

USING MULTIMEDIA CONCEPT MAPS TO ENHANCE THE LEARNER EXPERIENCE IN BUSINESS LAW

Jennifer O'Reilly

Department of Business Law and Taxation, Faculty of Business and Economics
Monash University, AUSTRALIA

Jennifer.O'Reilly@buseco.monash.edu.au

Gayani Samarawickrema

Centre for Learning and Teaching Support
Monash University, AUSTRALIA

Gayani.Samarawickrema@celts.monash.edu.au

Abstract

Students' learning experience can be affected by difficulties in understanding the interrelationships between concepts and also between topics. Concept maps have been used in many disciplines (Kremer & Gains, 1996) to structure information and express relationships between them. Their holistic approach with multiple pathways through the learning resource can make relationships and linkages between topics and subtopics obvious, and contribute to a meaningful and positive learning experience. This paper outlines the development and formative evaluation of two hypermedia concept maps which led to the development of a series of eleven concept maps to enhance the learning experience of students in a first year undergraduate business law unit.

As part of the Stage 1 formative evaluation, two concept maps were developed together with supporting multimedia resources and trialled on the learners. Feedback was also obtained from technical staff. This phase was designed to assess and control the quality of the learning resource as well as the impact it had on the learning experience. The paper closes by discussing how information gained in Stage 1 was used in Stage 2 as a basis to modify the initially trialled maps and to develop the other supporting maps.