

Creating Buzan Mind Maps with Existing Knowledge – Developing Cognitive Skills for Teachers & Students

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Abstract

This workshop proposal responds to the 2013 IASL Conference sub-theme “Cognitive Skills (analysing and using information)”.

(The first part of this proposal is for a 90 minute workshop. The option of extending it to a 180 minute workshop to further enhance participant understanding and application of Mind Mapping is provided on page two. A 180 minute workshop ensures participants will confidently be able to introduce Mind Mapping techniques to students and colleagues).

This workshop introduces Buzan Mind Mapping techniques. Mind Maps are the highest form of graphic organisers and are used for a variety of purposes. This workshop demonstrates how Mind Maps can identify and record existing knowledge on any topic.

When teacher librarians incorporate Mind Mapping activities in life skills’ programs they are developing and extending students’ cognitive skills and abilities.

Mind Mapping enables students (and teachers) to draw upon existing knowledge and information in a way that allows them to identify what is not known about a subject or topic. This enables students to confidently strengthen self directed learning skills and assists in supporting them to deal effectively with the demands and challenges of everyday life, in and away from formal schooling.

This 90 minute workshop ensures participants are actively involved in the learning process through the following activities:

- ❖ *The workshop group will be introduced to Buzan Mind Mapping through a power point presentation*
- ❖ *The Laws of Buzan Mind Mapping will be presented and explained.*
- ❖ **Activity 1)** *Participants create ‘Brain Blooms’ illustrating the wide variety of brain associations found in any group*
- ❖ *Participants compare ‘brain blooms’*
- ❖ **Activity 2)** *‘Brain Flow’ to broaden participants’ understanding of how people respond differently to one theme or concept,*
- ❖ *A short group discussion on how teacher librarians can use these activities*
- ❖ **Activity 3)** *Participants complete a guided Mind Map*
- ❖ *A brief discussion on the Laws of Mind Mapping*
- ❖ **Activity 4)** *Participants create individual Mind Maps on a set theme*
- ❖ *Participants compare and discuss other Mind Maps. This demonstrates the range of presentation, key concepts, main ideas, brain associations and thought processes involved in creating individual Mind Maps and reinforces*

that every Mind Map will be different. This reflects the unique nature of the individual.

- ❖ *The 90 minute workshop ends here.*
- ❖ *A 180 minute workshop continues as follows:*
- ❖ *The presenter leads a discussion on how Mind Mapping can determine existing student knowledge on any topic at any level*
- ❖ **Activity 5)** *Participants form groups of similar teaching areas/backgrounds and experience, and decide an assignment topic and outline an introductory lesson for student individual Mind Mapping. Each member of the group creates a Mind Map as an example*
- ❖ **Activity 6)** *The Mind Maps are combined creating a master Mind Map. The group explores the Master Mind Map as the basis of a KWL chart for student self directed learning.*
- ❖ *Groups report on their activities - end*

Keywords: Mind mapping, existing knowledge, creativity

Biographical note

Nerelie Teese has been a teacher and teacher librarian in Australia's three education systems: state government schools, catholic education and independent schools in Queensland and Victoria for more than twenty years. She is an avid reader and in 2012 initiated a 'Tablet Book Club' for her middle school students, supporting the school's move to BYOD technology. Nerelie Teese is a co-ordinator of the international literacy project 'Books Through The Seas' that provides books and other resources for school and community libraries in The Philippines. She is on official leave from her school for 2013.