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**Experiment: Evaluation of the use of concept map to support the selection of primary studies in the systematic review process — TRAINING**

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**Instructions: Please read and perform the following task.**

**Task 1. Evaluate the concept maps in each item considering the affirmation. You must tick ☒ in the item that represents your opinion about each affirmation.**

***Input:*** Likert scale evaluation of Concept Maps generated (Appendix A), Abstracts and Concept maps (Appendix B).  
***Output waited:*** All Concept Maps must be evaluated in Likert scale.

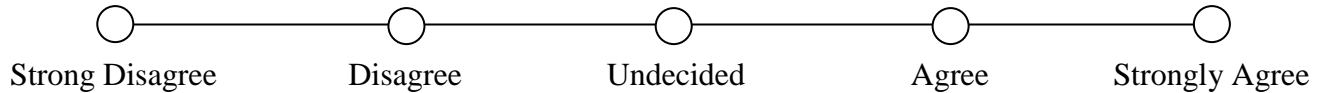
***Important:*** Before starting make sure that you have understood how to evaluate the presented maps

***Important:*** After you have finished the above task, answer the question on Appendix C

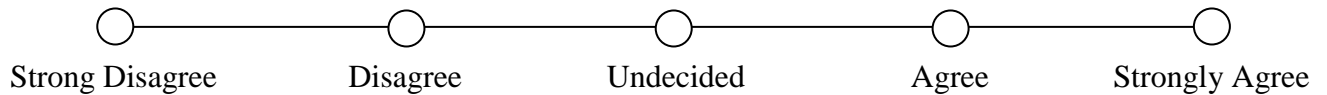
## Appendix A – Questionnaire

### Evaluation

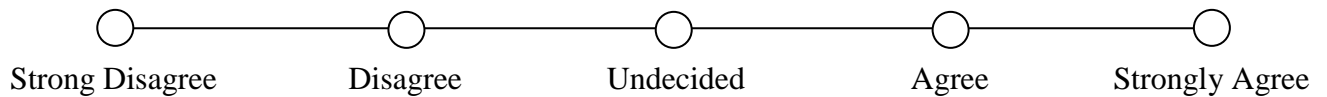
- **RQ1** – The concepts presented in the Concept Map represent ideas and information related to the element “Result” of the correspondent abstract.



- **RQ2** – The relationships (links) adequately connect the concepts related to the element “Result” of the correspondent abstract.



- **RQ3** – The Concept Map cover all information related to the element “Result” of the correspondent abstract.



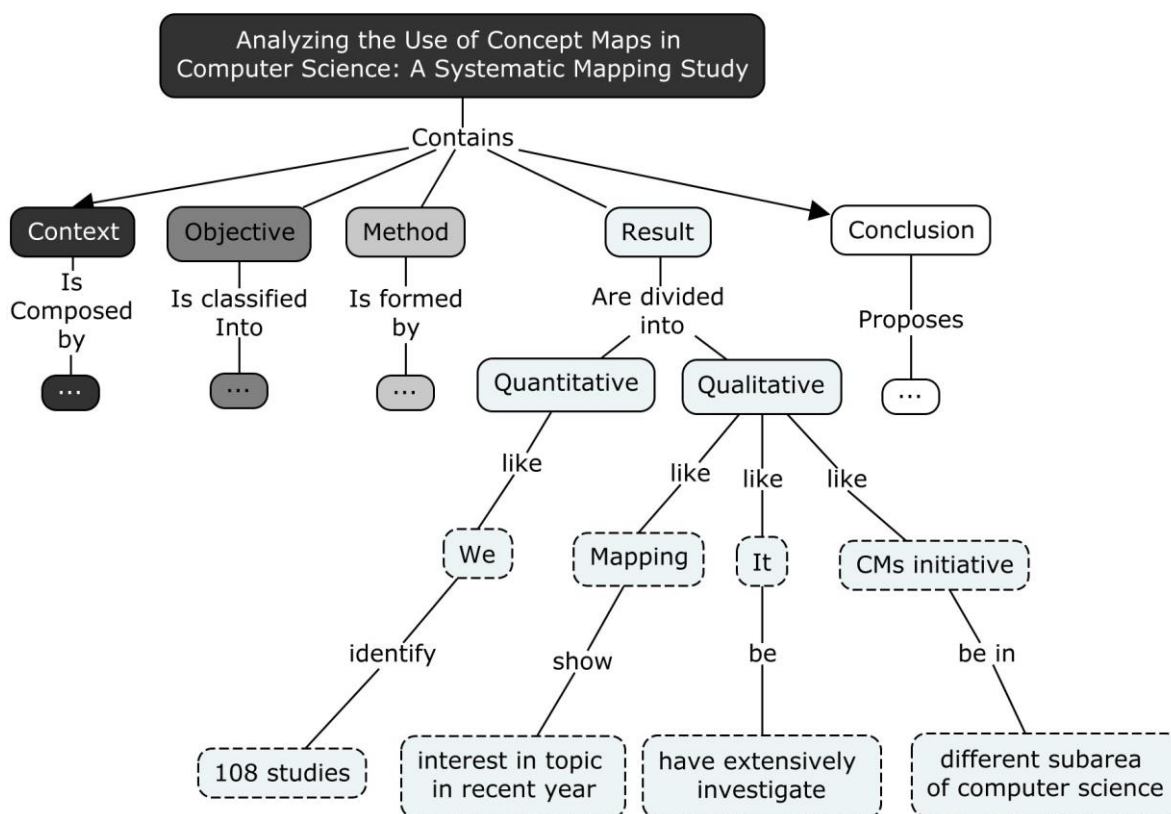
## Appendix B – List of papers and their respective concept maps

### Paper 1 - Analyzing the Use of Concept Maps in Computer Science: A Systematic Mapping Study

#### • Abstract

Context: concept Maps (CMs) enable the creation of a schematic representation of a domain knowledge. For this reason, CMs have been applied in different research areas, including Computer Science. Objective: the objective of this paper is to present the results of a systematic mapping study conducted to collect and evaluate existing research on CMs initiatives in Computer Science. Method: the mapping study was performed by searching five electronic databases. We also performed backward snowballing and manual search to find publications of researchers and research groups that accomplished these studies. **Results: from the mapping study, we identified 108 studies addressing CMs initiatives in different subareas of Computer Science that were reviewed to extract relevant information to answer a set of research questions. The mapping shows an increasing interest in the topic in recent years and it has been extensively investigated due to support in teaching and learning.** Conclusions: based on our results we conclude that the use of CMs as an educational tool has been widely accepted in Computer Science.

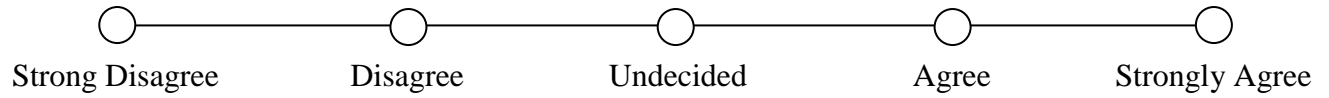
#### • Concept Map



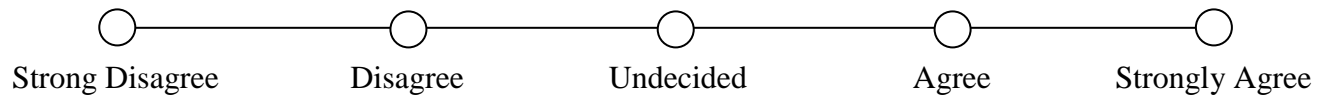
Legend:  $\longrightarrow$  Links  $\dashrightarrow$  Cross-link  $\boxed{\phantom{00}}$  Variable Concepts  $\boxed{\phantom{00}}$  Fixed Concepts

**Classification:**

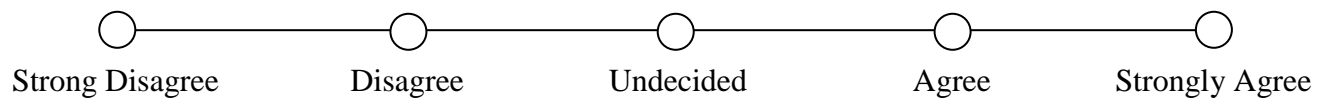
- **RQ1** – The concepts presented in the Concept Map represent ideas and information related to the element “Result” of the correspondent abstract.



- **RQ2** – The relationships (links) adequately connect the concepts related to the element “Result” of the correspondent abstract.



- **RQ3** – The Concept Map cover all information related to the element “Result” of the correspondent abstract.



**End of task**