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EFFICACY OF CONCEPT MAPPING INSTRUCTIONAL TECHNIQUES
TO TEACH ORGANIZATIONAL STRUCTURES AND INTERACTIONS (159 pp.)

Director of Dissertation: Drew Tiene, Ph.D.

Businesses are challenged by the accelerating global changes in infrastructures, competition, and consumer demand. However, there is a gap in American undergraduate business student preparation. Graduates are not ordinarily taught about the interactions between the hierarchical levels within an organization. These graduates learn on the job which inhibits their value creation.

Concept mapping is an instructional technique that identifies the relationships between ideas. The most common organizational charts are fundamentally hierarchical concept maps. However, utilizing a concept map instructional approach to teach organizational structures and interactions has not been explored. Technological adaptations of a concept mapping instructional approach may provide further means to effectively teach business structures and interactions through active learning and feedback.

This study utilized a between participants design with business undergraduate students ($N=91$). Participants were randomly assigned to one of four treatment groups: a control group that read about the structures and interactions, and three concept mapping instructional groups that used passive learning, active learning with basic feedback, or active learning with elaborative feedback. Achievement was measured on a post

instruction assessment. The results from the one way ANOVA of the participants' achievement scores indicate that there is a statistically significant difference between the treatment groups, $F(3,91) = 3.517, p = .018$. The post hoc analysis of the treatment groups indicated that both of the active learning groups performed significantly better than the control group, but not the passive learning group. These results show that concept mapping can be deployed successfully with undergraduate business students.