

Concept Map Analysis: Subjective Assessment Rubric

Based on (Hay, 2007)

Level of learning	Criteria
Deep or meaningful learning	<ol style="list-style-type: none">1. The second map must show both newly learnt concepts (that were not included in the first) and original (prior) conceptions.2. The second map must show that the new knowledge has been linked to the prior knowledge in ways that are meaningful (i.e. that the linking statements are valid and explanatory and provide evidence of meaning in the mind of the map author).3. The overall knowledge structure of the second map is a significant improvement on the first (i.e. that it shows better organisation, higher linkage and richer exposition of meaning).
Surface or rote learning	<ol style="list-style-type: none">1. The second map must show significant numbers of newly introduced concepts (ones that were not evident in the first), but these are not integrated with prior knowledge by linkage to concepts that are persistent from the first to the second map.2. The second map will contain new concepts, but the conceptual linkage of the map as a whole will not be increased as a result.3. The second map will not constitute a significant improvement on the first, either in terms of structural richness (linkage) or explanatory power (meaning).
Non-learning	<ol style="list-style-type: none">1. Persistence of prior knowledge from the first map to the second.2. The lack of evidence of significant reorganisation of conceptual structures from one map to the next.3. The absence of newly introduced concepts in the second map.4. The absence of newly developed links in the second map.5. The absence of newly developed expositions of meaning among previously existing linking statements.

References

Hay, D. B. (2007). Using concept maps to measure deep, surface and non-surface learning outcomes. *Studies in Higher Education*, 32(1), 39-57. doi:10.1080/03075070601099432