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Concept map: Application for teaching, learning and assessment in medical education

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Abstract

Background: Concept map is a diagram showing the relationships among concepts. Concept map can be a valuable source of information about both the content and organization of the students' knowledge. Organizational component captured by concept maps may allow teachers to identify and correct student misconceptions. This paper has been developed to investigate the use of concept mapping in medical education.

Methods: In this study articles and books were reviewed for application of concept mapping in medical education.

Result: concept map helps students improve their critical thinking skills. Students' skills in the process of linking data and replacing information will improve. Thus, concept map has the potential to improve meaningful learning. Also, teachers can use concept map for teaching and assessment of classroom learning. There are different kinds of concept map including space, time and causative content maps. Evaluation and rating of concept map are discussed in the article full text.

Conclusion: Learning is a complex cognitive process that occurs in persons of all ages. For meaningful learning, new concepts should relate to the previous contents properly. This information is transferred to long-term memory. Concept mapping strategies can facilitate meaningful learning for students at different levels.