

# Mind Mapping

Webs

Concept maps

Think links

- **Mapping is an effective tool for organizing and planning**
- **Maps lead to a better understanding of the conceptual organization of the discipline and the subject**



# Mapping

- Mapping is a relatively new knowledge representation tool being used by educators, researchers and others interested in the process of learning.
- It grew out of a need to represent changes in student cognitive structures in science education research begun in the 1960s at Cornell University.

# Mapping

- **Mind maps are graphical representations that can provide insight into relationships among various concepts.**
- **The power behind mind maps derives from the belief of many researchers and psychologists that concepts are ultimately understood through their relationships with other concepts.**

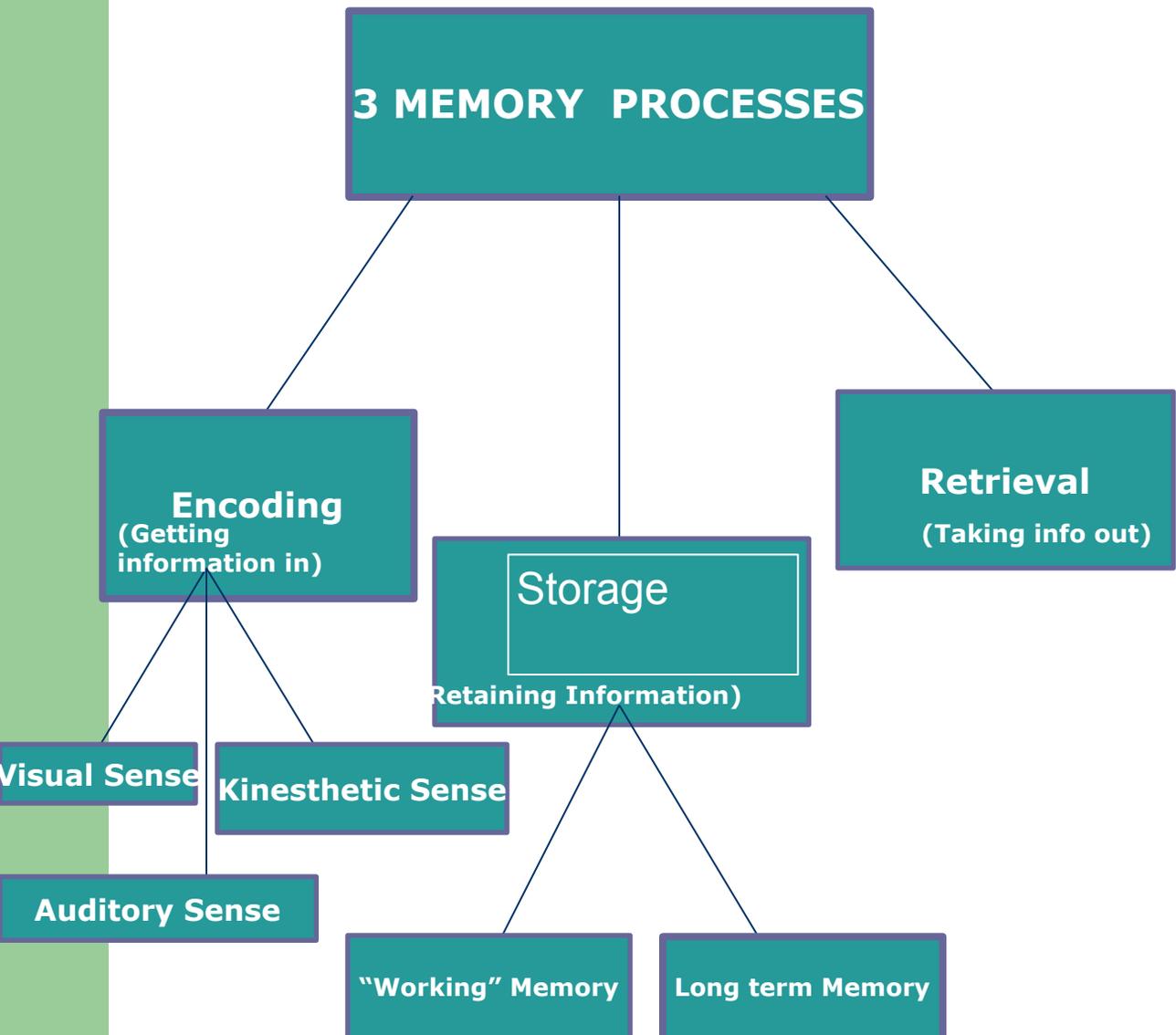


# Mapping

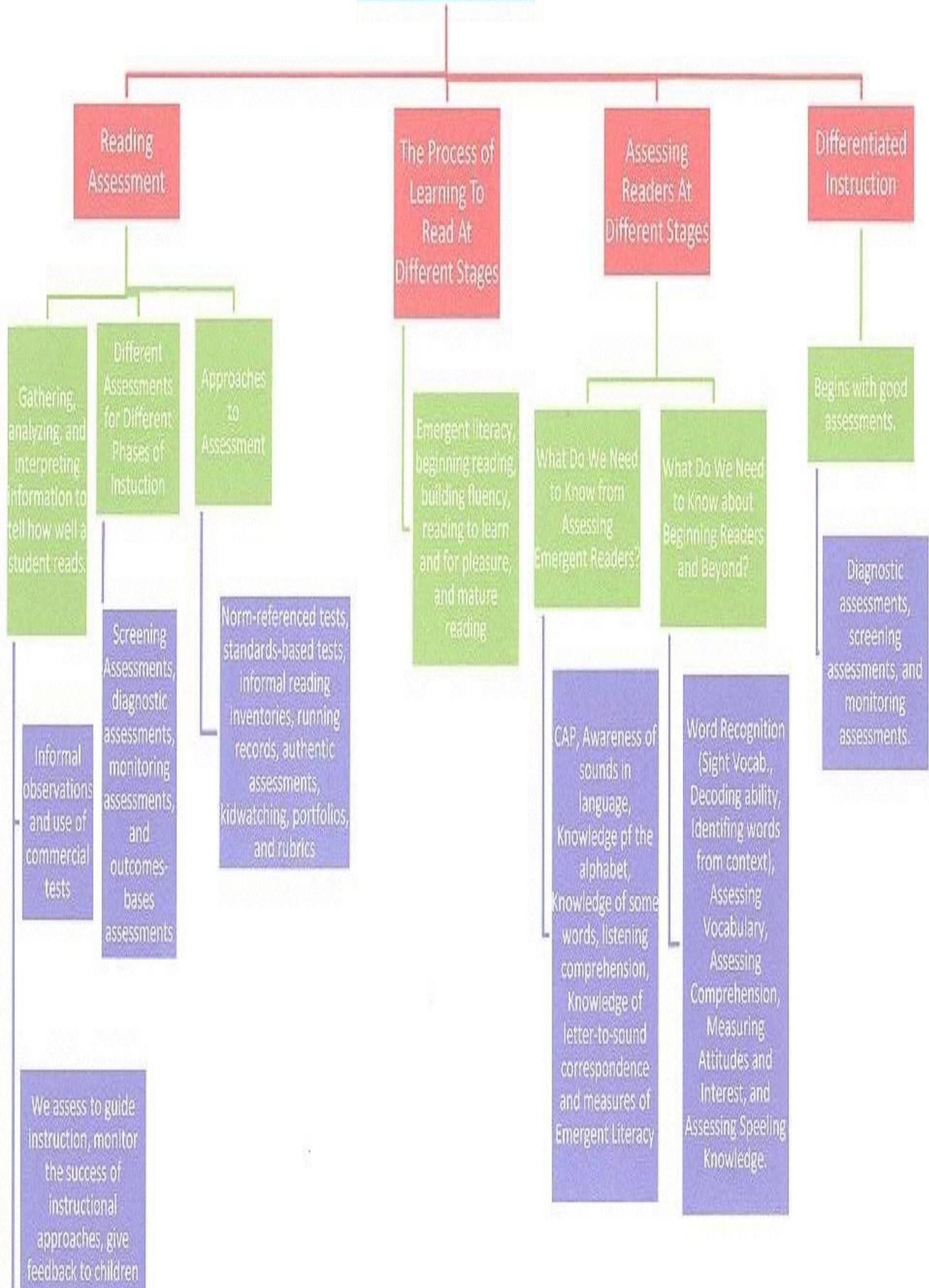
- Many of us have learned to outline information in our studies.
- I. First item
- II. Second item
  - A. sub item
  - B. sub item
    - 1. sub sub item
    - 2. sub sub item
- III. Third item

# GRAPHIC (AND OTHER) ORGANIZERS

Several kinds of organizers help us arrange and practice information for memory. One of these is concept mapping, a highly visual system which uses geometric shapes to graphically indicate how ideas are related. Mapping enables the student to “see” the relationships and better understand the concept presented.



# Chapter 1: Reading and Its Assessment



# Mapping

## How do I map?

- **Think in terms of key words or symbols**  
that represent ideas and words
- You will need:
- a pencil (you'll be erasing!) and a blank (non-lined) big piece of paper
- a whiteboard and markers
- "post-it" notes

# Mapping

- **Write down the most important word or short phrase or symbol for the topic in the center.**

Think about it; circle it.



Edit this first phase

Think about the relation of outside items to the center item

Erase, edit, and/or shorten words to key ideas

Relocate important items closer to each other for better organization

If possible, use color to organize information

Link concepts with words to clarify their relationships



# Continue working outward

Freely and quickly add other key words and ideas (you can always erase)

Synthesize: combine concepts to expand your map or; break boundaries

Develop in directions the topic takes you - not limited by how you are doing the map

As you expand your map, tend to become more specific or detailed



**Set the map aside**

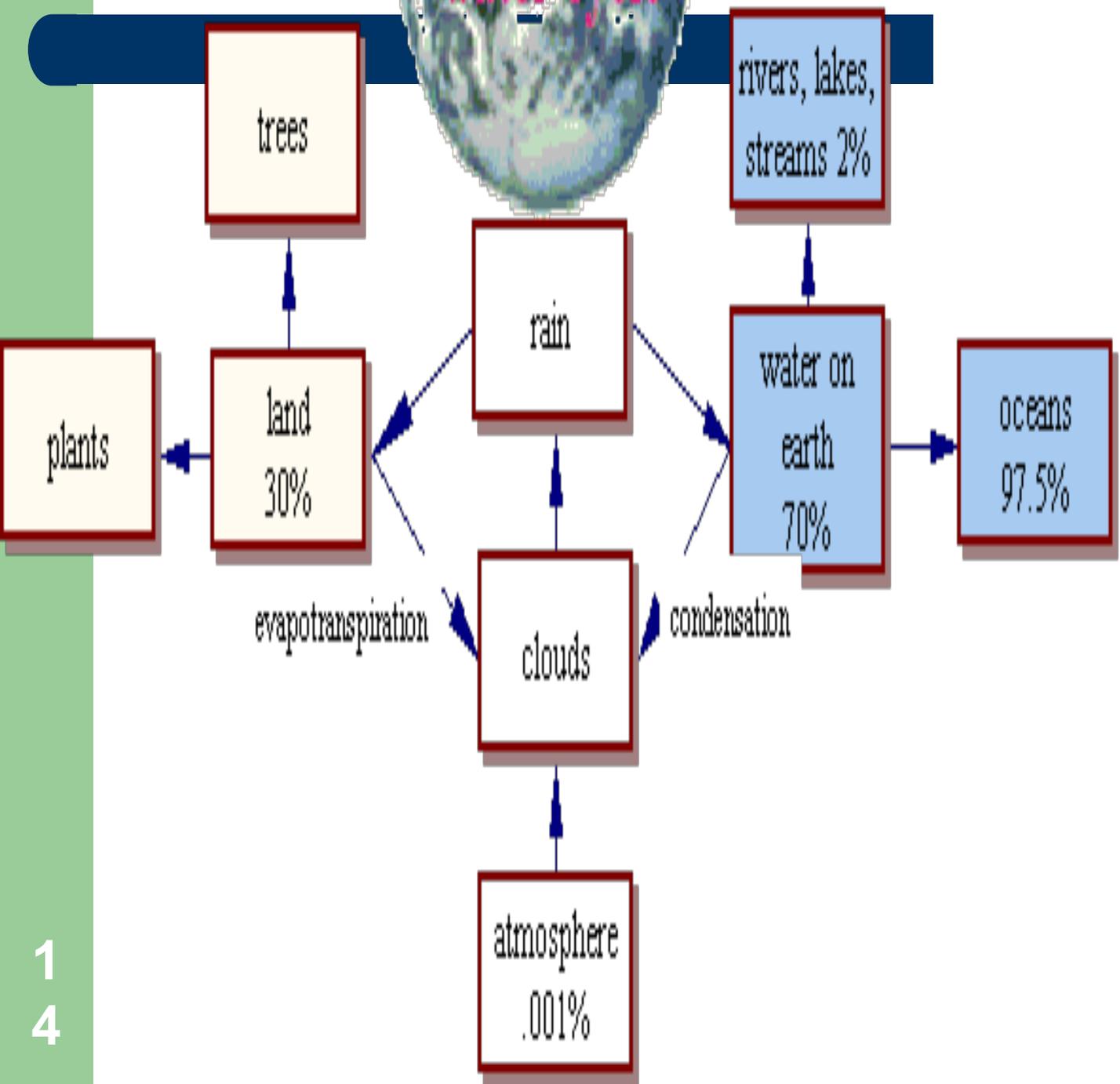
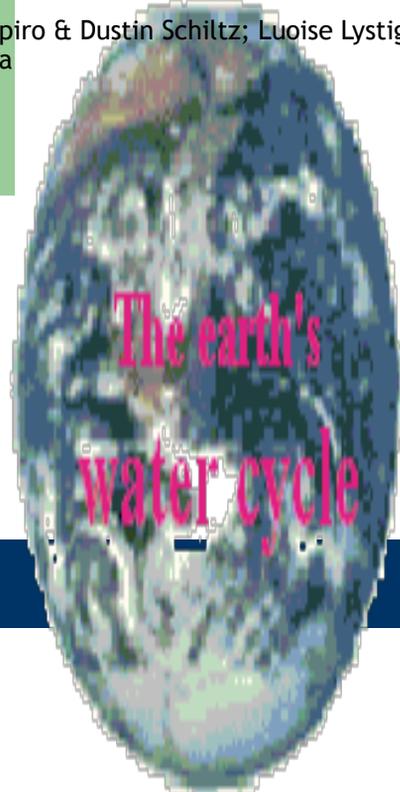
**Later, continue development  
and revision**

**Stop and think about  
relationships**

**you are developing  
Expand the map over time**

**This map is your personal  
learning document**

**It combines what you knew with  
what you are learning  
and what you may need to  
complete your "picture"**



# Tony Buzan's video from "Youtube"

## What is, and how to create a mindmap

Mind mapping was developed by Tony Buzan:  
The Mind Map Book: How to Use Radiant Thinking  
to Maximize Your Brain's Untapped Potential  
Penguin Books, New York.



# Free Mapping Toolkits

**mindmeister.com**

**The Brain**

[http://www.thebrain.com/?gclid=CLSrvvTH\\_58CFQ0fswodXC7Clg](http://www.thebrain.com/?gclid=CLSrvvTH_58CFQ0fswodXC7Clg)

[IHMC CmapTools version 4.09](#)

(free!)

The CmapTools client is a free mapping toolkit.

<http://www.readwritethink.org/files/resources/interactives/graphicmap/>



# Chapter 1 Reading & Its Assessment

## Differentiated Instruction

- students work at varying levels
- begins with assessment
- assessment drives instructional planning
- focused lessons

## Framing the Issues

- Better Readers
  - ask
  - logical reasoning
  - reflective
  - less violence
  - healthier
- Higher income
  - employment
- Teaching Reading
  - Changing Times
    - socioeconomic status
    - loss of industrial jobs
    - read less, watch tv

## Purpose guide Instruction

- monitor success
- feedback
- placement
- standards
- ourselves
- screening
- diagnostic
- identify child needs help
- precise
- broad
- developmental

## Reading Assessment

- Different Phases
  - monitoring
    - regular intervals
    - formative
    - See if "on track"
  - outcomes-based
    - standards based
    - job five

## Approaches

- norm referenced
- standards based
- IRI
- running records
- authentic
- kidwatching
- portfolios
- rubrics

## Stages of Learning to Read

- critical reading
- aesthetic reading
- Mature
- Emergent
  - print concepts
  - word recognition
  - word meaning
- Beginning
  - word meaning
  - word recognition
- Initial
  - aesthetic

## Assessing At Different Stages

- Beginning Readers and Beyond
  - word recognition
    - IRI
    - recognized instantly
    - decoding
    - phonics knowledge
    - Woodcock-Johnson-III
    - DIBELS
    - using symbols
    - words from context
    - high vocab
  - comprehension
    - IRI
    - vocabulary
    - word knowledge
    - main idea
    - details
    - inference
    - patterns
    - IRI
  - attitudes and interests
    - enhances
    - Attitude Survey
    - Elem. Reading
  - spelling
- Emergent
  - measures
    - Early Reading Screening Inventory
    - PAIS
    - Print Concepts Assessment
    - DIBELS
  - listening comprehension
  - phonics
  - words
  - alphabet
  - sound awareness
  - print concepts

<http://www.readwritethink.org/files/resources/interactives/graphicmap/>

Link to creating a  
computer map

# Mind Mapping

- **Mind Maps are also useful for:**
- Summarizing information.
- Consolidating information from different research sources.
- Thinking through complex problems.
- Presenting information in a format that shows the overall structure of your subject

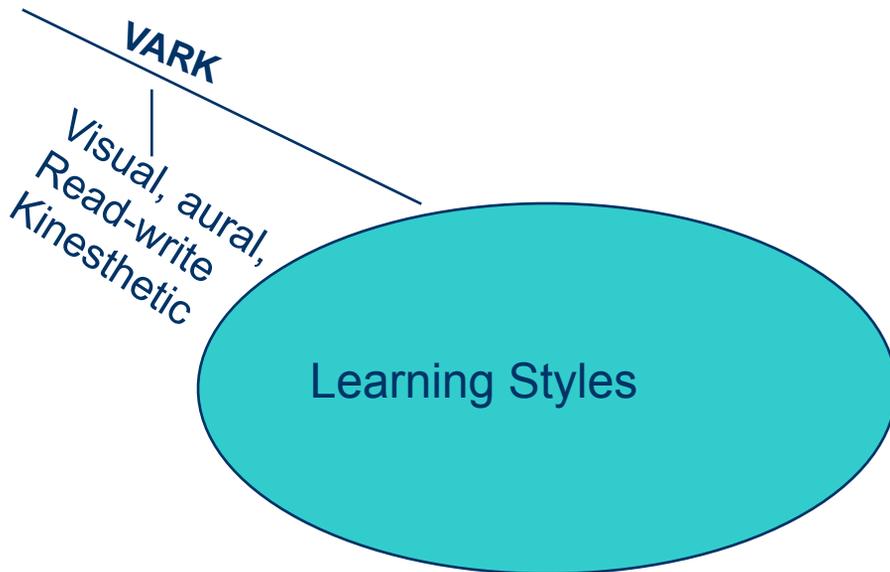
# Steps Involved

- To make notes on a subject using a Mind Map, draw it in the following way:
- Write the title of the subject you're exploring in the center of the page, and draw a circle around it.



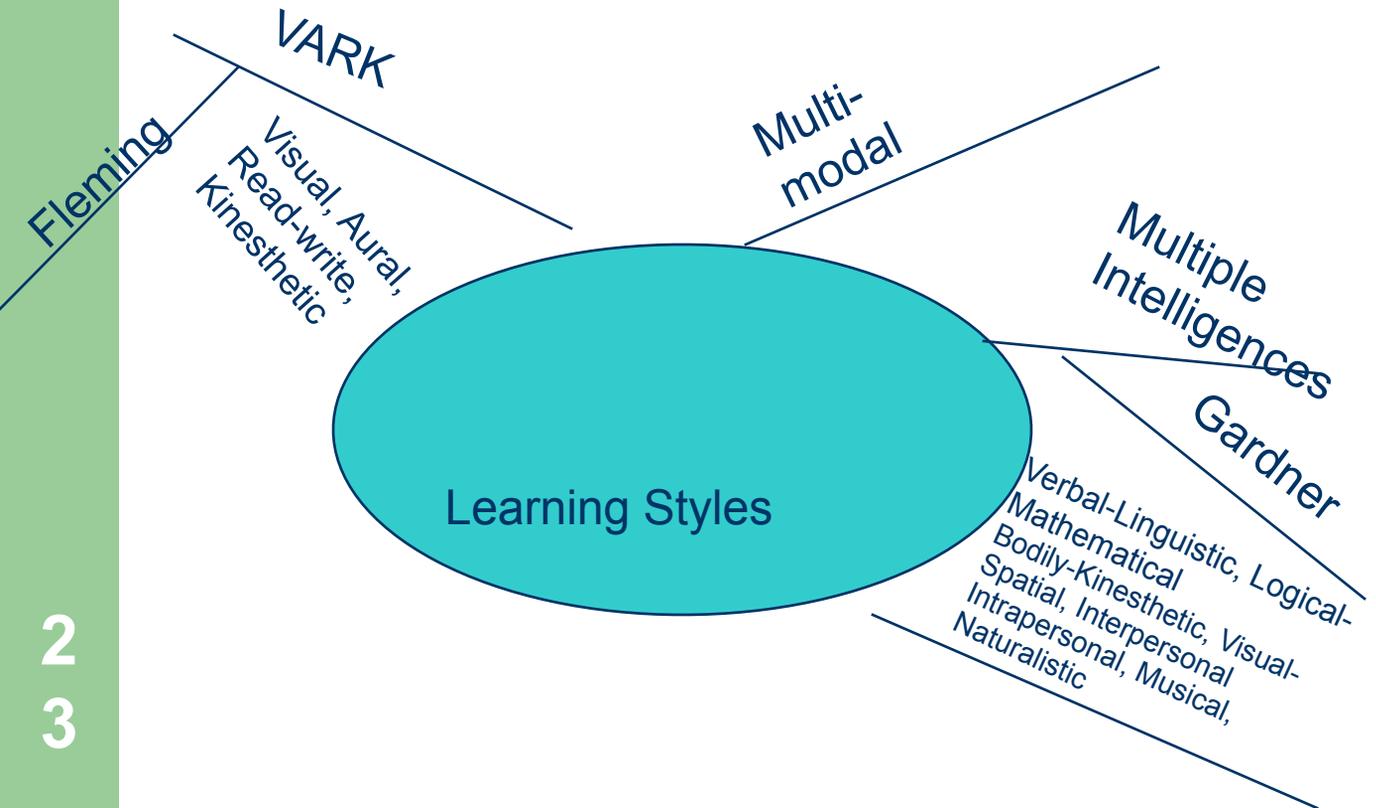
# STEPS

As you come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) draw lines out from this circle. Label these lines with these subdivisions or subheadings.



# STEPS

As you "burrow" into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, draw these as lines linked to the subheading lines.



# STEPS

- 
- **Improving your Mind Maps**
- Once you understand how to make notes in the Mind Map format, you can develop your own conventions to take them further. The following suggestions may help to increase their effectiveness:
-

# STEPS

- *Use single words or simple phrases for information:* Most words in normal writing are padding: They convey facts in the correct context, and in a format that is pleasant to read. In your own Mind Maps, single strong words and meaningful phrases can convey the same meaning more potently. Excess words just clutter the Mind Map.

# STEPS

- . *Print words:* Joined up or indistinct writing can be more difficult to read.

*Use color to separate different ideas:* This will help you to separate ideas where necessary. It also makes your Mind Map easier to remember. Color also helps to show the organization of the subject.

# STEPS

- *Use symbols and images:* Where a symbol or picture means something to you, use it. Pictures can help you to remember information more effectively than words.



# STEPS



- . *Using cross-linkages:* Information in one part of the Mind Map may relate to another part. Here you can draw in lines to show the cross-linkages. This helps you to see how one part of the subject connects with another.



# Mind Mapping

- Mind Mapping is an extremely effective method of taking notes.
- Mind Maps show not only facts, but also the overall structure of a subject and the relative importance of individual parts of it.
- They help you to associate ideas and make connections that you might not otherwise make

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find the way of note taking  
which is best for you and  
fits to your needs

### 7. Summary

in each class

practice it

every day



actively within 24 hours

actively

reciting

reducing

reflecting

reviewing

### 6. How and ? When to Review

blank page

use keywords

main concept in center

lines radiate out w/ support

use graphics to emphasize notes

highlight box

● use colors

### 5. Mind Maps



### 1. Principles

use loose leaf binder

one side of page

positive attitude

takes time to learn

each individual different

write small

top of page

Date

Project

### 2. Skills and Techniques

use abbreviations

replace words w/ letters

use symbols

leave out vowels

systematize common words



### 3. Format

traditional

Cornell method

Cornell 5-Rs

### 4. Visuals

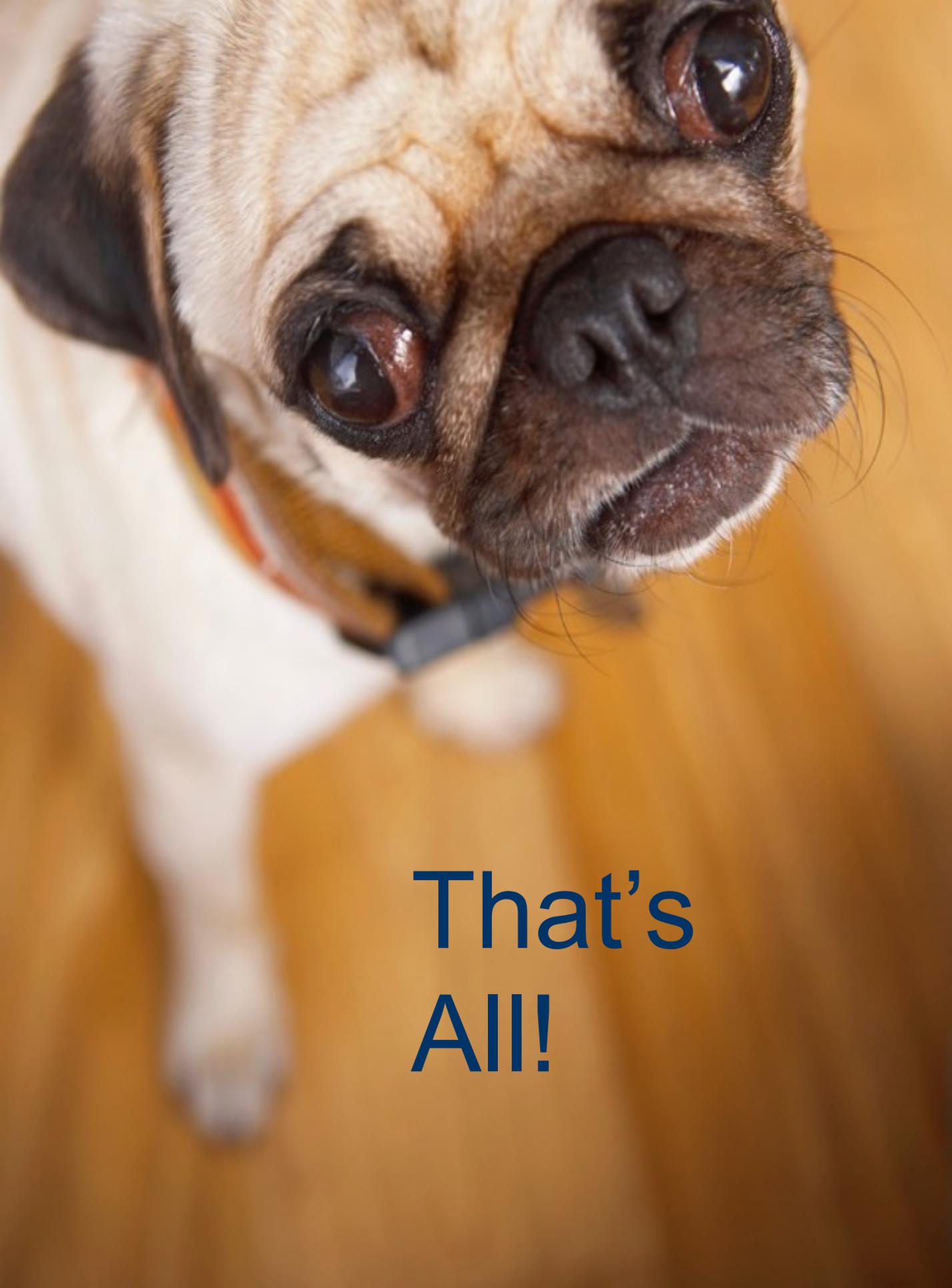
time lines

concept trees

memory triggers

mnemonics

## 7 Steps to Better Notes



**That's  
All!**