

ABSTRACT

This thesis presents concept maps as an alternative tool for learning of adult university students. The theoretical part explains the changes in the ability to learn of these adult students. The thesis presents basic information about concept maps and describes specific examples for their use by university students. I describe the advantages and disadvantages which bring them this information recording graphical tool. The empirical part combines all topics of the theoretical part. Qualitative research presents the subjective views of adult university students on changes in their ability to learn. They try to create concept map and then they give their subjective views on this tool and their previous experience with it.