International Journal on New Trends in Education and Their Implications
October 2013 Volume: 4 Issue: 4 Article: 14 ISSN 1309-6249

CONCEPT MAPS AS A TOOL FOR MEANINGFUL LEARNING AND TEACHING IN CHEMISTRY EDUCATION

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ABSTRACT

In the present situation, only qualified people can overcome the problems of education system. Today all coutries aims to reach modernized education system. Above all, chemistry education is one of the pioneers of our educational system. Therefore, chemistry concepts must be conveyed to the receiver (student) accurately and well-arranged. For the successful learning, teaching strategies, methods, techniques and tools should transform knowledge from short-term memory to long-term memory. Ausubels' theory of meaningful learning is one of the most important expository theories which explain how to transform information from short-term memory to long-term memory. According to this theory Meaningful learning occurs when complex ideas and information are combined with students' own experiences and prior knowledge to form personal and unique understandings. In this process, it can be said that concept maps are one of the most important teaching and learning tool that promote meaningful learning. This study was designed as the study of the compilation. The purpose of the study is to introduce concept maps as a tool for meaningful learning, student centered, active, new learning and teaching strategy in chemistry education. According to the University of Illinois, there are seven kinds of concept map. The most commonly used five kinds of concept maps in chemistry were mentioned in this study.

Key Words: Concept map, teaching strategy, meaningful learning, chemistry education.