Abstract

It is tried to tie the state-of-the-art around the conceptual maps and their incidence in the design of the didactic models. In this frame, the boarding insists on which the knowledge acquisition does not involve to replace certain representations of this one by others, but, on the contrary, to extend the epistemic scenes to obtain a description of greater level and complexity between the intervening objects of knowledge. For this reason, we are looking to achieve some logical supports that the conceptual maps provide to seat the lines of new bases represented in the knowledge, going to educative mediation.

Keywords

Concept maps, knowledge management, learning how to Learn.