

# ICT will always support the how and not the what

VELENCEI JOLÁN<sup>1</sup>

## **Abstract**

In this article, I will show how concept maps can be used in teaching. By visualising relations between key concepts, students will encounter a number of new concepts that their cognitive system can comfortably receive. The cmaps allow each student to progress at their own pace and define their personal learning path. To facilitate the learning process good teachers and mixed content are required. At an age when attention has become a scarce resource, the students might wander to other disciplines instead of acquiring in-depth knowledge of one discipline. Thus, teaching begins to resemble cricket (Handy, 2015), where lots of gates have to be passed through while paying attention to complicated rules that make the game even more difficult.

I already have experience in developing and teaching an online course based on concept maps, thus I put together with my colleagues four courses for prospective students of the Master of Psychology Degree program, which we called quadrilogy. The organisation, in which the newly qualified psychologists will work, needs renewal, and to support this, certain concepts are needed which make understanding the operation of the organizations possible. Each of the four courses, Coaching, Decision Making, Smart Decision Support and Knowledge Increase includes three topics and a workshop. The beneficial effect of the concept map really applies here, since visualisation prevents overlap between the four courses, but also ensures that nothing is missing.

## **Keywords**

cognition, visualisation, mashup, scaffolding