

第九講 概念構圖教學法 介紹1



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個人案例討論 我是丸偉老師



5分鐘



課堂討論

1. 從Case中發現問題?(題目
中會發生的問題)
2. 請提出你對此案例的看法?
(看完題目所衍生的想法)

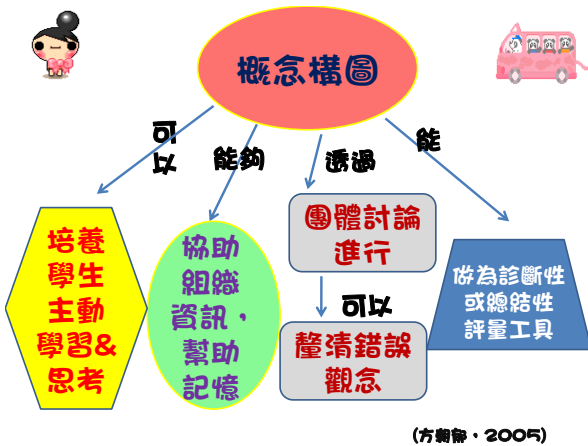


A Brief History of Concept Mapping

Concept maps have their origin in the learning movement called **constructivism**. In particular, constructivists hold that learners actively construct knowledge. **Novak's work is based on the cognitive theories of David Ausubel (assimilation theory)**, who stressed the importance of prior knowledge in being able to learn new concepts. "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach accordingly."

- Key References:**
- Ausubel, D., *Educational Psychology: A Cognitive View*, Holt, Rinehart & Winston, (New York), 1968.
 - Novak, J.D. & Gowin, D.B., *Learning How to Learn*, Cambridge University Press, (Cambridge), 1984.

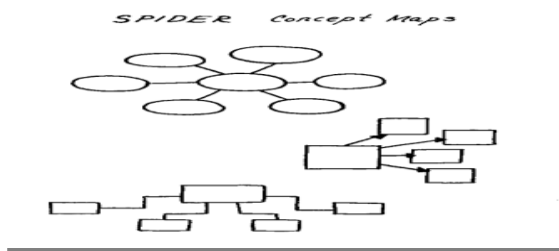






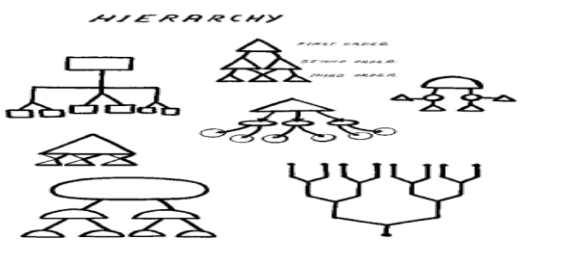
Four major categories of concept maps

"Spider" (蛛網圖):
Organized by placing the central theme or unifying factor in the center of the map. Outwardly radiating sub-themes surround the center of the map.



Four major categories of concept maps

"Hierarchical" (分層):
Presents information in a descending order of importance. The most important information is placed on the top. Distinguishing factors determine the placement of the information.



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課堂討論

三、請以概念構圖的方式畫出本文中哪些解決的方式?

四、結果成績出來了!小玉因分配到大野學長這組，只拿到B的成績，她和小丸子都覺得學長的評分標準比較嚴格，你覺得他要告訴老師嗎?為什麼?運用概念構圖方式來說明。



小組分享時間 (把你們的看法和大家分享)