



Concept Mapping In Mathematics Concept Mapping In Mathematics

Bobbye J. Bartels



Concept Mapping In Mathematics Concept Mapping In Mathematics:

Concept Mapping in Mathematics Karoline Afamasaga-Fuata'i, 2009-04-21 *Concept Mapping in Mathematics Research into Practice* is the first comprehensive book on concept mapping in mathematics. It provides the reader with an understanding of how the meta cognitive tool namely hierarchical concept maps and the process of concept mapping can be used innovatively and strategically to improve planning teaching learning and assessment at different educational levels. This collection of research articles examines the usefulness of concept maps in the educational setting with applications and examples ranging from primary grade classrooms through secondary mathematics to pre service teacher education undergraduate mathematics and post graduate mathematics education. A second meta cognitive tool called vee diagrams is also critically examined by two authors particularly its value in improving mathematical problem solving. Thematically the book flows from a historical development overview of concept mapping in the sciences to applications of concept mapping in mathematics by teachers and pre service teachers as a means of analyzing mathematics topics planning for instruction and designing assessment tasks including applications by school and university students as learning and review tools. This book provides case studies and resources that have been field tested with school and university students alike. The findings presented have implications for enriching mathematics learning and making problem solving more accessible and meaningful for students. The theoretical underpinnings of concept mapping and of the studies in the book include Ausubel's cognitive theory of meaningful learning constructivist and Vygotskian psychology to name a few. There is evidence particularly from international studies such as PISA and TIMSS and mathematics education research which suggest that students mathematical literacy and problem solving skills can be enhanced through students collaborating and interacting as they work discuss and communicate mathematically. This book proposes the meta cognitive strategy of concept mapping as one viable means of promoting communicating and explicating students mathematical thinking and reasoning publicly in a social setting e.g. mathematics classrooms as they engage in mathematical dialogues and discussions. *Concept Mapping in Mathematics Research into Practice* is of interest to researchers graduate students teacher educators and professionals in mathematics education.

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Concept Mapping as an Assessment Tool for Conceptual Understanding in Mathematics Haiyue JIN, 2022-05-05 This book investigates the practicability and effectiveness of the concept map as a tool for assessing students conceptual understanding in mathematics The author first introduces concept mapping and then employs it to investigate students conceptual understanding of four different mathematical topics Alongside traditional scoring methods she adopts Social Network Analysis a new technique to interpret student constructed concept maps which reveals fresh insights into the graphic features of the concept map and into how students connect mathematical concepts By comparing two traditional school tests with the concept map she examines its concurrent validity and discusses its strengths and drawbacks from the viewpoint of assessing conceptual understanding With self designed questionnaires interviews and open ended writing tasks she also investigates students and teachers attitudes toward concept mapping and describes the implications these findings may have for concept mapping s use in school and for further research on the topic Scholars and postgraduate students of mathematics education and teachers interested in concept mapping or assessing conceptual understanding in classroom settings will find this book an informative inspiring and overall valuable addition to their libraries

Concept Mapping in the Middle School Mathematics Classroom Kerri A. Bell, 2017 The purpose of the study was to examine the use of concept mapping in the middle school mathematics classroom in conjunction with a procedural task This mixed methods study used a concurrent nested design pulling complementary data from the artifacts to understand what students communicate through concept mapping The maps and task were qualitatively compared for similar information and were quantitatively analyzed for correlation The concept maps were evaluated for relational understandings levels of

hierarchy and overall structure The instruments used to examine conceptual understanding were concept maps students created from a provided list of concepts and a procedural task that also served as an end of unit summative assessment for their course The concept maps were scored using a variation of a prominent structural method The concept maps were first analyzed for valid propositions Second the maps were analyzed for structural hierarchies and cross links Third the maps were reviewed for the presence of examples and definitions The maps were then compared to the procedural tasks and examined for similarities and extensions of communicated mathematical understandings The results of the study indicate that although the students in this study did not demonstrate an extension of their knowledge through concept mapping beyond the procedural task the concept maps contained a representation of their gaps in knowledge that could prove helpful for guiding classroom instruction and reteaching The study implies that teachers may find concept maps more effective for formative rather than for summative evaluations

Concept Mapping in Mathematics Education, 2006 **Concept Mapping, an Educational Tool, and Its Use in a College Level Mathematics Skills Course** Leah Mitchell

Minemier, 1983 **Making Connections** Jordan Lacy Cook, 2012 Mathematics requires a vast foundational knowledge in order for students to be successful as they advance through the years Often times it is common for teachers to teach these foundational skills over and over to ensure mastery prior to students advancement Given this fact my capstone project was dedicated to increasing students conceptual knowledge of mathematics through the use of concept mapping in the classroom This project spanned a total of four math investigations with two of the investigations taught using concept mapping in addition to the regular curriculum Data collected to identify the effects of mapping on conceptual understanding long term memory motivation and teacher professionalism included preunit postunit and delayed assessments interviews journal entries surveys and the concept maps themselves The results of the study were mixed Concept mapping had positive impact on conceptual understanding in general Data also indicate that mapping within the classroom increased student motivation Finally the results indicate that concept mapping had a positive impact on my goals as a teacher and my professionalism within the community

Concept Mapping, a Technique of Analyzing a Discipline, and Its Use in the Curriculum and Instruction in a Portion of a College Level Mathematics Skills Course Peter Francis Cardamone, 1975 Concept

Maps as Assessment Tools in Mathematics Hong Yue, 2008 Examining and Promoting Mathematical Connections with Concept Mapping Bobbye J. Bartels, 1995 This exploratory study examined the way students make mathematical connections and the efficacy of using concept mapping as a tool for promoting connections explicitly during instruction Nineteen students in an elementary mathematics methods course constructed group concept maps for five topics covered in the course In this study concept maps were used as a research tool and as an instructional tool Interpretive analysis of the concept maps constructed by cooperative groups n 5 and the protocols of student discussion showed that four themes affected the connections students made compatibility with prior knowledge explicitness and frequency of the connection consistency in

terminology and presentation and recency of the connection These themes were found interwoven through the students prior knowledge the course textbook class discussion and concept mapping Complexity in mathematics terminology interfered with students connection making especially when coupled with their prior knowledge about a concept Additionally when students observed physical models of geometric solids they made better connections as long as the models were discussed adequately Written explanations of mathematics concepts in the form of writing assignments and unit lesson plans were assigned to measure the number and kind of connections the preservice teachers might use during instruction The number of connections on group concept maps correlated positively with the number of concept to concept connections in the writing assignments and unit lesson plans Students used more concept to concept connections than any other kind but they used more concept to manipulative and concept to real world connections with lower grade level topics than with higher grade level topics An additional effect of concept mapping was observed as students understanding of what it means to make connections grew during the semester to include a greater variety of connections The study contributed to the growing literature about how students make connections when constructing mathematical knowledge Additionally it concludes that concept mapping has value as an instructional tool for promoting explicit mathematical connections and for improving preservice elementary teachers understanding of mathematical connections

Use of VEE Maps and Concept Maps in the Learning of Form Five Mathematics in Samoa College, Western Samoa Karoline Afamasaga Fuata'i,1985

Mathematical Connections by Inservice Teachers Using Concept Mapping Bobbye Hoffman Bartels,1991

Innovating with Concept Mapping Alberto Cañas,Priit Reiska,Joseph Novak,2016-08-20 This book constitutes the refereed proceedings of the 7th International Conference on Concept Mapping CMC 2016 held in Tallinn Estonia in September 2016 The 25 revised full papers presented were carefully reviewed and selected from 135 submissions The papers address issues such as facilitation of learning eliciting capturing archiving and using expert knowledge planning instruction assessment of deep understandings research planning collaborative knowledge modeling creation of knowledge portfolios curriculum design eLearning and administrative and strategic planning and monitoring

A Network Analysis of Concept Maps of Triangle Concepts Jin Haiyue,Wong Khooon Yoong,2010 Mathematics educators and mathematics standards of curriculum

have emphasised the importance of constructing the interconnectedness among mathematic concepts conceptual understanding instead of only the ability to carry out standard procedures in an isolated fashion Researchers have attempted to assess the knowledge networks in students minds A technique that has gained popular use in science education over the past three decades is concept mapping This paper examines students conceptual understanding about triangle concepts using concept maps and an analysis of the maps using degree centralities derived from social network analysis has demonstrated new insights through this novel technique Contains 1 figure and 3 tables For the complete proceedings Shaping the Future of Mathematics Education Proceedings of the Annual Conference of the Mathematics Education Research

Group of Australasia 33rd Freemantle Western Australia Australia July 3 7 2010 see ED520764 The Effect of Concept Mapping on Community College Precalculus Students' Conceptual Understanding of Inverse Functions ,2001 The purpose of this study was to investigate the efficacy of concept mapping on community college precalculus students conceptual understanding of inverse functions This study employed a quasi experimental nonequivalent control group design in which a single instructor taught one experimental precalculus algebra class and one control precalculus algebra class Students in the experimental group n 15 participated in one collaborative System of Equations concept mapping exercise These students also individually constructed maps given the seed concepts Inverse and Functional Inverse Other than the concept mapping treatment all assignments assessments and instruction were equivalent for the experimental and control groups n 21 The duration of the experiment was about 12 weeks Three veteran mathematics community college instructors and two professors of mathematics education from a local university collaborated to create criterion maps for this study The Markham Mintzes and Jones rubric for scoring science oriented concept maps and these criterion maps were used to quantify students individual maps Quantification of the maps relied on seven components concept link hierarchy initial branching successive branching crosslink and example Other data collected for analysis in this experiment includes pretest diagnostic scores unit test scores and selected subscores a routine writing assignment score final examination subscore and a variety of demographic data ANOVA and a Backward Elimination model alpha 05 revealed that the inverse function map score is significant and contributes to significant variation in the final course grade However distribution free and independent non equivalent t tests disclose very few significant differences between the two groups for the duration of the course Qualitative analyses of the 1 mathematics instructors and professors surveys on concept mapping usefulness 2 system of equations and inver *Using Concept Maps in a Professional Development Program to Assess and Enhance Teachers' Understanding of Rational Number* Jodean Emilyn Mathison Grunow,1998 Effects of Using Concept Maps as an Instructional Tool on High School Geometry Students' Ability to Make Connections Between Geometric Concepts Judy Jieying Tan,2008 *What is Mathematics?* Elaine Allen Tuft,2005 *Mathematics Teaching in the Middle School* ,2008-08 *Journal for Research in Mathematics Education* ,1998

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