CONCEPT MAPPING MARKING SHEET   Sequence No: (M)

Map Topic:

Student Identifier:

Markers Name:

Date:

Scale columns: strongly agree | agree | can't decide | disagree | strongly disagree

CONCEPTUAL RICHNESS

1. The map uses all of the concepts that are important to the topic ☐ ☐ ☐ ☐ ☐

2. The map fails to include most of the important concepts ☐ ☐ ☐ ☐ ☐

3. All of the concepts used in the map are appropriate to the topic ☐ ☐ ☐ ☐ ☐

4. Most of the concepts used are actually irrelevant to the topic ☐ ☐ ☐ ☐ ☐

LINK QUALITY

5. All of the possible links are identified & explained ☐ ☐ ☐ ☐ ☐

6. Most of the important links between the concepts are neglected ☐ ☐ ☐ ☐ ☐

7. All of the links in the map are relevant and correctly labelled ☐ ☐ ☐ ☐ ☐

8. Most of the links are irrelevant or inadequately explained ☐ ☐ ☐ ☐ ☐

EVIDENCE of UNDERSTANDING

9. All of the propositions in the map show evidence of understanding ☐ ☐ ☐ ☐ ☐

10. Most of the propositions in the map are actually misconceptions ☐ ☐ ☐ ☐ ☐

11. The map is a clear definition of the topic ☐ ☐ ☐ ☐ ☐

12. The map fails to provide a clear definition for the topic ☐ ☐ ☐ ☐ ☐

HIERARCHY and STRUCTURE

13. The map shows a justifiable hierarchy ☐ ☐ ☐ ☐ ☐

14. There is no justifiable hierarchy to the map ☐ ☐ ☐ ☐ ☐

15. The over-arching structure of the map is a complex network ☐ ☐ ☐ ☐ ☐

16. The map is simple (it is a spoke or a chain but not a network) ☐ ☐ ☐ ☐ ☐

From (Hay, et al., 2008)

References

Hay, D. B., Kehoe, C., Miquel, M. E., Hatzipanagos, S., Kinchin, I. M., Keevil, S. F., & Lygo-Baker, S. (2008). Measuring the quality of e-learning. *British Journal of Educational Technology, 39*(6), 1037-1056. doi:10.1111/j.1467-8535.2007.00777.x