

## Part 4

### Cooperation for Sustainability

## SUMMARY OF LEARNING - USING CONCEPT MAPS AS A PLENARY ACTIVITY

### EXERCISE

## Q

### Summary of learning - Using concept maps as a plenary activity

**Subject** Geography

**Level** medium

**Duration** 50 minutes

### Learning Opportunity

#### Competences

Learn to learn

#### Detailed description

Concept mapping focuses on relationships between important concepts in a topic, those relationships are some of the key principles or ideas that need to be understood in the unit of work. Pupils learn to use concept maps to pull together various strands of a larger learning unit.

Social and civic competences

The pupils develop the ability to collectively summarize their learning results and thereby again learn from each other.

### Overview

Min.	Topic	Tasks for the pupils	Tasks for the teacher	Material
5	Briefing on how to construct a concept map	Identifying the key concepts and ideas introduced during the project	Supporting the pupils and ensuring all key concepts and ideas are covered.	A blank piece of paper
15	Constructing the concept map	To develop a concept map based on the earlier discussion (in pairs or individually)	Supporting the pupils in identifying links and connections	A large sheet of paper
10	Debriefing on the answers produced	Discussion of the range of answers produced by groups of pupils	Pulling together the variety of answers	
5	Revising concepts maps	Pupils modify their answers in response to issues arising during the debriefing	Supporting the pupils	
15	Presenting finalised concept maps	Pupils present and explain their concept maps to the rest of the group and respond to any questions	Teacher manages the presentations and question and answer session accompanying presentations	

### Detailed Description

#### STEP 1

Start by discussing and listing the main concepts that have been covered during the project. With younger and less experienced pupils, this is a job best done by the teacher. The key issues can be found within the introductions to the topics.

## STEP 2

Arrange these concepts hierarchically from the most general or abstract (at the top of the page) to the most specific and concrete. These are then joined by lines and arrows. This is then followed by placing phrases or words on the connecting lines and arrows to represent the relationship. Thus every concept depends on others for meaning. As understanding depends on the number and quality of links between one piece of information and others, concept mapping has the potential effect of deepening understanding.

## STEP 3

A whole class debrief on the range of answers provided by the pupils designed to highlight both commonalities and differences in responses.

## STEP 4

Following the debrief, pupils modify their concept maps to reflect any changes they wish to incorporate following the whole class discussion.

## STEP 5

Pupils present their finalised versions to the rest of the group.

The outcome should be an effective and inter-connected overview of the learning that has taken place across the units of work. This should provide a reflection of thinking at the meta-level and highlight the effectiveness of using an approach focused on learning through enquiry.

## Background information

A powerpoint (presentation Q1) has been provided with two examples of how the links might be developed. It should be stressed that the pupil's concept map should be their own construction rather than them completing a pre-determined template. Slide 1 demonstrates the possible links between the themes of the project and Norse Greenland and Contemporary Greenland, while slide 2 offers an alternative approach focused solely on the perceptions of the pupil in relation to what they have been learning. Slide 3 provides an overall framework for placing the project within both a contemporary and an historical context. Slide 4 provides an overview of the entire project, enabling the teacher to easily identify which elements have been taught, and therefore which elements need to be incorporated into the activity. Slide 5 attempts to link the overall approach to the four competencies identified in the original learning outcomes.

**Additional materials relating to the construction of concept maps can be found at: <https://www.mindmeister.com> as well as in:**

- Leat, D. & S. Chandler (1996): "Using concept mapping in geography teaching." in: Teaching Geography, 21, 3, pp. 108-12.
- Roberts, M. (2013): "Geography through enquiry: approaches to teaching and learning in the secondary school." Geographical Association, Sheffield, see chapter 15 on Mind Maps.