FLEXIBLE LEARNING ITINERARIES based on CONCEPT MAPS

1. PROJECT
   - Design of a flexible learning itinerary by means of conceptual maps at the Gabriel García Márquez Educational Institution, located in Medellín (Colombia), and using the CmapTools software.
   - It provides the graphic representation for both a set of concepts and the significant relationships which are generated between them, giving rise to simplified clauses or sentences.

2. AIMS
   2.1 AIM A
   - Modeling learning environments for flexible curricular designs supported on conceptual maps.

   2.2 AIM B
   - Designing and implementing learning experiences supported on flexible conceptual-map-based itineraries.

   IMPLEMENTATION of the itinerary to students:
   1. Control group
   2. Experimental group
   3. b-learning (Self-paced)

   EXPERTS
   - Didactical, educational, and instructional design professionals.

3. METHODOLOGY
   - Qualitative research in which things are studied in their natural context from the participants themselves.

4. RESULTS
   - b-learning (42%)
   - e-learning (28%)

   RESULTS satisfaction:
   - b-learning 84%
   - e-learning 86%

   RESULTS activities:
   - b-learning 80%
   - e-learning 80%

   L Flexible: conceptual-map-based learning itineraries contribute to a suitable curricular development making it possible to overcome ‘presentism’ problems and generating significant pieces of learning.

5. CONCLUSIONS
   5.1
   - Clear itinerary aim.
   - Better outcomes with b-learning.
   - Providing orientation about work with conceptual maps.
   - Teachers as a guide that allows the student to become autonomous.
   - It is important to validate the itinerary before applying it.
   - Designing some self-control mechanism can help monitor the time dedicated to activities.

6. PROPOSALS FOR IMPROVEMENT
   - 1. Clear itinerary aim.
   - 3. Providing orientation about work with conceptual maps.
   - 4. Teachers as a guide that allows the student to become autonomous.
   - 5. It is important to validate the itinerary before applying it.
   - 6. Designing some self-control mechanism can help monitor the time dedicated to activities.