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concept maps as signposts of developing knowledge structures  
deborah allen and abstract concept maps can be used in undergraduate biology  
as ways to visually communicate the relationships among things and events  
one strength of concept mapping is that there is not just a single correct way  
to compose one given a list of particular concepts  
concept maps serve as a visual canvas where these multifaceted concepts and  
organisms can be systematically organized interconnected and easily comprehended  
by representing information visually  
mind maps break down complex biological relationships making them not only  
easier to understand but also more memorable  
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structures that can be exploited within biological education to support the  
development of robust student knowledge structures in ways that reflect the  
professional practice of subject experts  
graphic organizer focusing on the parts of the cell and how they are related  
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abstract this study is about the effectiveness of concept maps as a formative  
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formative assessment for the teaching and learning of biological concepts  
at the secondary level one group pretest posttest quasi experimental design  
was used for this study concept mapping is an activity with numerous uses in  
the biology classroom its value in planning teaching revision and assessment  
and the attitudes of students and teachers towards its use are discussed

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