



**THE UNIVERSITY OF THE WEST INDIES
FACULTY OF HUMANITIES AND EDUCATION
SCHOOL OF EDUCATION
ST. AUGUSTINE**

TEACHER EDUCATION UNIT

IN-SERVICE POSTGRADUATE IN EDUCATION PROGRAMME

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YEAR:

Curriculum Study

TOPIC: The use of the 'Frayer Model' and 'Concept Mapping' as strategies to improve students' use, development and understanding of technical terms and concepts in Geography at the Sixth Form level.

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Abstract

The objective of this curriculum study was to determine if interventions of the “Frayer Model”, and “Concept Mapping”, would improve concept development in students of Form Six Geography. The use of technical terms and concepts is common to Geography, and prior to these interventions were taught primarily through dictation. Students were taught four lessons using each of the intervention strategies after which they were tested. The students were asked to keep a daily journal, which was used to evaluate their opinion of the interventions. It was found that neither interventions significantly improved students’ academic performance. It was the conclusion of this research that this was due to the fact that they were already performing at their optimum ability. However, from the scores and journal accounts it was clear that “Concept Mapping” was a far more successful strategy than the “Frayer Model”. The seven steps of the “Frayer Model” proved extremely difficult for students to complete. While “Concept Mapping” found favour primarily as a result of its visual impact.