



## **The Use of Concept Mapping Software in Initial Teacher Education Programs**

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### **Abstract**

The awareness of concept mapping by the student teachers in ITE programs is of crucial importance, for it enables teachers to monitor the cognitive learning processes of their learners as well as delivering the content knowledge of their teaching branches. This study illustrates the formation of concept mapping in the ITE programs at the Faculty of Education of Mersin University. At the beginning of the course, the instructor draws the theoretical framework of concept mapping by discussing the procedure through the literature. Then, the student teachers are asked to choose a text relevant to their teaching branches, and the instructor discusses the outline of the concept mapping through a few examples by using a concept mapping software program. After receiving the feedback from the peers and the instructor, student teachers revise their products once more. Having created their own concept maps in line with meaningful learning [1], student teachers are directed to evaluate themselves with the tool developed by Novak and Gowin [2], to enable them to understand the process. The feedback from the teachers already working in the field reveals that such a constructivist approach to teacher education assists teachers to have more effective teaching processes.

### **References**

- [1] Ausubel, D. P. (1963). The psychology of meaningful verbal learning. New York: Grune and Stratton.
- [2] Novak, J. D. and Gowin, D. B. (1984). Learning how to learn. New York: Cambridge University Press.