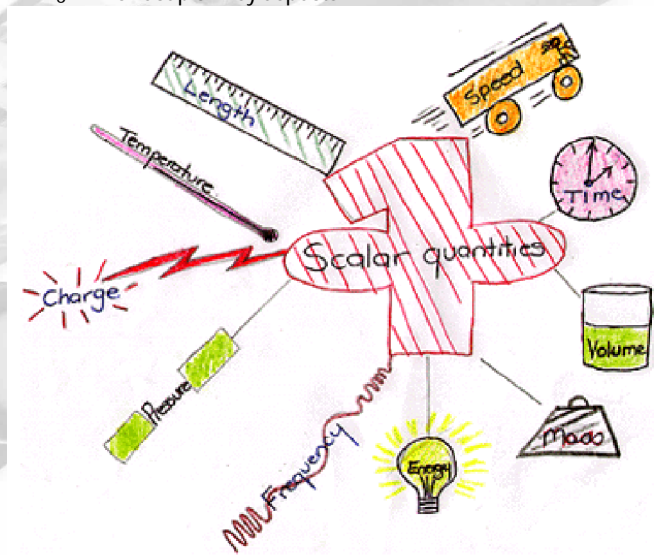


## MIND MAPPING

### Purpose

- § To access prior knowledge
- § To assist the learner to organise information and make connections
- § To determine level of confidence on topic
- § To recap on key aspects



Mathematics: Measurement

*NOTE: This mind map was produced from standard lecture notes so that a student could clarify the key points of the lecture. The mind map was produced in the first review after the lecture and was added to throughout the semester. It was then used for exam preparation.*

Source: Alan Calder, Annette Lewis, Tony Cowan and Bob Jones, Academic Support Division of James Cook University.  
<http://www.jcu.edu.au/studying/services/studyskills/mindmap/samplelecture.html>

### Implementation

- Select a topic (for example “the heart” or “factoring” or “poetry” or “democracy”).
- Think of a visual that captures the essence of the topic and place that visual in the centre of the paper using colours that will assist students to remember the idea.
- Ask students to brainstorm for the key ideas related to a topic- either individually or as a group. Have them pick out the most important that will branch out first or have them group those ideas into categories. Give each category a label and then draw those that become the first key ideas.
- Have them draw a picture or symbol that represents each of the key ideas, positioned around the paper. Put in the key word and then connect the key words to the centre topic with a line or bubbles.
- Have them include ideas radiating out from each of the key ideas, using visuals that capture the essence of the idea, placed in a way that makes sense to them. Label these. Connect them with lines.
- Continue until all ideas have been exhausted or space has been filled.
- Have students reflect with a partner to explain the relationships between the different aspects of the map.

### Evaluation

Some of the skills and understandings that may be observed include:

- The extent to which students can identify key ideas in a topic
- The capacity to organise and categorise ideas
- The depth of understanding of the relationships between concepts

### Principles of Learning and Teaching

- Motivation and purpose
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*Adapted from Beyond Monet, Barrie Bennett & Carol Rolheiser, 2001*