For this final concept map, I wanted to find some way to portray the interconnectedness and mutual interaction between the major themes and concepts of the course. Throughout the course, I've worked hard to keep my concept maps clear and simple; it's a struggle because that's not typically how I think. So, the challenge was to create a concept map indicating the interconnections and complexity of the topic in a way that was clear and uncluttered. I also wanted to use the technology (Cmap) to optimize, rather than restrict, my portrayal. I think I have succeeded. To best view the final product, open the CMAP program. You'll be at VIEWS: CMAP TOOLS.

1. Click on *SHARED CMAPS IN PLACES*
2. Scroll down and then click on *IHMC Public Cmaps (2)* . This opens a public Cmap server.
3. Scroll down to the folder *Colletti, Patrice.*
4. Open the folder.
5. Click on *CourseEnd.2.*
6. This will open the Cmap onto your screen.
7. Read the directions, which explain how to best the interactive features of this Cmap.

Because distance education is played out not in isolation, but upon an interconnected global stage, where social, political, and economic boundaries no longer need to be barriers to mutual construction of meaning, I searched for an image that could symbolize this to serve as a graphic background for this map. The graphic I chose, published by an international oceanic research program, captures multiple dimensions. There are no political boundaries. Even physical boundaries, from this map's perspective, do not loom as barriers. The map even images the earth below its visible surface, allowing us to see into the depths of the ocean as clearly as we can see the land surfaces portrayed. So, too, might we note distance education's global potential: interconnected, un-bounded, multi-dimensional, and deep.

As I reflected upon this map's design, I wanted some way to capture interactivity. That back-and-forth, non-static characteristic of global distance education was evident throughout this course. It is a vital characteristic of distance education as a developing field. As much as concept mapping relies upon single words or short phrases, spatial orientation, and non-linear connections, distance education relies upon a sense of conversation. In fact, the written word, either synchronous or asynchronous, forms the very foundation of computer-mediated communication. To try to capture that sense of conversation inherent in distance education, I wanted to find a way to "converse" with the viewer. I ended up using Cmap's "cursor over" feature, which allowed me to enhance the typical lines and boxes of the Cmap with brief but meaty paragraphs that, initially hidden to the viewer, offered additional detail describing the relevance of each concept box. This, too, offered pertinent symbolism, for so often the depth of meaning of our communications are hidden from our initial view and need mutual interaction, a certain give-and-take, to reveal meaning.

Because, for me, the details are as relevant as the "big picture," I wanted a way to link this final summary Cmap to the detailed maps I'd previously constructed. In effect, this would be a way to demonstrate that meaning is created not solely from major concepts, but often from the interweaving of what we might initially perceive as subordinate concepts. Each major concept on the map has one or more links, shown with a small icon affixed to the bottom of the main concept shape. By clicking on the link, one can choose from additional concept maps that offer details pertinent to the main topic. These were developed throughout the course and offer both analysis and implications relative to each major topic. Due to the limitations of Cmap itself, they're only visible if one views the final Cmap from a Cmap Server, as explained above.

At the surface level of the visible concept map, one can clearly envision to interconnectedness of the main ideas, but the significant depth and interaction of sub-concepts remains hidden. I wanted to work out a way to use Cmap's "nesting" capability to offer the viewer optional detail beyond the main concepts on the map. To activate the "nesting" feature of Cmap, one clicks on the small arrows beside the box that says "Expand this." Again, the viewer must actively *choose* to interact with the concepts to "get at" the subordinate concepts by expanding the map, much like learners must actively choose to form, revise, and reflect on developing knowledge.

[Note: One apparently needs to host the Cmap and its sub-maps on a publicly accessible "Cmap server" in order to use the nesting capabilities and the links to additional maps. If you end up using C-Maps for future courses, it might be worth teaching students to access and use a Cmap server to take advantage of these features of the Cmap program and to share Cmaps in public spaces.]

So, the end result is CourseEnd.2, an interactive, multi-dimensional Cmap that captures, both symbolically and actually, many of the characteristics of distance education itself. While it will no doubt be more difficult to score, as it is clearly not reducible to a BMP file for printing, this interactive Cmap seems to be a much more appropriate concluding piece to this course!