Student evaluation: use of concept maps in lectures and flow charts in practical sessions

McCabe, B. (2011). An integrated approach to the use of complementary visual learning tools in an undergraduate microbiology class. *Journal of Biological Education*, *45*(4), 236-243.

15 Items
Dimensions are not defined

1. Overall, I found the combined approach of using concept mapping and flow chart exercises useful
2. The concept maps and flow charts helped me to connect theory to practical
3. The use of the tablet PC was helpful in constructing concept maps and flow charts
4. The annotations of the lecture notes using the tablet PC helped me to understand the course better
5. The writing/drawing using the tablet PC was easy to read and follow
6. The live recording of the concept maps using the tablet PC during the lecture helped in understanding how they were constructed
7. Concept mapping helped in summarising the key objectives of the lectures
8. Concept maps helped me see the connectedness within topics of this course
9. Concept maps helped me see connectedness of other courses
10. The flow chart exercises helped me prepare in advance for the practicals
11. The flow charts helped me to manage my time in the practical sessions better and allowed me to spend more time in interpreting the results and to complete the reports in class
12. After constructing the flow charts I did not have to use the practical manual during the lab session as much
13. More assessment marks should be assigned to the flow diagram exercise
14. I have started using flow charts and concept maps in other courses as a result of the exercises in BIO2205
15. I see concept mapping/flow chart construction as a useful skill in my future career

5-point Likert Scale (Strongly agree; agree; Neither agree nor disagree; Strongly disagree; disagree)

Cronbachs α: na