Concept mapping

Introduction: A concept map is a type of graphic organizer used to help students organize and represent knowledge of a subject. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.

Goals: Graphically organization to help students organize and represent knowledge of a subject.

Preparation:

1) Choosing core topic relevant to the lecture

2) Introduce concepts in sequence to form first links in the mind map.

3) Use student feedback to construct leaf nodes.

Methods / Procedure:

1) Start in the CENTRE of a blank page turned sideways.

    a) Starting in the center gives your Brain freedom to spread out in all directions and to express itself more freely and naturally.

2) Use an IMAGE or PICTURE for your central idea.

    a) An image is worth a thousand words and helps you use your Imagination.

    b) A central image is more interesting, keeps you focused, helps you concentrate, and gives your Brain more of a buzz!

3) Use COLOURS throughout.

    a) Colors are as exciting to Brain as are images.

    b) Color adds extra vibrancy and life to Mind Map, adds tremendous energy to student's creative thinking.

4) CONNECT the MAIN BRANCHES to the central image and connect the second- and third-level branches to the first and second levels, etc.

    a) Brain works by association.

    b) It likes to link two (or three, or four) things together.

    c) If students connect the branches, they will understand and remember a lot more easily.

5) Make your branches CURVED rather than straight-lined.

    a) Having nothing but straight lines is dull to Brain.

6) Use ONE KEY WORD PER LINE.

    a) Single key words give the Mind Map more power and flexibility.

7) Use IMAGES throughout.

    a) Each image, like the central image, is also worth a thousand words.

Significance of results:

1) When new knowledge is integrated with and connected to existing knowledge, that new knowledge is easier to understand and to remember.

2) An instructors' job is to build scaffolding from existing knowledge on which to hang incoming new

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knowledge. Using a concept map is one way to build that scaffolding.

Presentation:

1) The core topic of mind map is introduced in previous class.

2) This allows the students to prepare before coming to the class.

3) The mind maps developed in the classroom are shared in social media groups of institute.

4) The students can add or modify nodes to improve mapping assets.

Reflective critique

1) Collection of mind maps are published in department cloud drives every fortnight.

2) Students are encouraged to find correlation between different mind maps.

3) Extra homework credits are awarded to students who proposes justifiable modifications in existing links between nodes in mind maps.

4) Faculty members conduct free writing sessions to help summarize the mind maps as weekend assignments helping the students to co-relate the topics covered in previous week with their existing knowledge base.