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DEVELOPING CONCEPT MAPPING PACKAGE FOR D.T.Ed.



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ABSTRACT

Teacher uses many strategies for improve student's learning. Concept mapping is a technique that allows learners to understand the relationships between ideas by creating a visual map of the connections. Though concept maps have come to be used for many different purposes, we continue to use them in the manner for which they were initially developed, that as a research tool.

KEYWORDS :Concept mapping , student's learning , study of History.

INTRODUCTION

Researchers have continued to develop and refine this technique for use in teaching, learning. This paper describes our use of concept maps in our respective research programs. This research paper makes concept mapping especially suited to the study of History.

CONCEPT MAPPING:

Concept maps as originally developed have been grounded in a psychological theory. The basic element of a concept map consists of concept words or phrases that are connected together with linking words or phrases to form complete thoughts called 'propositions'.

Concept mapping is a device for representing the conceptual structure of a subject. A concept, is defined by Novak, is regularity in objects or events designed by a specific label. The process of actually constructing your own concept map is a powerful learning. This strategy that is graphic in

nature and forces the learner to think about the relationships between terms.

Concept maps use three types of knowledge: facts, concepts and generalization. It is a learning strategy that was developed first as a research tool to represent learner's prior relevant knowledge and later as a tool to enhance meaningful learning. Concept map was derived from Ausubel's learning theory.

STEPS INVOLVED IN CONCEPT MAPPING:

1. The student given the material & select the key concepts.
2. The most inclusive concept is placed at the top & other concepts are rank ordered.
3. Students are asked to help in choosing good linking words to form the prepositions shown by the lines on the map.
4. Join the concepts with lines and label the lines with linking words that show meaningful connections between the concepts.
5. Cross links between concepts.
6. Maps are reconstructed if they have poor clustered.

IMPORTANCE OF CONCEPTS MAPPING :

Constructivist recommendations for education have suggested that the best way to teach is to figure out what the student already knows and then teach from there (Ausubel, Novak and Hanesian 1978). This suggestion can be extended by giving students the opportunity to study topics of their own choosing. Concept maps have a number of very practical applications for students. They also help refine learner's creative and critical thinking.

Concept mapping helps students achieve high –quality and meaningful learning outcomes. Concept mapping is basically a learner's activity and helps learners in examining their own understanding of concepts and in reformulating their concepts. Concepts mapping is that it provides a visual image of the concepts under study in a tangible form that can be focused very easily. Concept maps are also valuable tools for teachers because they provide information about students' un–derstanding. It helps in the utilization of the knowledge in new contexts but also in the retention of knowledge for a long period of time. Reflection and metacognition are essential aspects of constructing knowledge and meaning.

Objectives:1. To develop concept mapping package for the teaching of History for D.T.Ed.. 2. To find out effectiveness of concept mapping package.

Hypotheses: There is no significant difference between the mean achievement test scores of experimental group and control group after experimentation.

Method: Experiment method & two matched group design is used for this research.

Sample : The sample of the study consisted of 40 students studying D.T.Ed.. in one D.T.Ed.. College in Solapur district. In control group and experiment group there were 20 students. Student's achievement test marks considered for dividing students in experiment and control group.

Tools:1. A test in History constructed and validated by the investigator.

2. Concept Mapping Package developed by the investigators for the teaching of the concepts in History topic.

Procedure:Two group experimental designs were adopted. They selected History of one topic for this

research. Researchers made concept mapping package on that topic. To developing concept mapping package researchers discussed with History Professors, lecturers. They study some concept mapping package examples on internet. Researcher made a test & checked by some experts.

The students of experimental group were taught with the Concept Mapping Package and the control group through the lecture method by researcher. He taught the topic for 4 hours on control & experiment group. After the treatment period, post-test was administered for evaluating & to see effectiveness of package.. The collected data were subjected to statistical analyses and the results obtained were interpreted.

INTERPRETATION :

	Experimental group	Control group
N	20	20
Mean	14.2	8.07
S.D.	1.90	2.01

The ‘t’ test is applied to test the significance of difference between the mean test scores of the experimental group and the control group. There is two tailed hypothesis. The difference between Mean as 6.10. The ‘t’ value is 11.56 & df is 58. The ‘t’ value is 2.000 at 0.5 level & 2.660 at 0.01 level. The ‘t’ value is more significant, so null hypothesis was rejected. Hence, we can say that the Concept Mapping Package increased the achievement of the students.

CONCLUSION:

The results of this study reveal that Concept Mapping Package has an impact in teaching History to D.T.Ed. students as compare to lecture method.

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