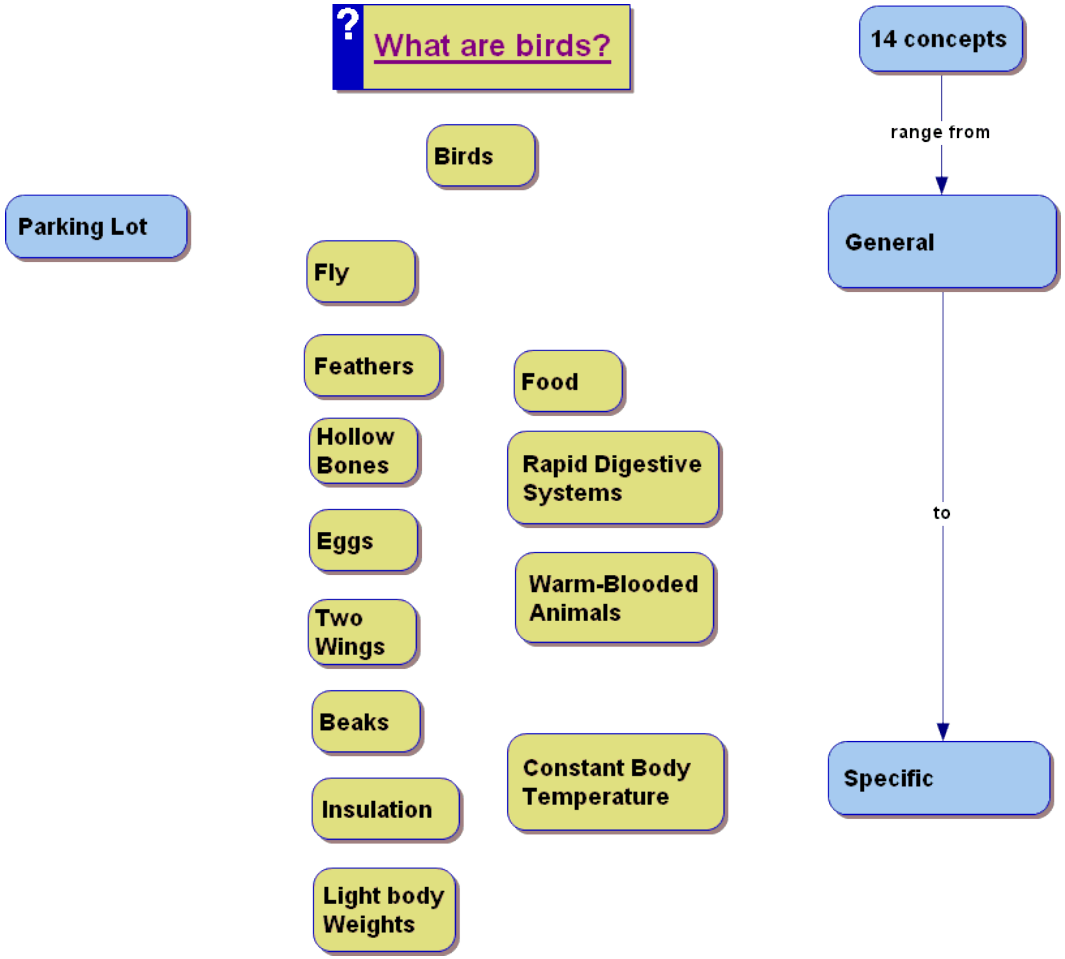
4. Take the other concepts identified in the brainstorming and connect them to the center concept. You can use c
such as branches, arrows or groups. More important ideas should be put nearer to the center and less important

Active learning



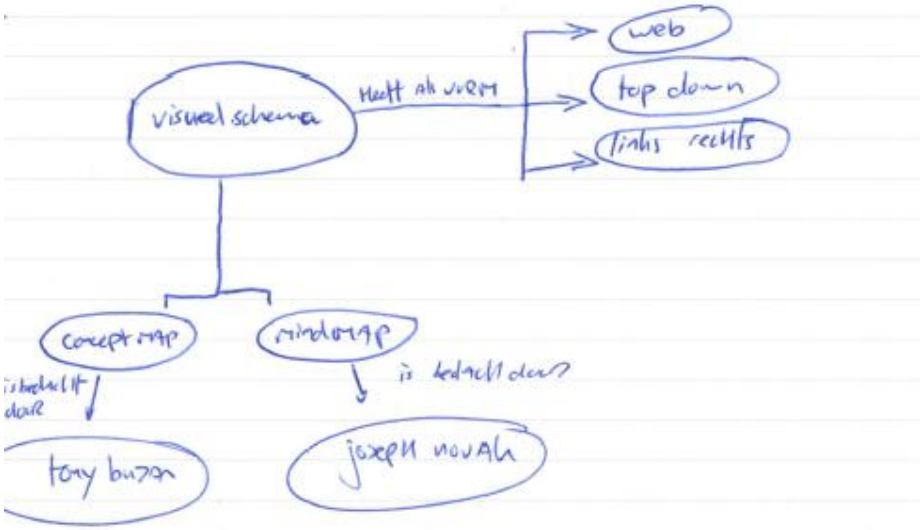
p has been created, look at the organizational patterns to see if the pieces fit together and make sense and if there
g. After the map has been created, look at the organizational patterns to see if the pieces fit together and make se
g missing.

First concept map, students



Assignment, Student

begrippen	werkwoorden op pijl
Visueel schema	bedacht door
Concept map	is
Mindmap	heeft als vorm
Tony Buzan	[meer]
Joseph Novak	
Web	
Top - Down	
Links - Rechts	



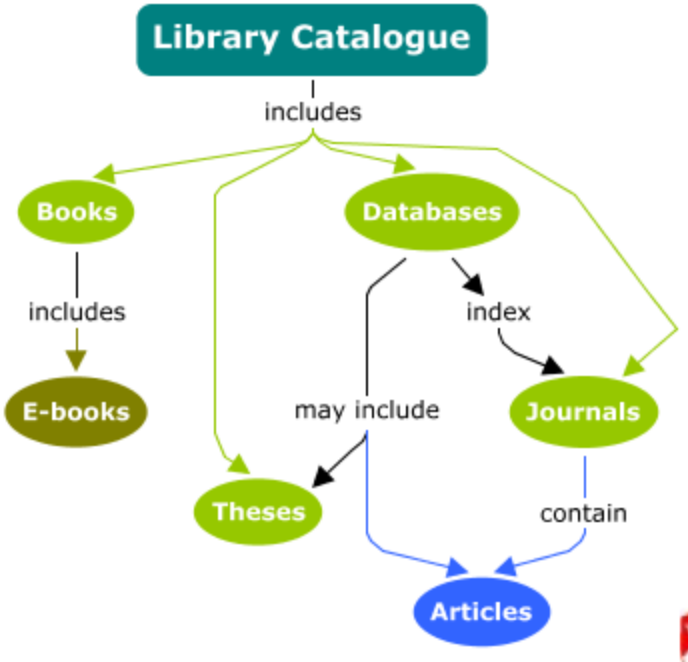
Active learning

Parking Lot

Theses
Books
Journals
Library Catalogue
Databases
Boolean operators
Articles
E-books
Research topic
Interlibrary loan

Active learning

What type of information will I find in the Library Catalogue?



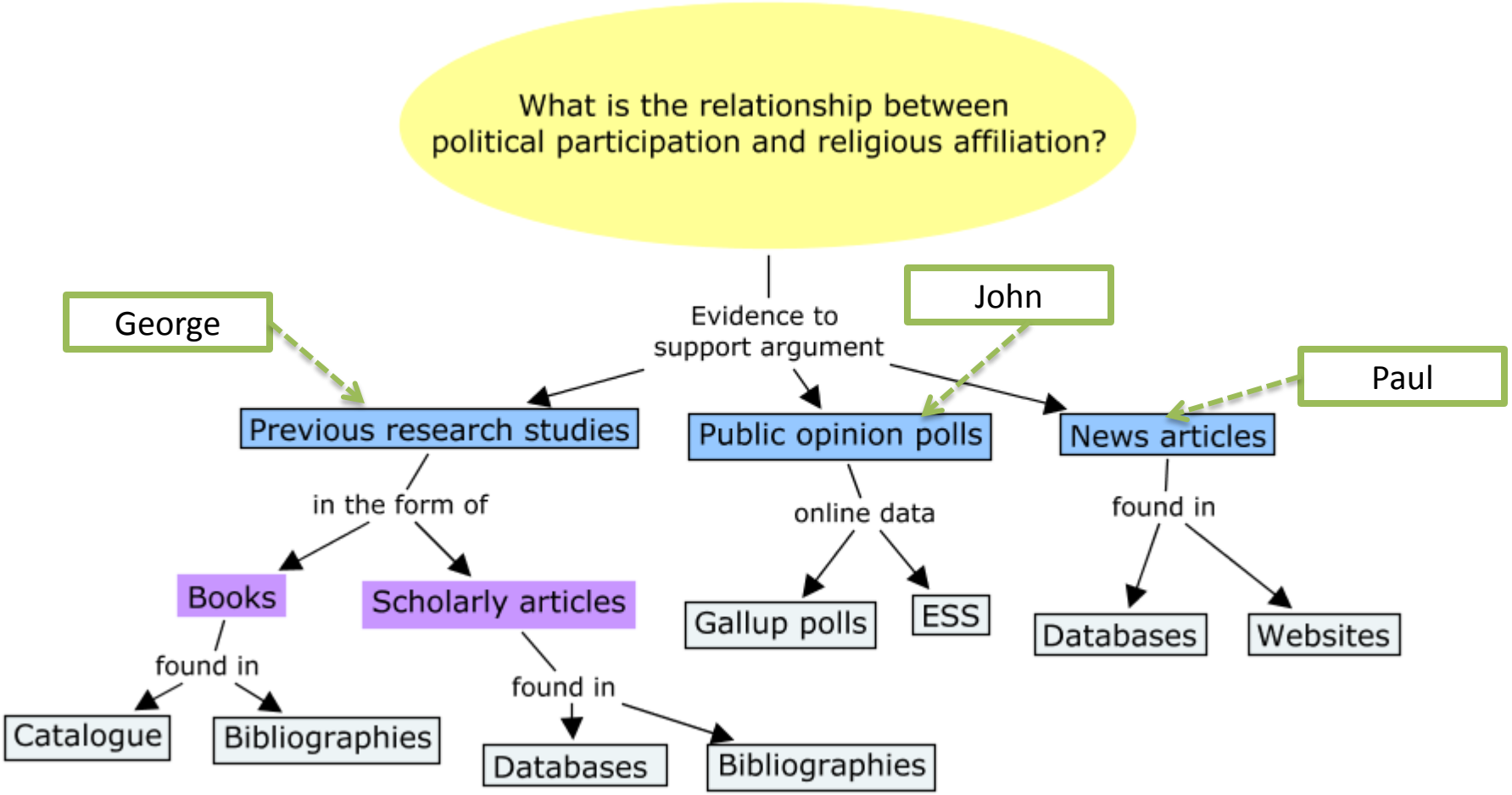
Parking Lot

Theses
Books
Journals
Library Catalogue
Databases
Boolean operators
Articles
E-books
Research topic
Interlibrary loan

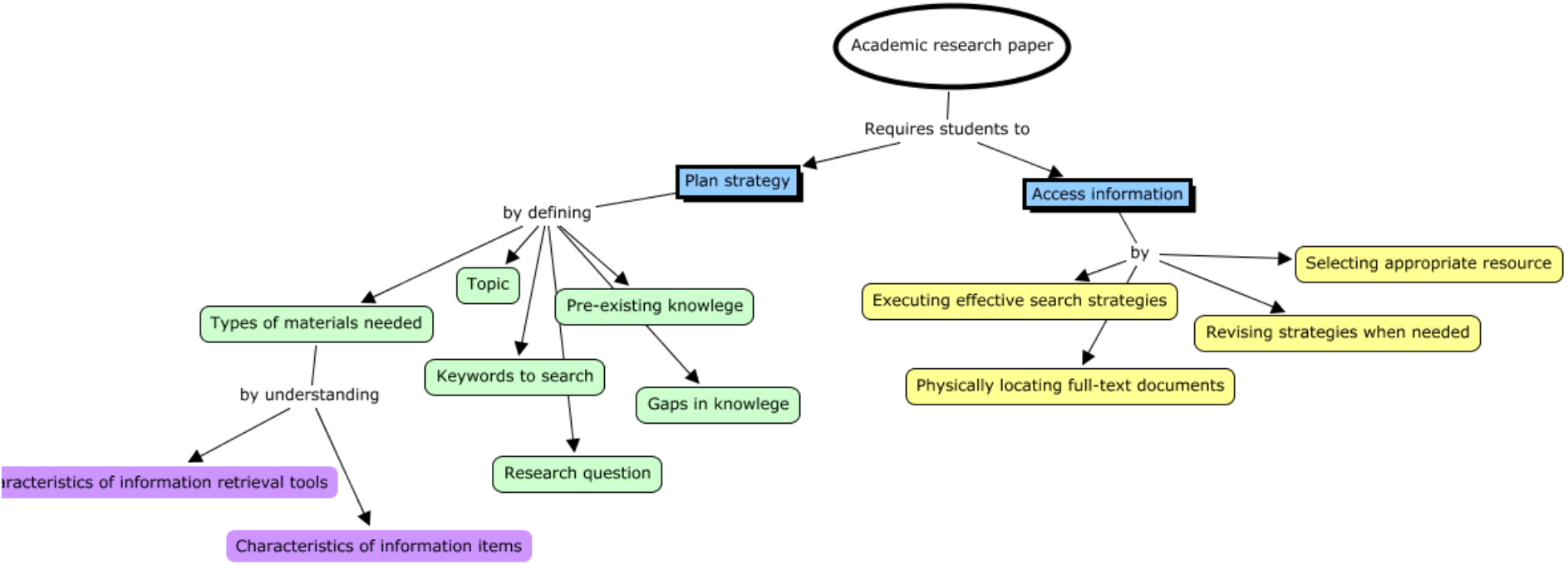
McGill Library Bibliothèque

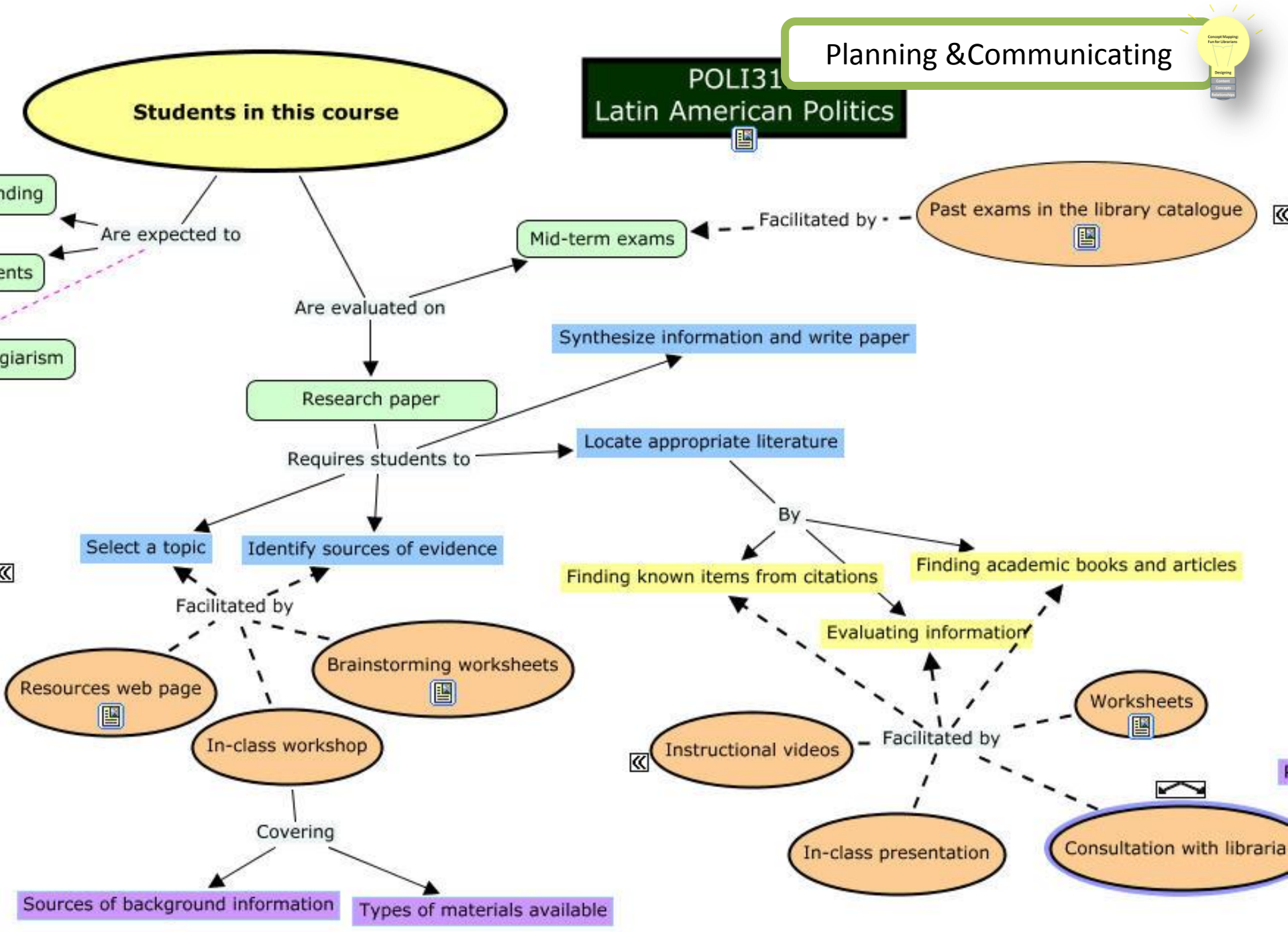
Information ♦ Innovation ♦ Service

Concept map of information sources



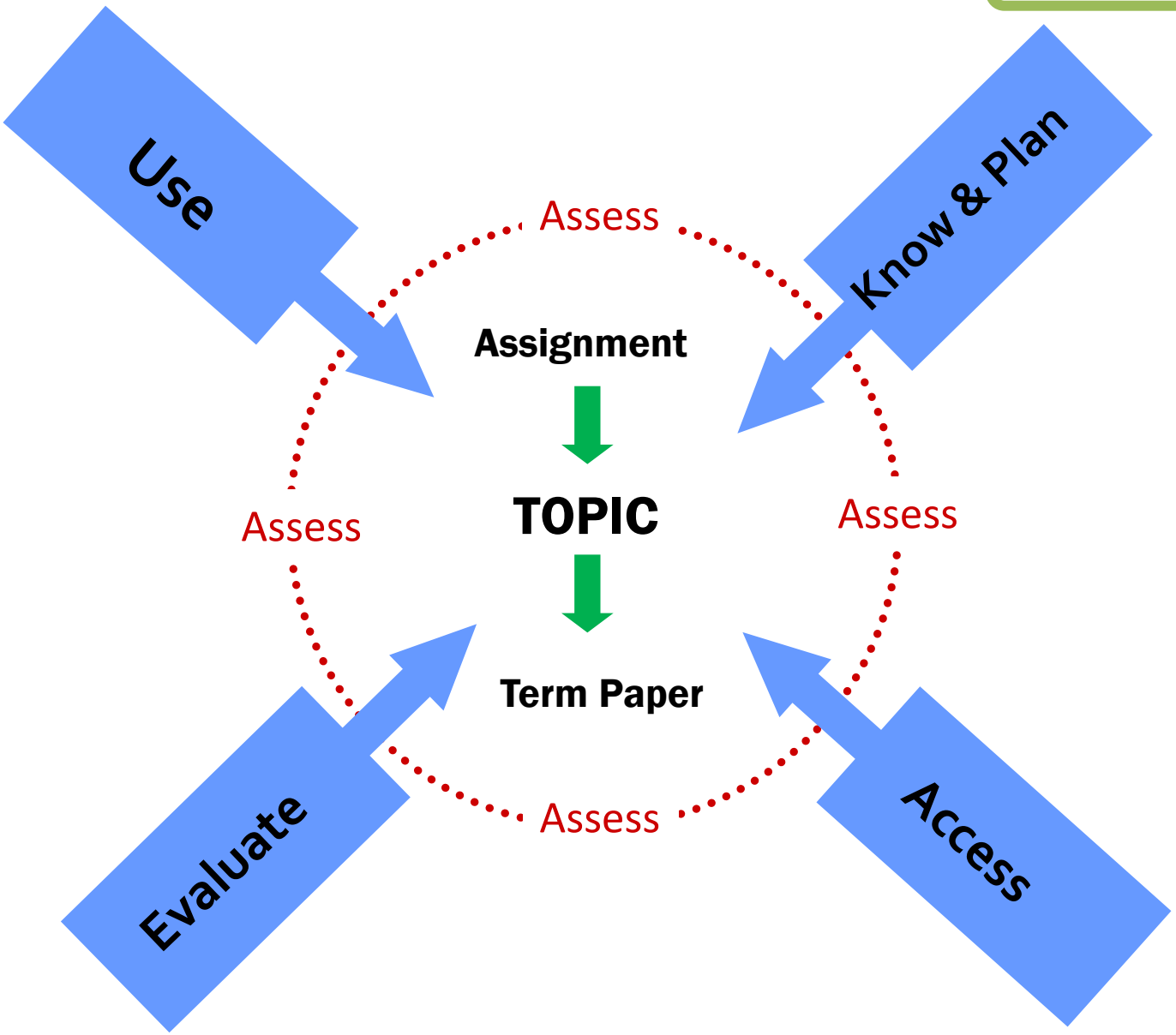
Communication




Planning &Communicating
POLI31
Latin American Politics
Students in this course
Are expected to
Are evaluated on
Mid-term exams
Facilitated by
Past exams in the library catalogue
Research paper
Synthesize information and write paper
Requires students to
Locate appropriate literature
By
Select a topic
Identify sources of evidence
Facilitated by
Finding known items from citations
Finding academic books and articles
Evaluating information
Resources web page
Brainstorming worksheets
In-class workshop
Worksheets
Instructional videos
Facilitated by
Covering
In-class presentation
Consultation with libraria
Sources of background information
Types of materials available

The Research Process

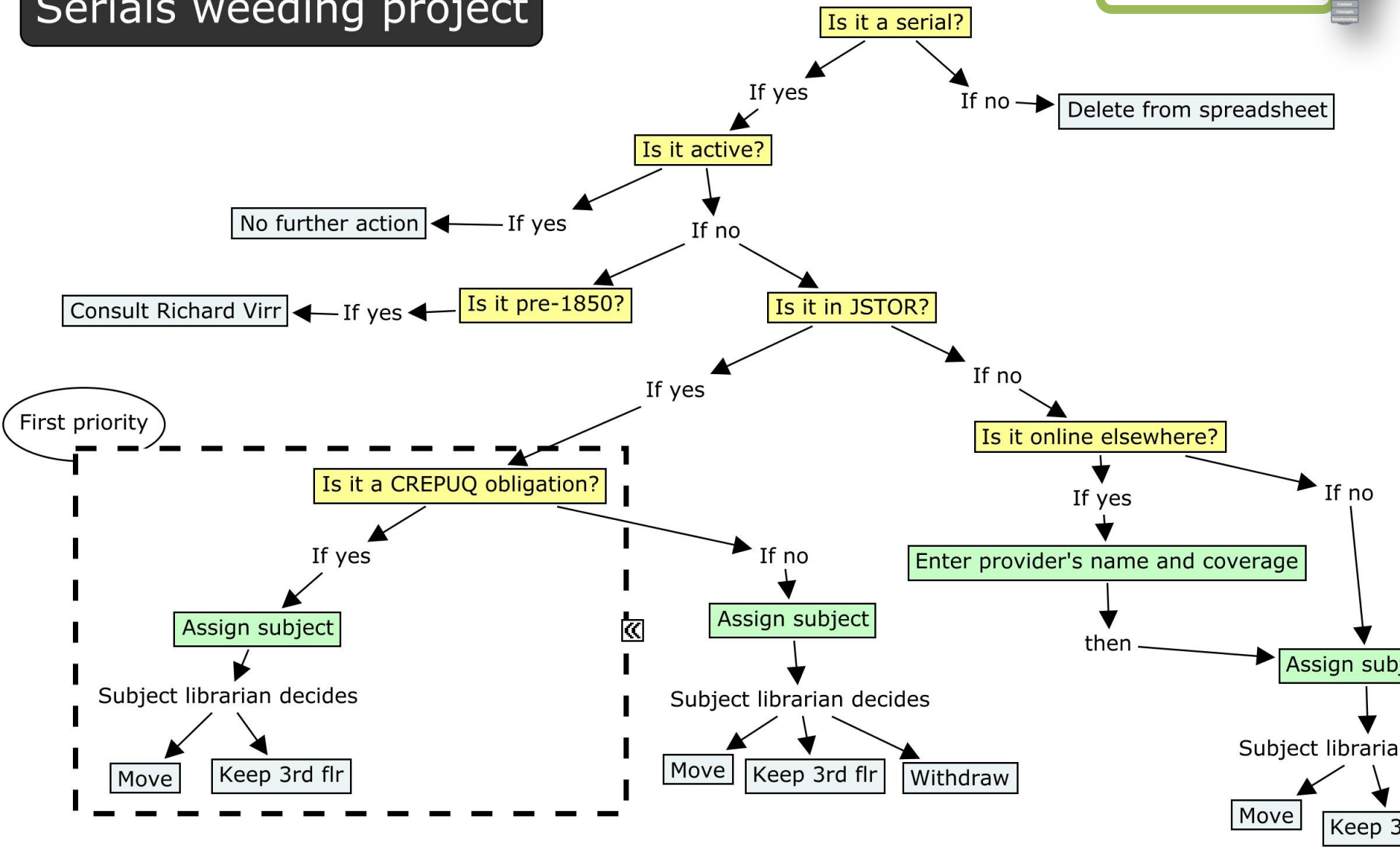
Communication



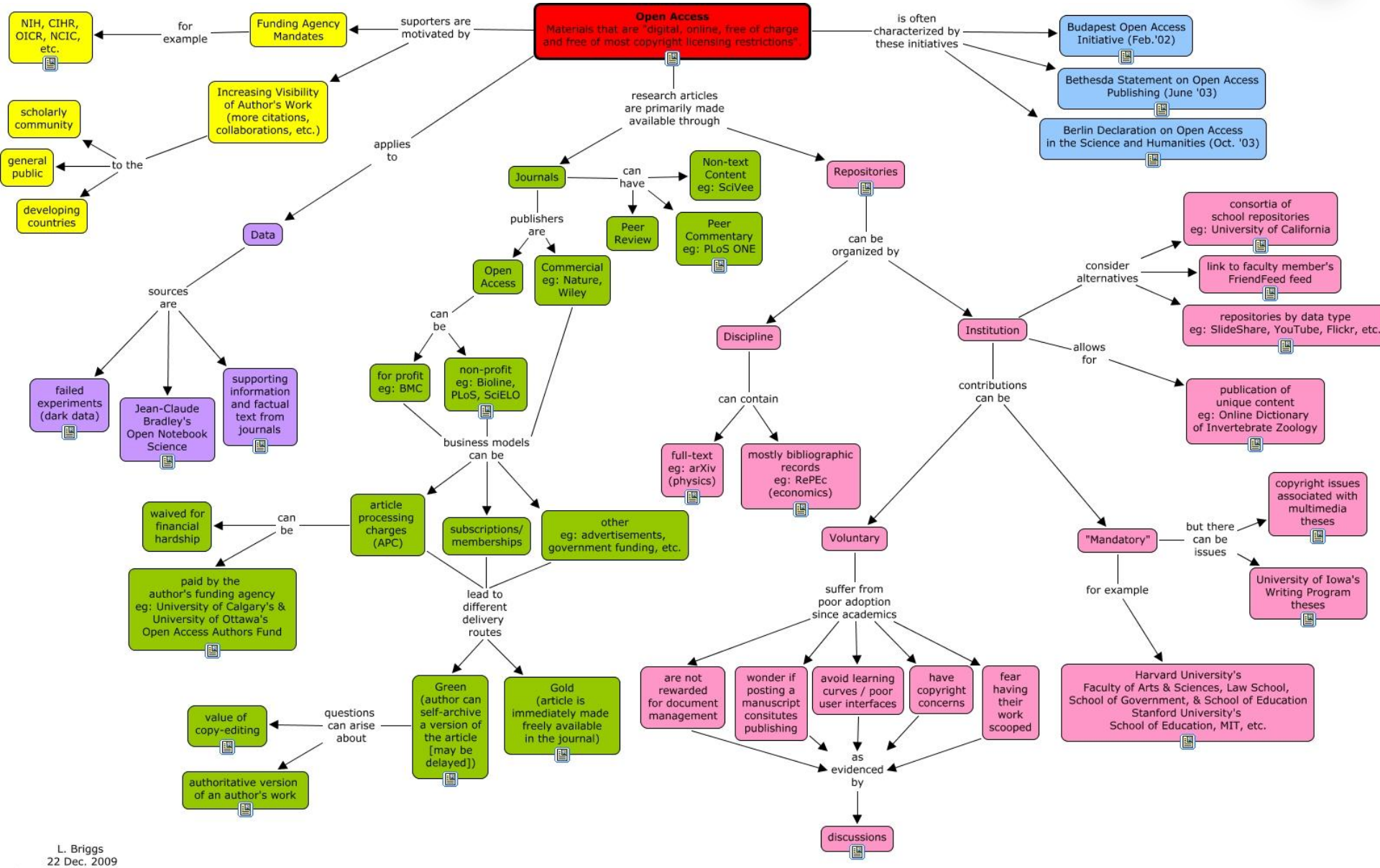
Information Universe

Serials weeding project

Planning

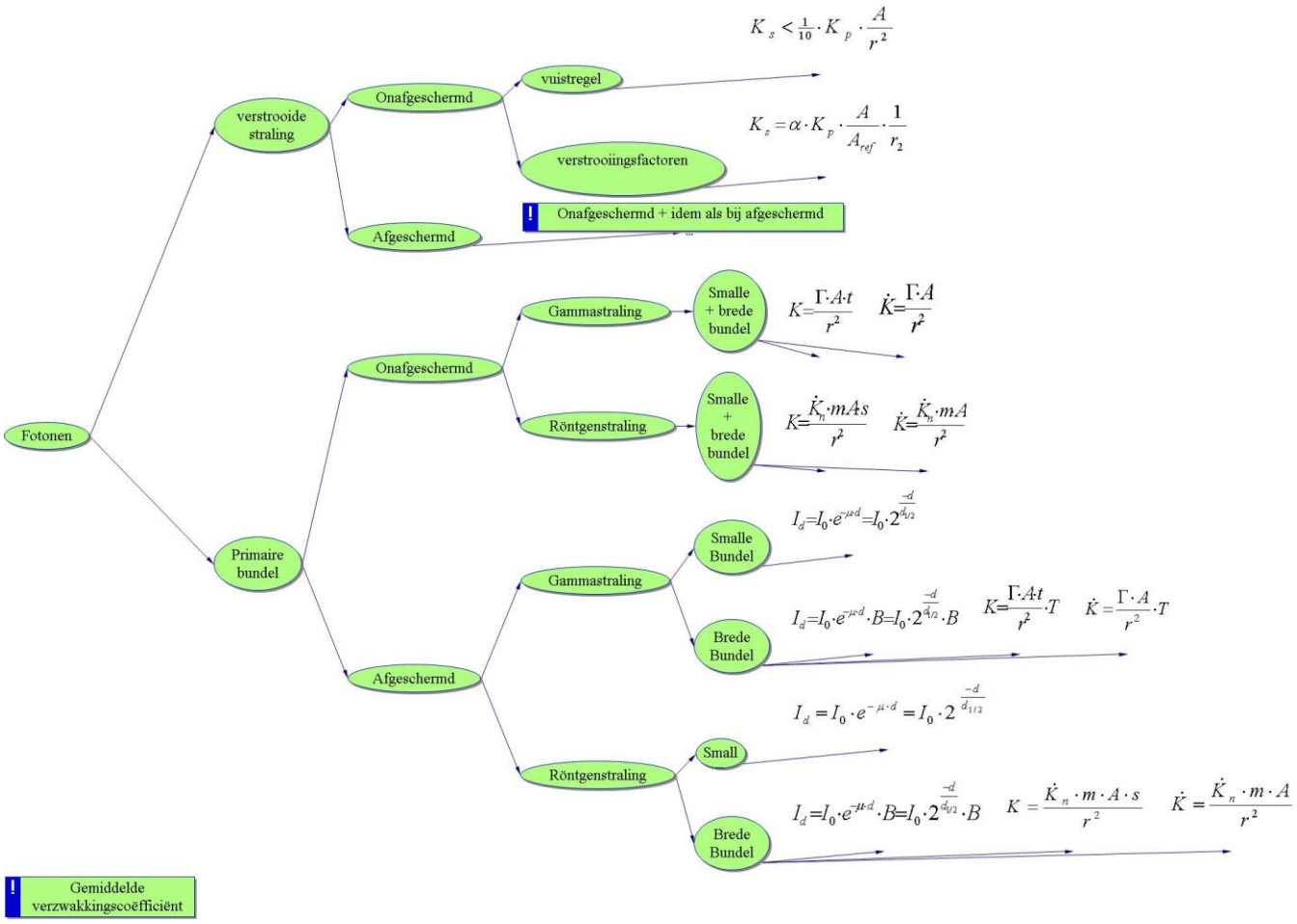


Demonstration



L. Briggs
22 Dec. 2009
laura.briggs@ualberta.ca

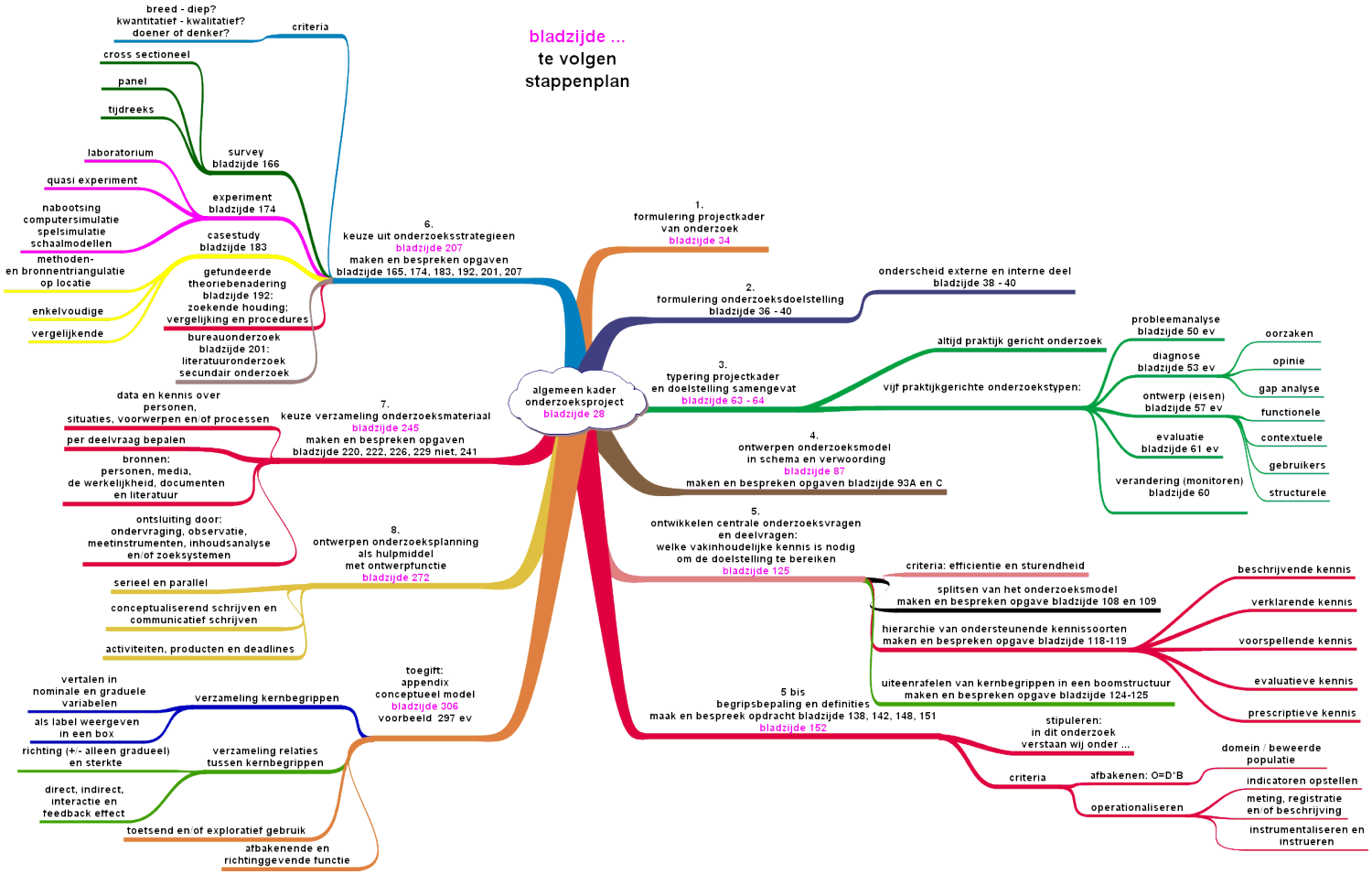
Shielding from Radiation, Teacher



Jelle Scheurleer

Teaching

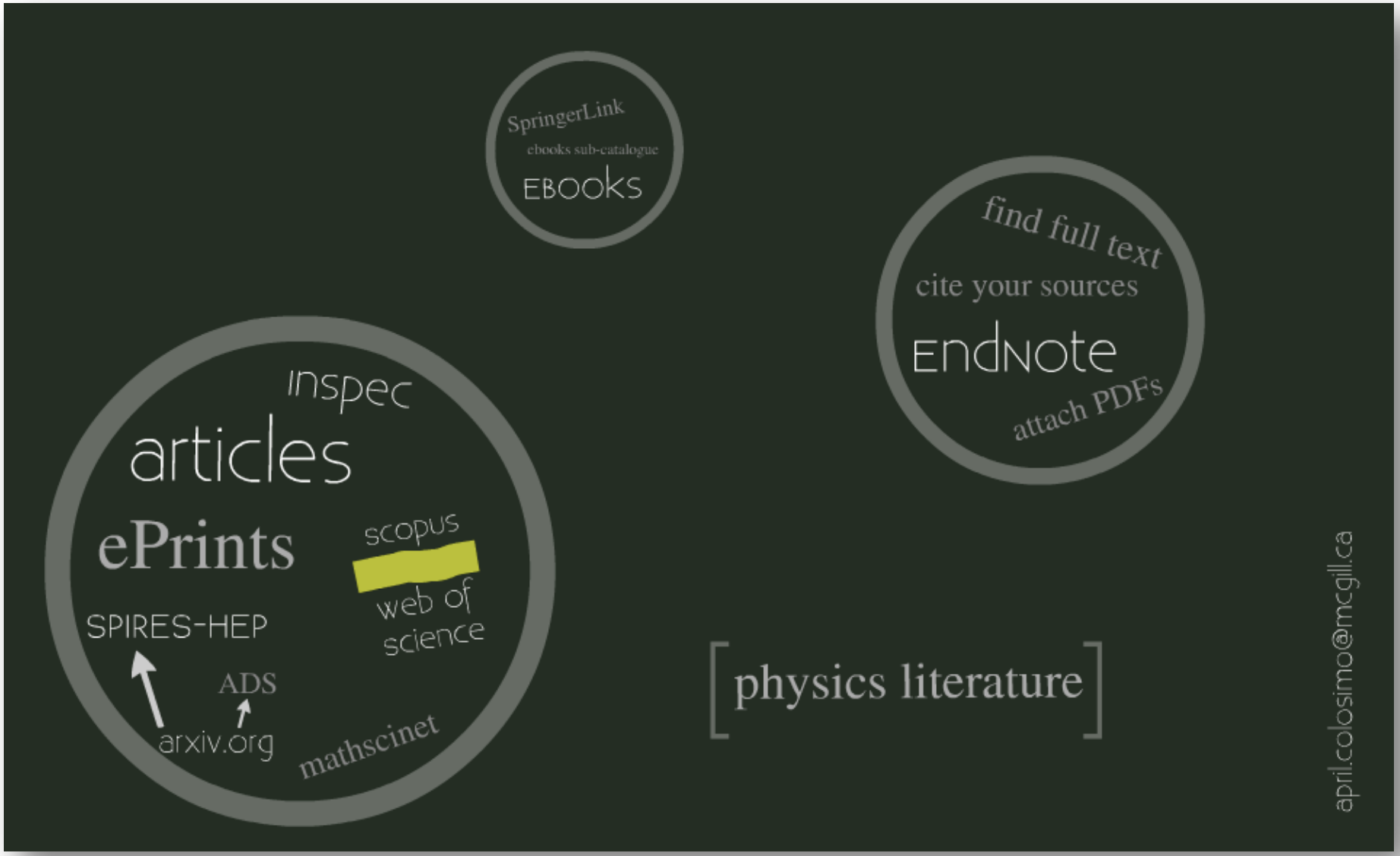
Summary of research, teacher



Pieter Carper

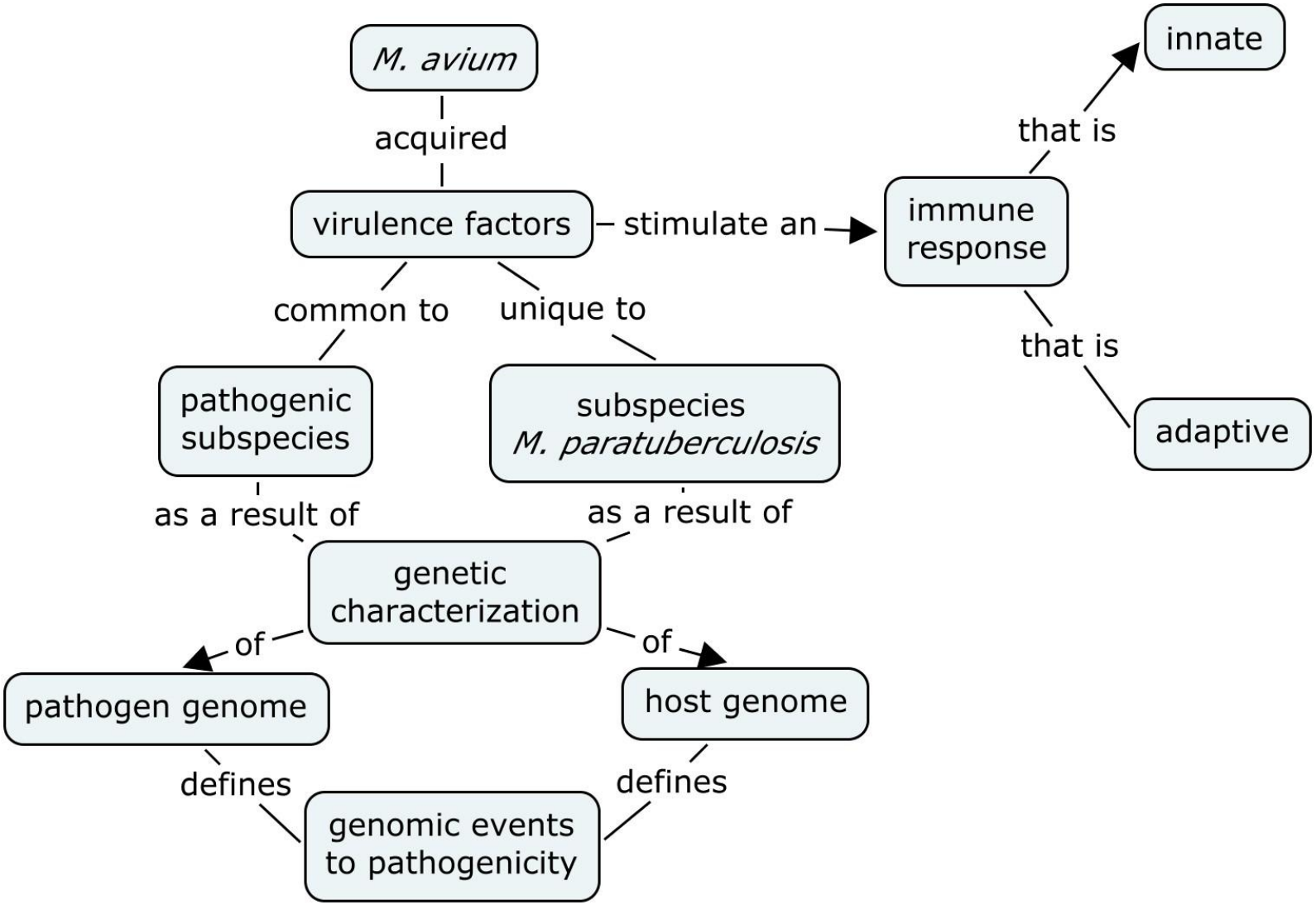
inholland hogeschool

Prezi: No self-respecting physicist…



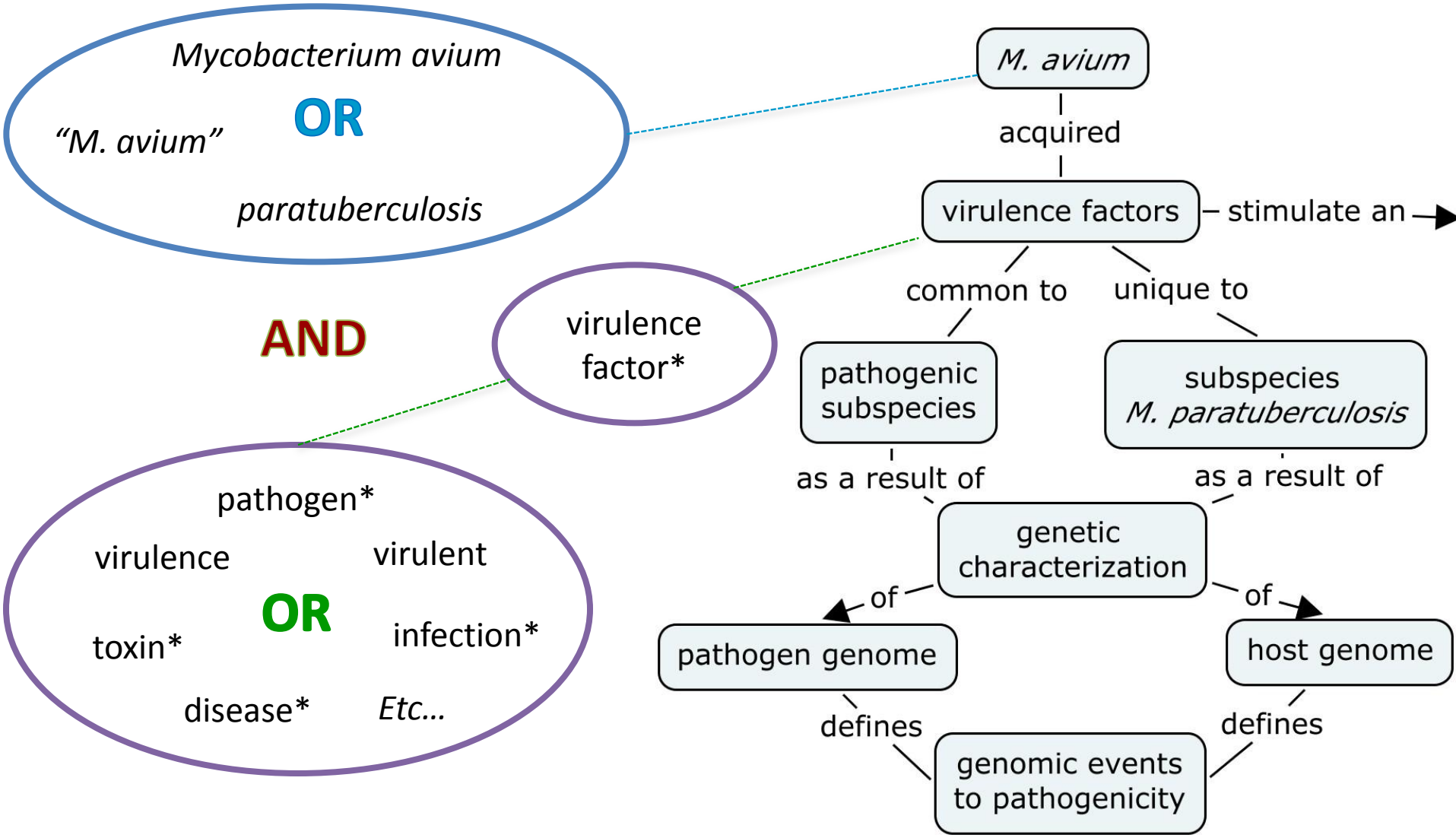
Teaching

Evolution of the pathogen *Mycobacteriu*
subsp. *paratuberculosis*

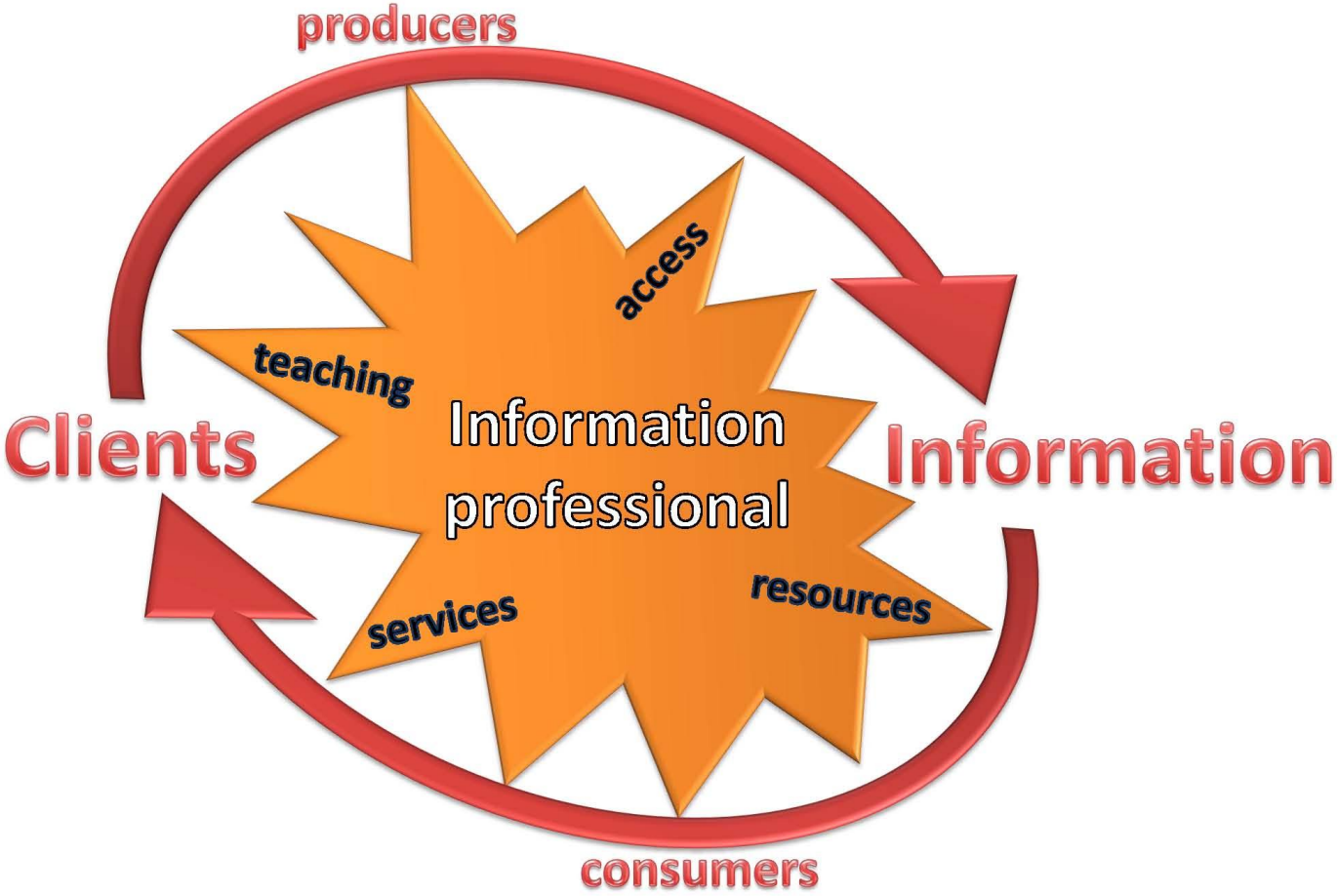


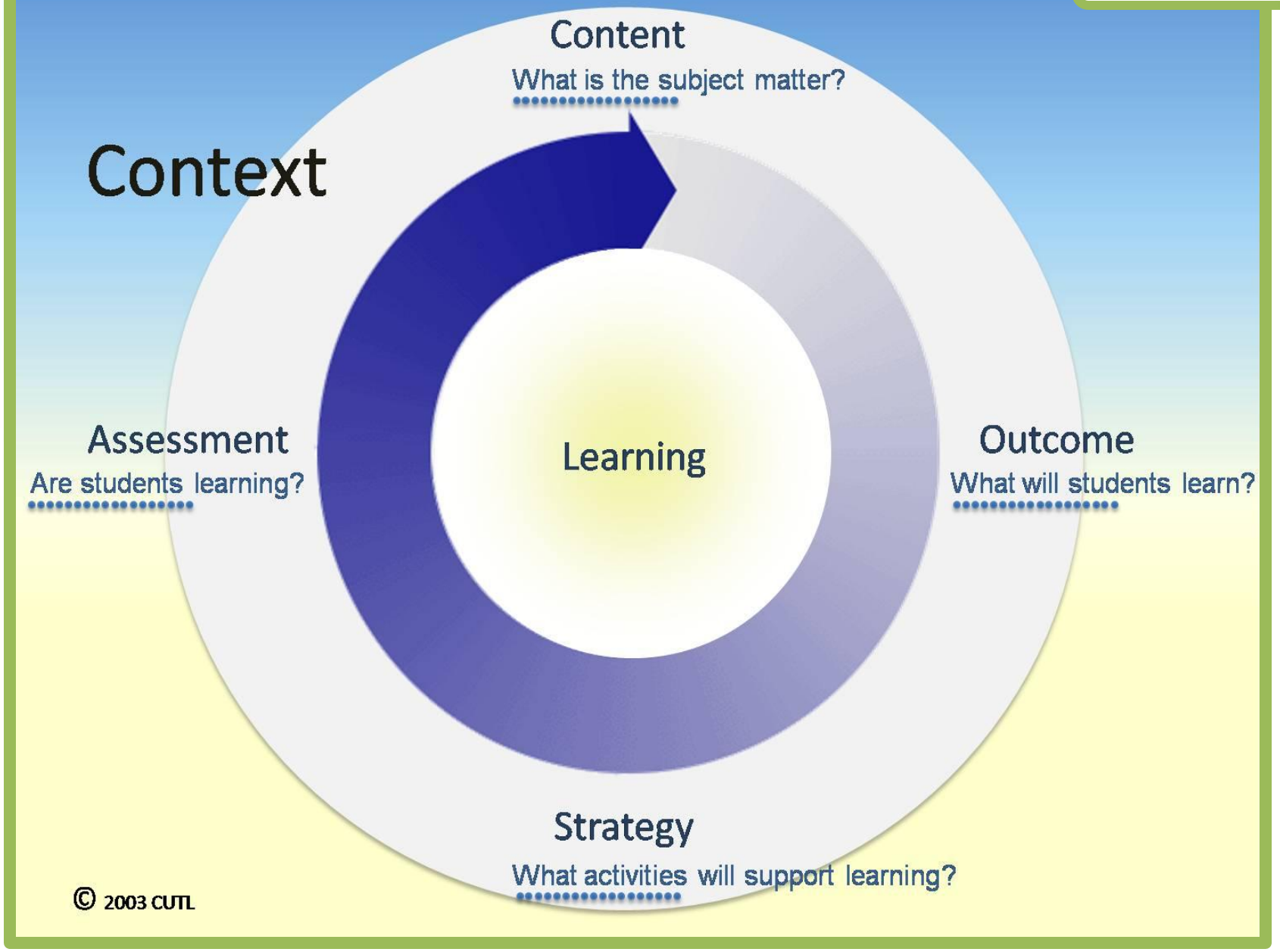
Evolution of the pathogen *Mycobacteriu* subsp. *paratuberculosis*

Teaching

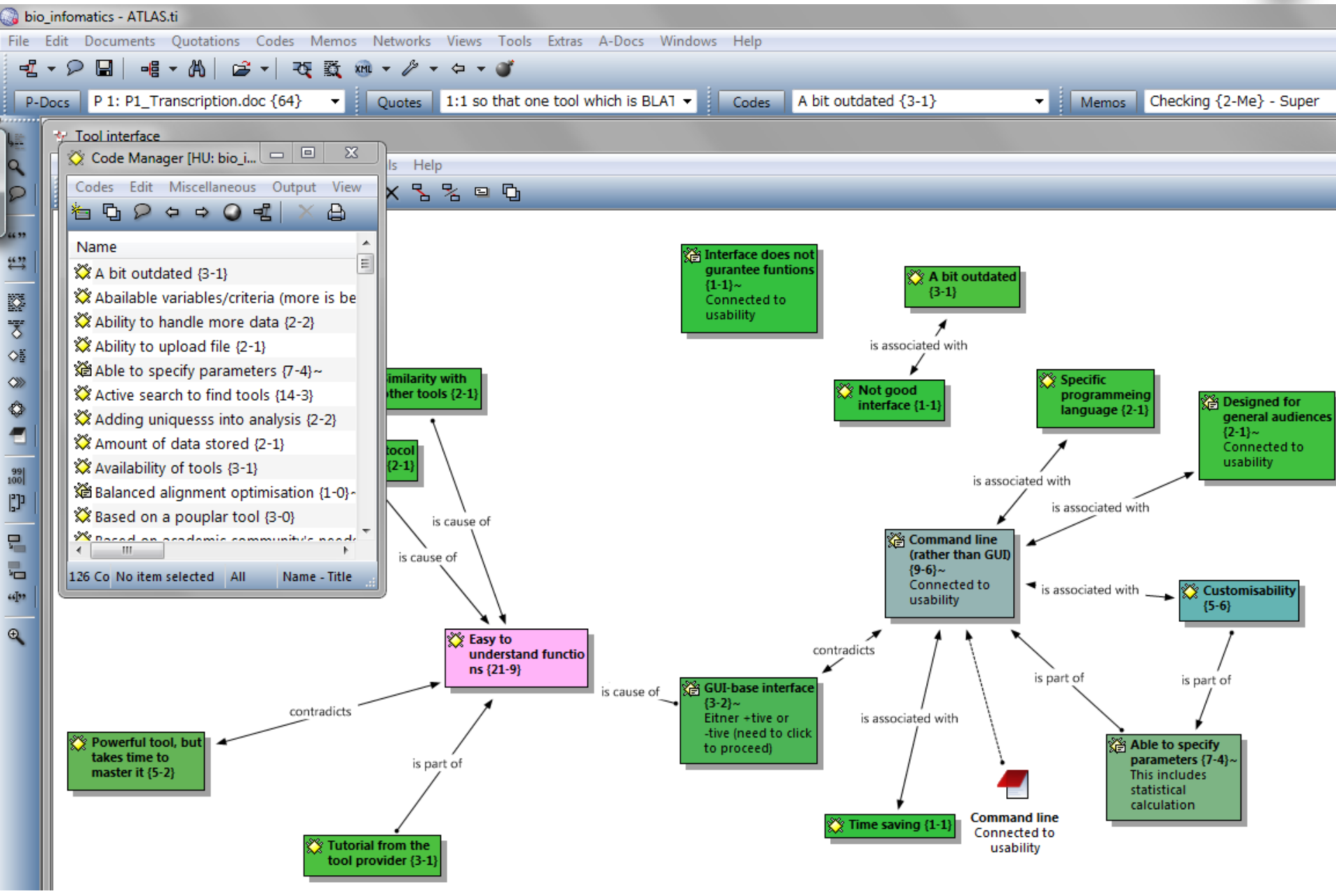


GLIS 637 Concept Map




Content
What is the subject matter?
Context
Assessment
Are students learning?
Learning
Outcome
What will students learn?
Strategy
What activities will support learning?
© 2003 CUTL

Research


bio_infomatics - ATLAS.ti
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P-Docs
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Quotes
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A bit outdated {3-1}
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Codes Edit Miscellaneous Output View
Name
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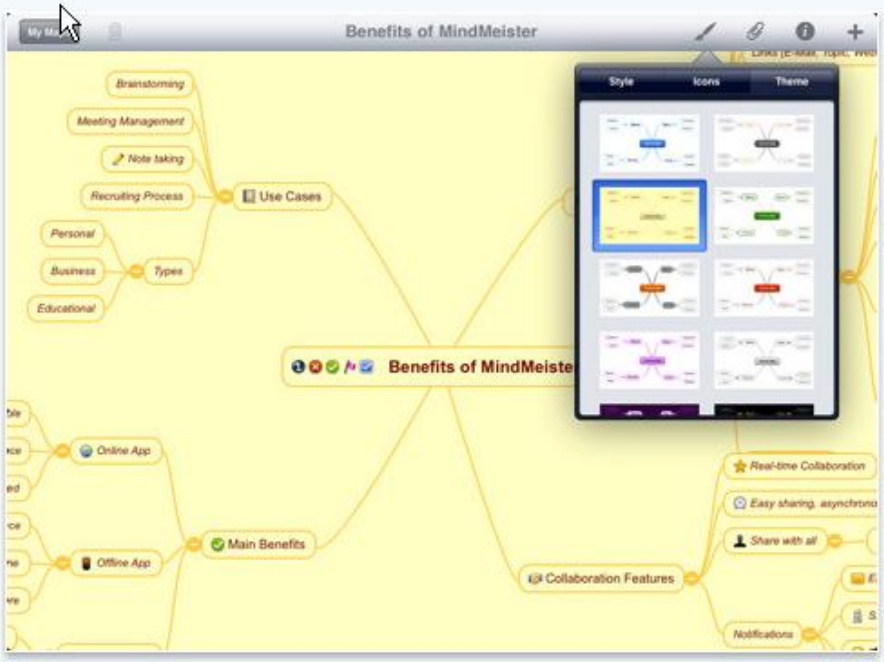
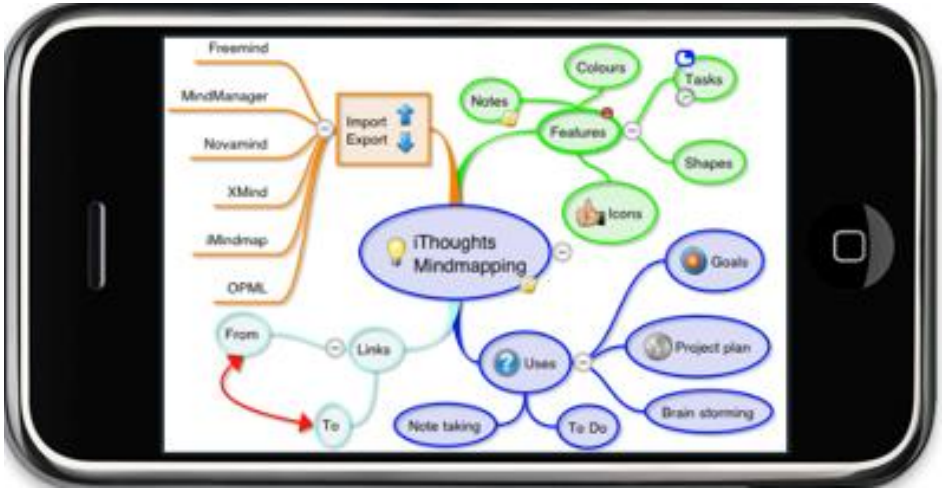
Abailable variables/criteria (more is be
Ability to handle more data {2-2}
Ability to upload file {2-1}
Able to specify parameters {7-4}~
Active search to find tools {14-3}
Adding uniquesss into analysis {2-2}
Amount of data stored {2-1}
Availability of tools {3-1}
Balanced alignment optimisation {1-0}~
Based on a pouplar tool {3-0}
126 Co
No item selected
All
Name - Title
Interface does not gurantee funtions {1-1}~ Connected to usability
A bit outdated {3-1}
is associated with
Not good interface {1-1}
Specific programmeing language {2-1}
Designed for general audiences {2-1}~ Connected to usability
is associated with
is associated with
Command line (rather than GUI) {9-6}~ Connected to usability
is associated with
Customisability {5-6}
imilarity with ther tools {2-1}
ocol {2-1}
is cause of
is cause of
Easy to understand functio ns {21-9}
contradicts
GUI-base interface {3-2}~ Eitner +tive or -tive (need to click to proceed)
is cause of
contradicts
Powerful tool, but takes time to master it {5-2}
is part of
Tutorial from the tool provider {3-1}
is associated with
Time saving {1-1}
Command line Connected to usability
is part of
is part of
Able to specify parameters {7-4}~ This includes statistical calculation

Mobile mapping

iPad Screenshots

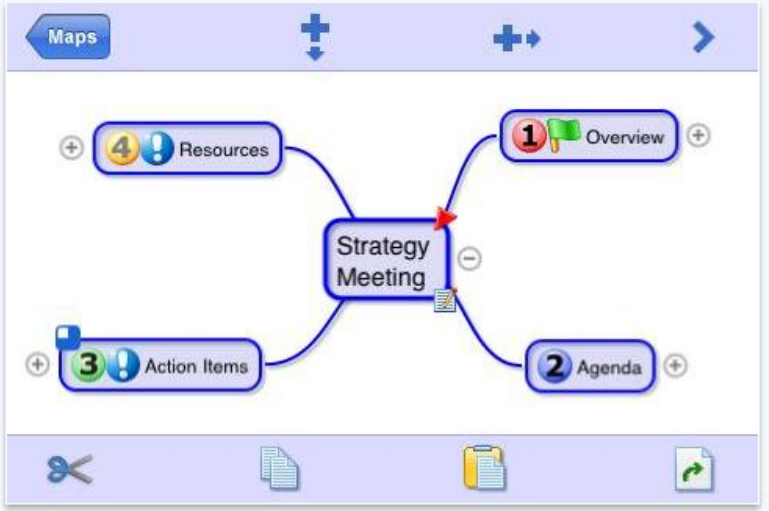




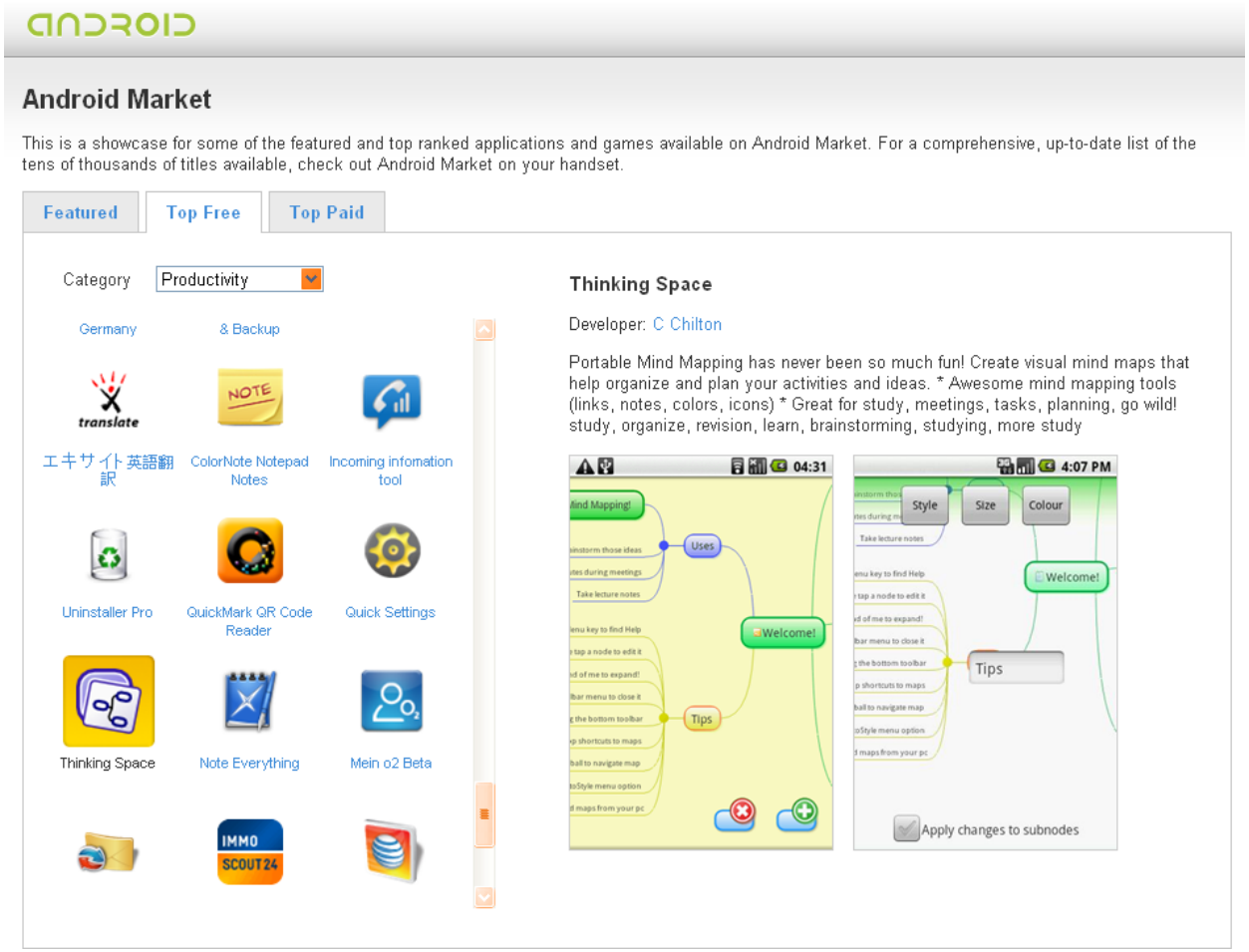
Screenshots

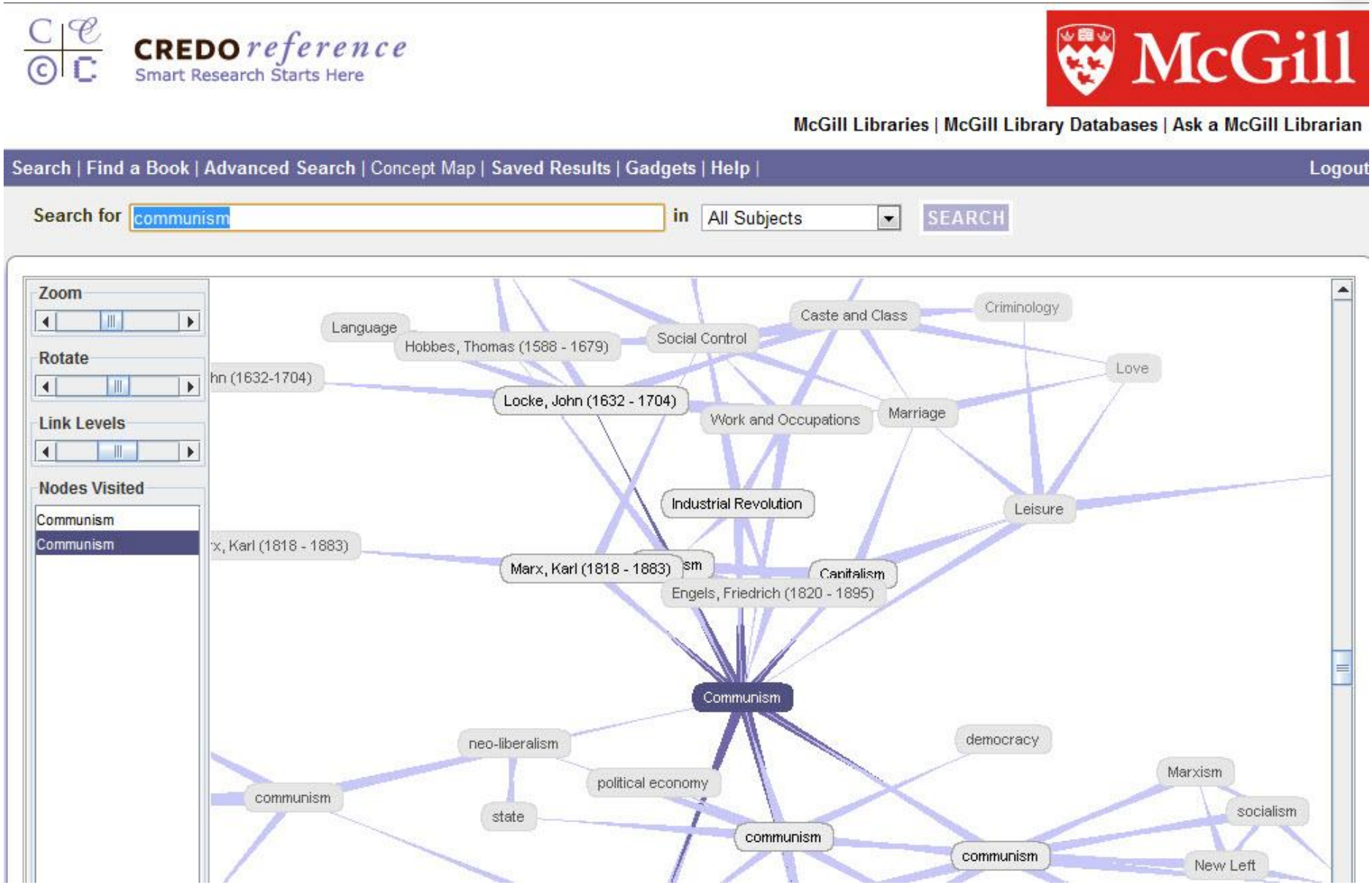
iPhone | iPad

iPhone Screenshots

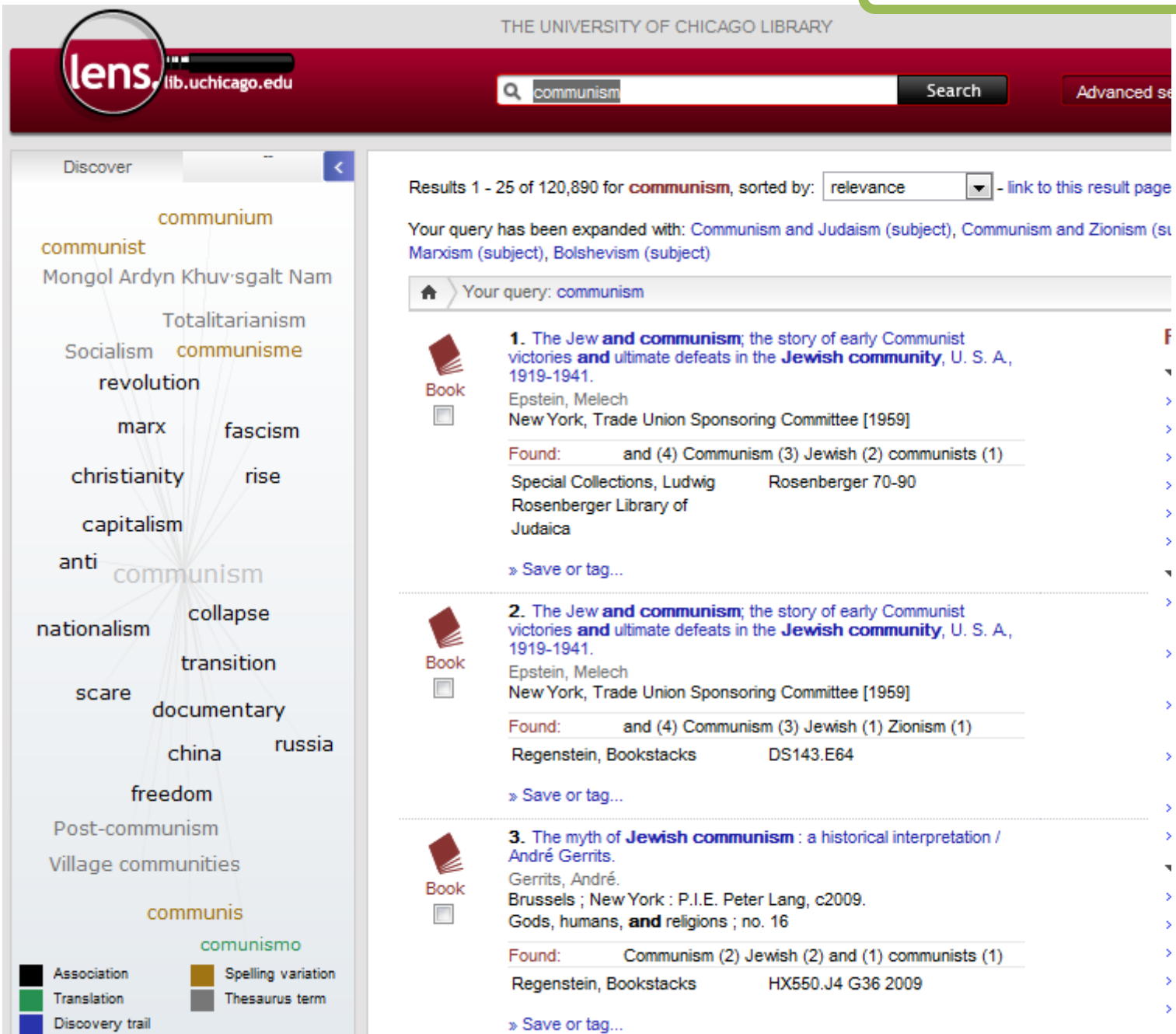


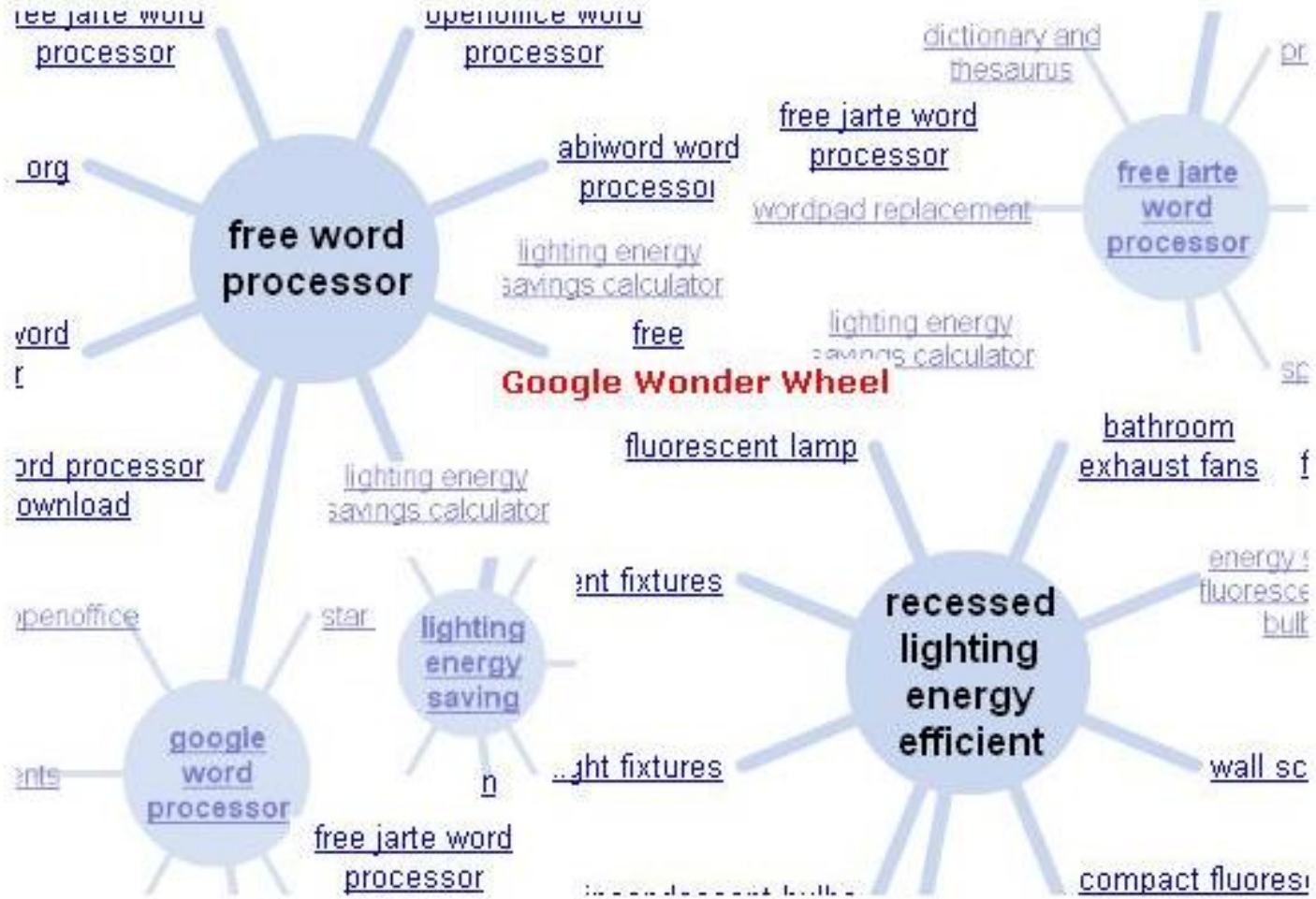
Mobile mapping




CREDO reference
Smart Research Starts Here
McGill
McGill Libraries | McGill Library Databases | Ask a McGill Librarian
Search | Find a Book | Advanced Search | Concept Map | Saved Results | Gadgets | Help |
Logout
Search for communism
in All Subjects
SEARCH
Zoom
Rotate
Link Levels
Nodes Visited
Communism
Communism
Language
Hobbes, Thomas (1588 - 1679)
Social Control
Caste and Class
Criminology
Love
Locke, John (1632 - 1704)
Work and Occupations
Marriage
Industrial Revolution
Leisure
Marx, Karl (1818 - 1883)
Capitalism
Engels, Friedrich (1820 - 1895)
Communism
neo-liberalism
democracy
political economy
Marxism
communism
state
socialism
communism
communism
New Left

Information Retrieval

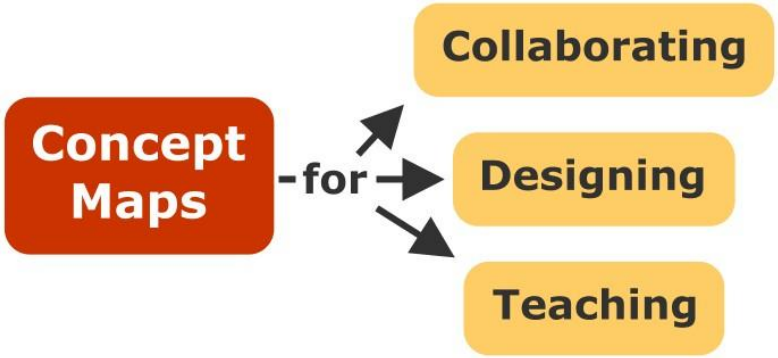




Google Wonder wheel - great tool

Image credits

- Slides 3-6: “Integrate Inspiration® Into Your Curriculum”, Inspiration website: http://www.inspiration.com/inspiration-language-arts-examples
- Slide 7: Hinchman, Kathleen A., and Heather K. Sheridan-Thomas. 2008. *Best practices in adolescent literacy instruction*. New York: Guilford Press, p. 6.
- Slide 20: Open Access concept map by Laura Briggs, http://www.ualberta.ca/~lbriggs1/briggs/openaccess.html
- Slides 9-10: Utah State University Libraries Reference Services Department http://library.usu.edu/instruct/tutorials/cm/CMinstruction2.htm
- Slide 25: McGill University Teaching and Learning Services

THANK YOU

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