Title: Conceptual Maps and Reflection in Teacher Education

In our teacher education program, pre-service teachers are required to develop reflective skills. Researchers have determined three stages of reflection (Van Manen, 1977; York-Barr et al., 2001; Hatton and Smith, 1995; Yost, et al., 2000): technical rationality, reflection as practical action, and critical reflection. Reflective activities encourage pre-service teachers to articulate their thoughts and to become aware of their values and beliefs. One activity through which they develop these skills is the creation of a conceptual map on their teaching philosophy. Novak and Gowin (1984) discuss how concept maps can develop reflective skills through the manipulation, division and reorganization of concepts. Kinchin, Hay et Adams (2000) discuss three types of architectures for concept maps from a simpler type, the spoke architecture, to a more linear type, the chain framework to the most complex, the net architecture. In order to create their concept maps, the pre-service teachers write two short essays during the course of a semester, about their perceptions of good teaching procedures following various readings and discussions done in class. At the end of the semester, students must conceptualize their vision of teaching in a conceptual map using the software Inspiration. This research analysed the dept of reflection through the choice and number of concepts used as well as the type of architecture used for the concept maps by the pre-service teachers. Conclusions on the use of conceptual maps in a teacher education program to develop reflective skills will be discussed.

Abstract 1000 characters
In our teacher education program, pre-service teachers are required to develop reflective skills. One activity through which they develop these skills is the creation of a conceptual map on their teaching philosophy. In order to create their concept maps, the pre-service teachers write two short essays during the course of a semester, about their perceptions of good teaching procedures following various readings and discussions done in class. At the end of the semester, students must conceptualize their vision of teaching in a conceptual map using the software Inspiration. This research analysed the dept of reflection through the choice and number of concepts used as well as the type of architecture used for the concept maps by the pre-service teachers. Conclusions on the use of conceptual maps in a teacher education program to develop reflective skills will be discussed.