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**Using concept maps to aid analysis of concept presentation in high School computer textbooks.**

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In this study we use concept maps as the tool for examining concepts presented in three high school computer textbooks. All three textbooks were endorsed by Taiwan's Ministry of Education (MOE). The concepts relating to CPU was selected as a sample for analysis. Two high school computer teachers first worked independently and then together to draw concept maps for each of the textbooks. Our analysis revealed that the textbooks did not cover the important concepts appropriately and failed to address the connections between the concepts. While all three textbooks elaborated on some concepts using examples, only a few analogies were used. The study also showed that concept maps can be an effective tool for analyzing the conceptual framework of important concepts within a textbook.

*Classification:* Q63 Q64

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