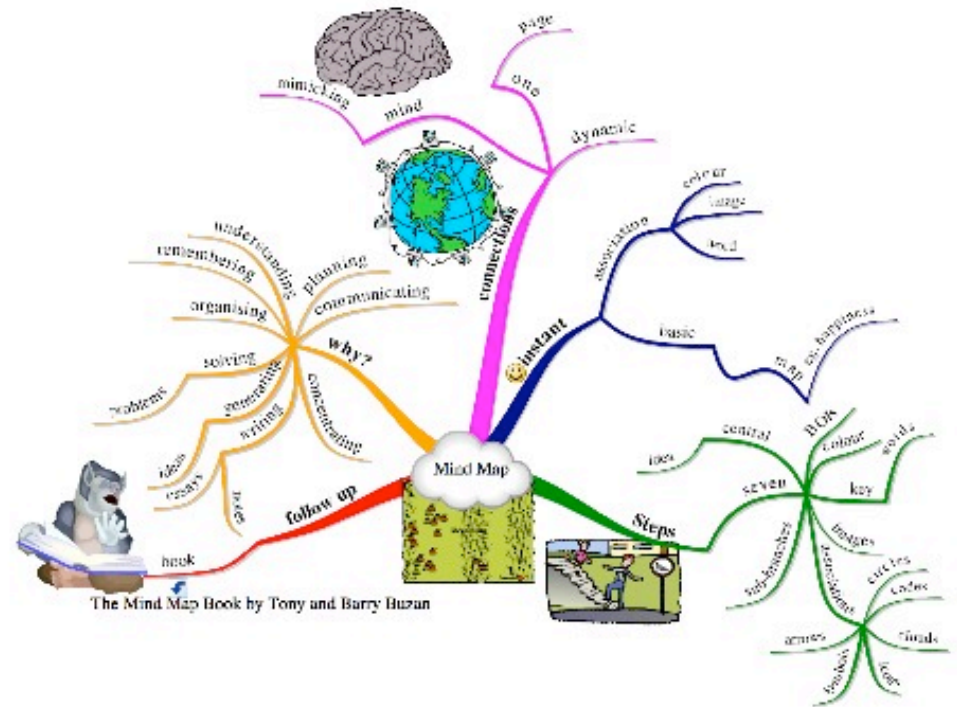
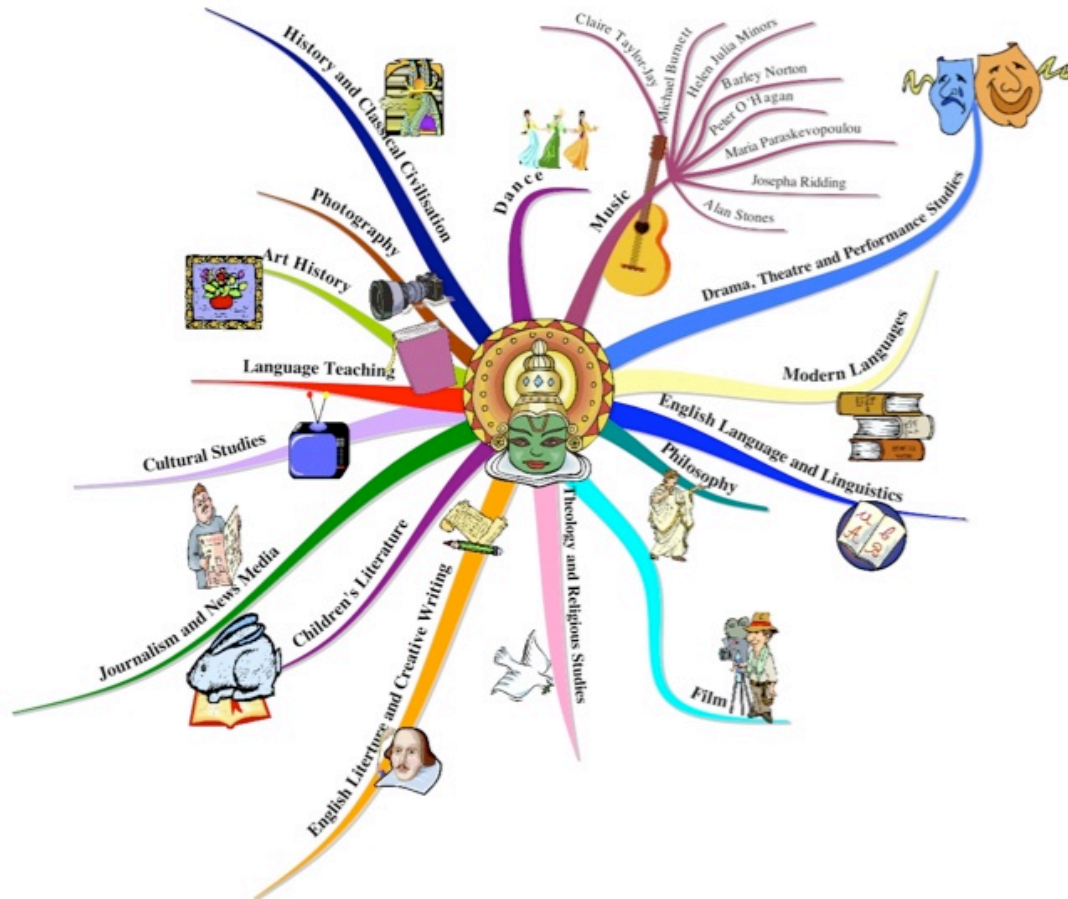


How to Mind Map Teaching Pack
developed by Dr Louise Tondeur
Roehampton Teaching Fellow (2007)

With thanks to LTEU, Buzan Training
and all those who participated in the
Mind Mapping Training Project.



Example Mind Maps



The Mind Map Book by Tony and Barry Buzan

What is a Mind Map?

Mind Mapping was invented by Tony and Barry Buzan. It is now used around the world in businesses and education and by individuals as a thinking tool. It is a (usually) one page, visual and verbal representation of a topic, idea, study plan, essay, piece of writing, book or brainstorm. It is based on neurological research and makes use of planning, creative thinking, colours, words, numbers and connections between ideas.

Mind mapping helps with:

Communicating
Concentrating
Creative thinking
Essay writing
Idea generating
Note taking
Organising
Planning
Problem solving
Reading
Remembering
Understanding

Who should learn to Mind Map?

Most students will benefit from learning to Mind Map, as it will provide another strategy to add to your study skills toolbox. Dyslexic participants often find it particularly helpful. Some people who have never tried this method of connectivity or visual representation find it revolutionary. Those interested in any aspect of education, but particularly potential PGCE candidates, should learn to Mind Map.

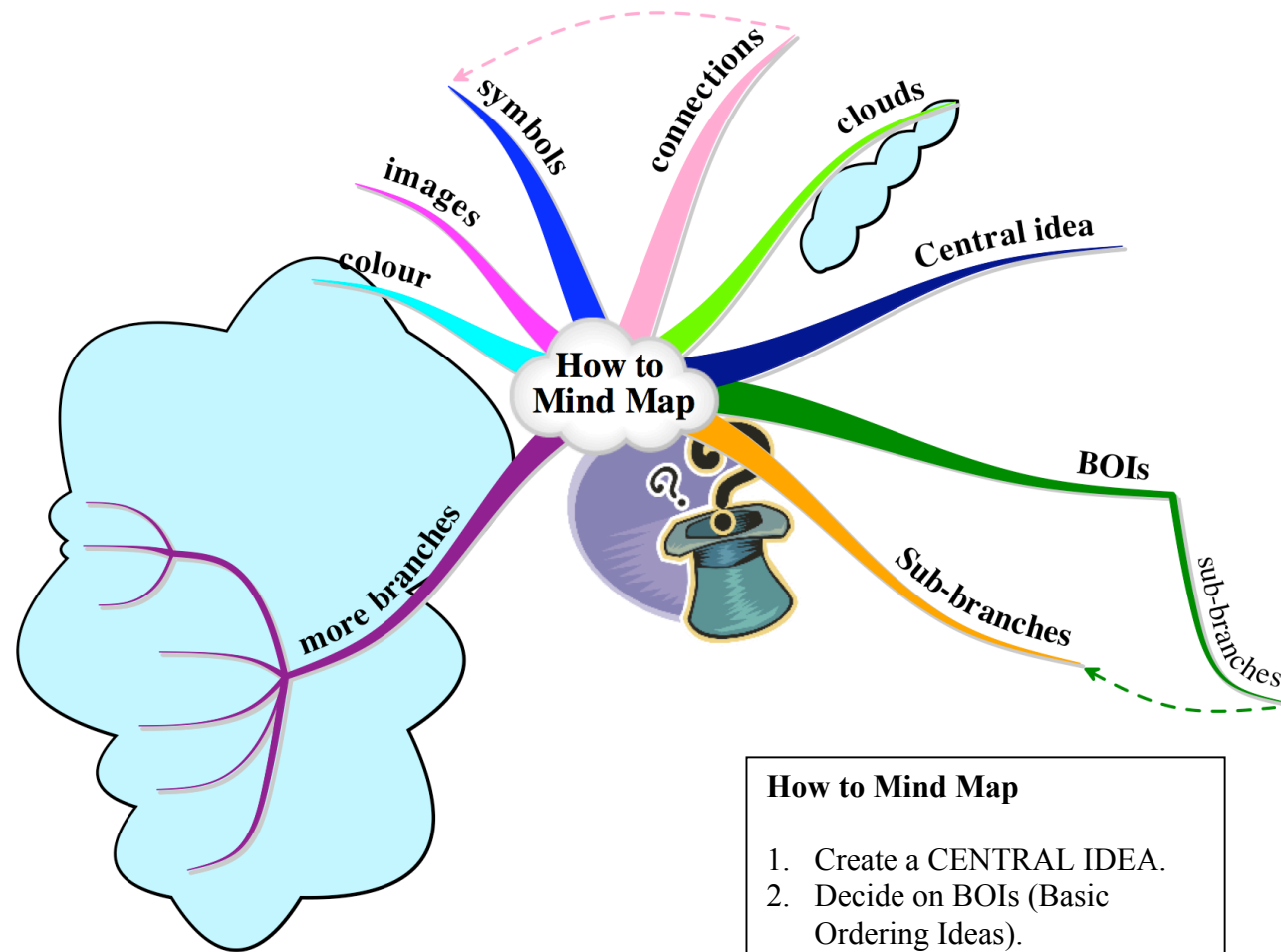
We all learn in different ways. Those who learn best from conventional text-based material will find Mind Mapping is challenging, but that it presents them with a new way of thinking. Those who learn best from visual and kinesthetic approaches might not realise what they've been missing until they try it! Mind Mapping can help: anyone who is currently studying; dyslexic students; those interested in education or teach training; those who prefer conventional learning, who'd like a challenge; those who wonder why it takes them a while to understand (you might discover you are a visual or kinesthetic learner!).

Why learn to mind map?

- Because of the make up of the brain, and the way in which the brain learns and makes connections with itself, some study skills make it easier to learn.
- Neurological research has shown that in order to enhance learning, it is better to connect different brain functions, for instance, by using numbers, words, movements, music and colours.
- Using connectivity in learning (for instance by drawing the problem) mimics the way in which the neurons in the brain forge connections with one another.
- Holistic learning, using a variety of stimuli, could be called 'child-like learning' in that it incorporates games, colours, movements and kinesthetic techniques. Holistic and creative learning involves a return to the fascination with learning many lose in childhood.

How can I find out more:

See: Tony Buzan, *The Mind Map Book*, London: BBC, 2000, Millennium edition. Available in the Roehampton library. Also available on tape.



- How to Mind Map**
1. Create a CENTRAL IDEA.
 2. Decide on BOIs (Basic Ordering Ideas).
 3. Create branches and sub-branches.
 4. Use colour and images.
 5. Use symbols and highlighting.
 6. Make connections.
 7. Add clouds.

More on the Seven Steps

1. Central Idea

Draw your idea in the middle of the page. Use a word to go with it. Use colour. Use pictures.

2. BOIs

Add your basic ordering ideas. Draw branches from the main idea. Write words on each *along the branches*. Use colour. Use pictures. Make your branches the same size as the WORD. Make your branches bendy!

3. Sub-branches

Add smaller branches to the end of each of the BOI branches. Write words on each *along the branches*. Use colour. Use pictures. Make your branches the same size as the WORD.

4. Add more sub-branches

Keep going. At each level, add more sub-branches.

5. Make connections.

Are some of the ideas connected? Circle them and draw an arrow.

6. Add more!

Add more colour, symbols, pictures, arrows, numbers or floating text to bring the Mind Map to life.

7. Clouds.

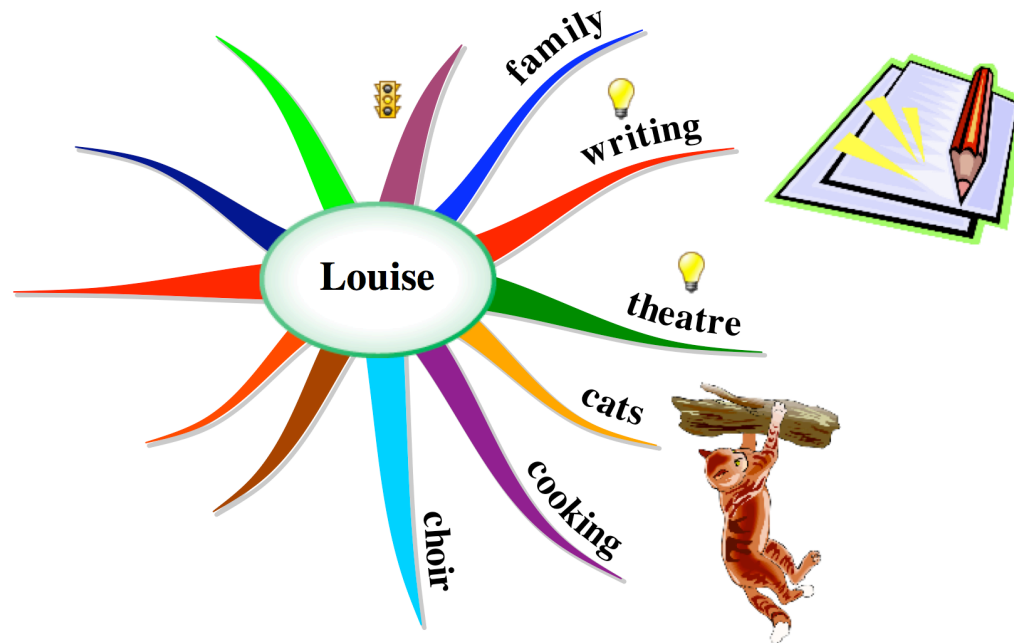
Enclose the ideas on each branch using a coloured cloud, to show that your Mind Map is finished.

Start with a Mind Mind Map.

Write your name in the middle of a circle. This is your central idea.

Draw branches emanating from the central idea. ALONG THE LINES, write things about YOU.

Based on the happiness Mini-Mind Map exercise in Tony Buzan, *The Mind Map Book*, London: BBC, 2000, Millennium edition.



Types of Mind Map

You can use Mind Maps for almost anything but here are some specific uses:

Mini-mind map. This map only has the central idea and several branches radiating from it, no sub-branches. Purpose: to generate discussion or to record thoughts on one simple idea which doesn't need to be organised.

Idea-generation (stage 1). A brainstorm-type map where you attempt to get down as many ideas as possible about a topic. These are messy. Some people like to do two or three drafts to beautify afterwards, but this isn't always necessary. This is the mind map to use if you are really struggling with starting an essay. Purpose: to get every idea, even silly ones, down on paper.

Idea-generation (stage 2). This is a re-drawn version of the brainstorm-type map. You go into your first map and pull out all the key ideas and find the connections between them. You then use these for your BOIs. You don't necessarily know what your end result is going to be OR the mind map may be your end result. It's likely to be more flexible than a 'planning mind map.' For example, I need to find a way to celebrate my Dad's 70th birthday. Do a Idea-generation Map, stage 1. Get all your ideas down. Now do stage two: organise the ideas so that you can read them clearly enough to make your decision: Boat-trip? Surprise party? Holiday? Then take the idea you like most and do the 'planning' map. Purpose: to organise your ideas.

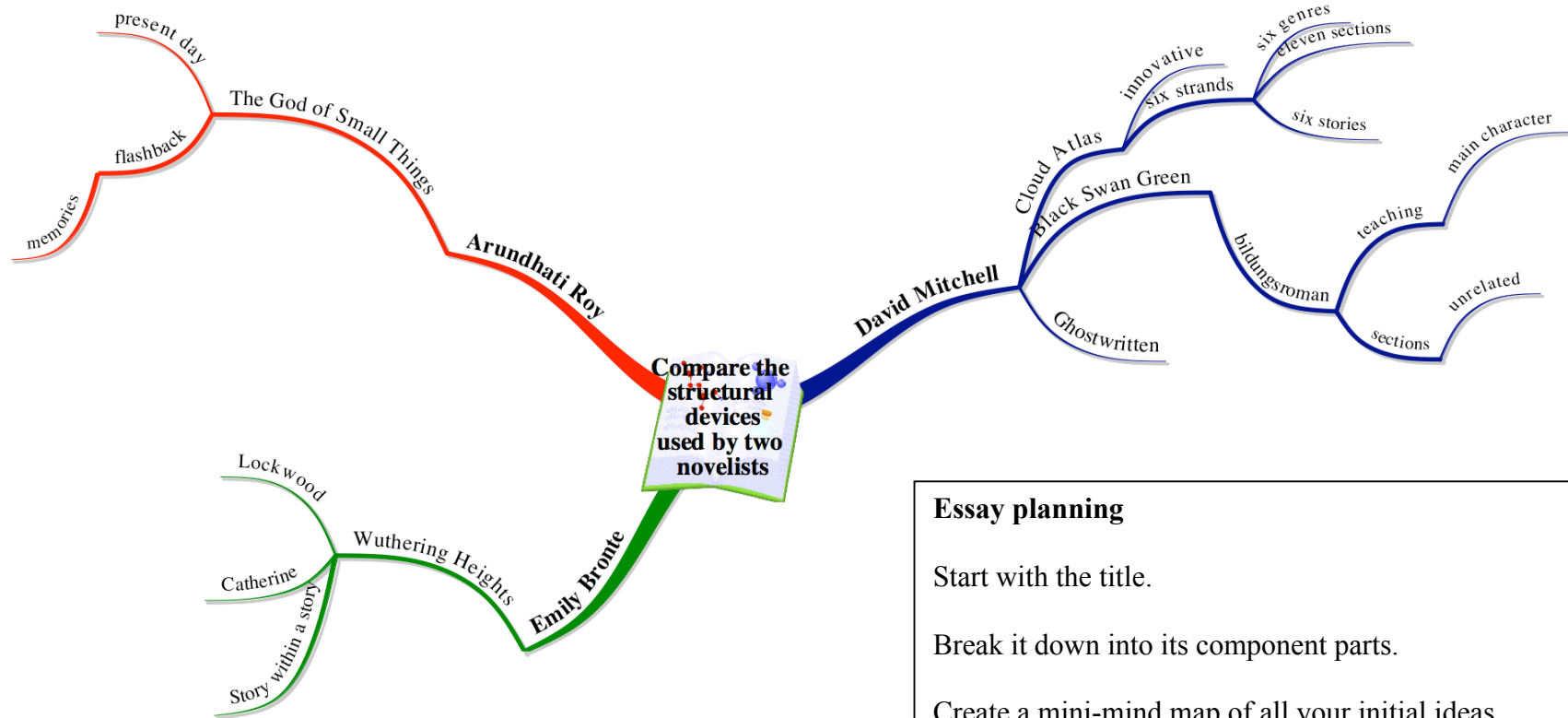
Planning. Similar to idea-generation stage 2, but this time the map might use ideas someone else (a friend or your lecturer) has given

you. And this time you're planning for a particular end result, such as an essay. Any map where you have thought-out the structure before hand, using lists and a preconceived idea (OR the idea-generation map stage 1 and 2). You could use this for an essay, a presentation, a novel, a short story – anything you want to plan. Once you have the ideas on the map, you turn each BOI into a sub-section of your essay, presentation, story etc. You could also plan an event, such as a wedding or a party using this type of map. Purpose: to organise your ideas so that you can translate them into some kind of end result.

Note-taking. This map can be chaotic or ordered when you first do it. It depends whether you have any understanding of the topic or book before you take notes. I suggest that you skim the book, go in and read section headings and first paragraphs of chapters, so you have a rough idea of what it's about and can create some BOIs before you map. You have less control over a lecture or seminar. If you know what it is going to be about, from a discussion with the tutor before hand, for instance, you can create some BOIs. If you don't, your map will be a bit like the idea-generation map – you're trying to get the important points down on paper. Later you can re-order the map, pulling out some BOIs to use, and that will enable the material to sink in, too. Purpose: to make notes on a book or a lecture / seminar.

Explanation or presentation. Sometimes it is easier to explain an idea to someone if it is all on one page and the reader can see how the ideas link to one another. You can use these maps in a presentation to a group of people and iMindMap allows you to send your map directly to Powerpoint. These maps look similar to the second stage of 'idea-generation' but have been redrawn and restructured to enable you to communicate an idea to someone else or even to explain an idea to yourself.

Example 1



Essay planning

Start with the title.

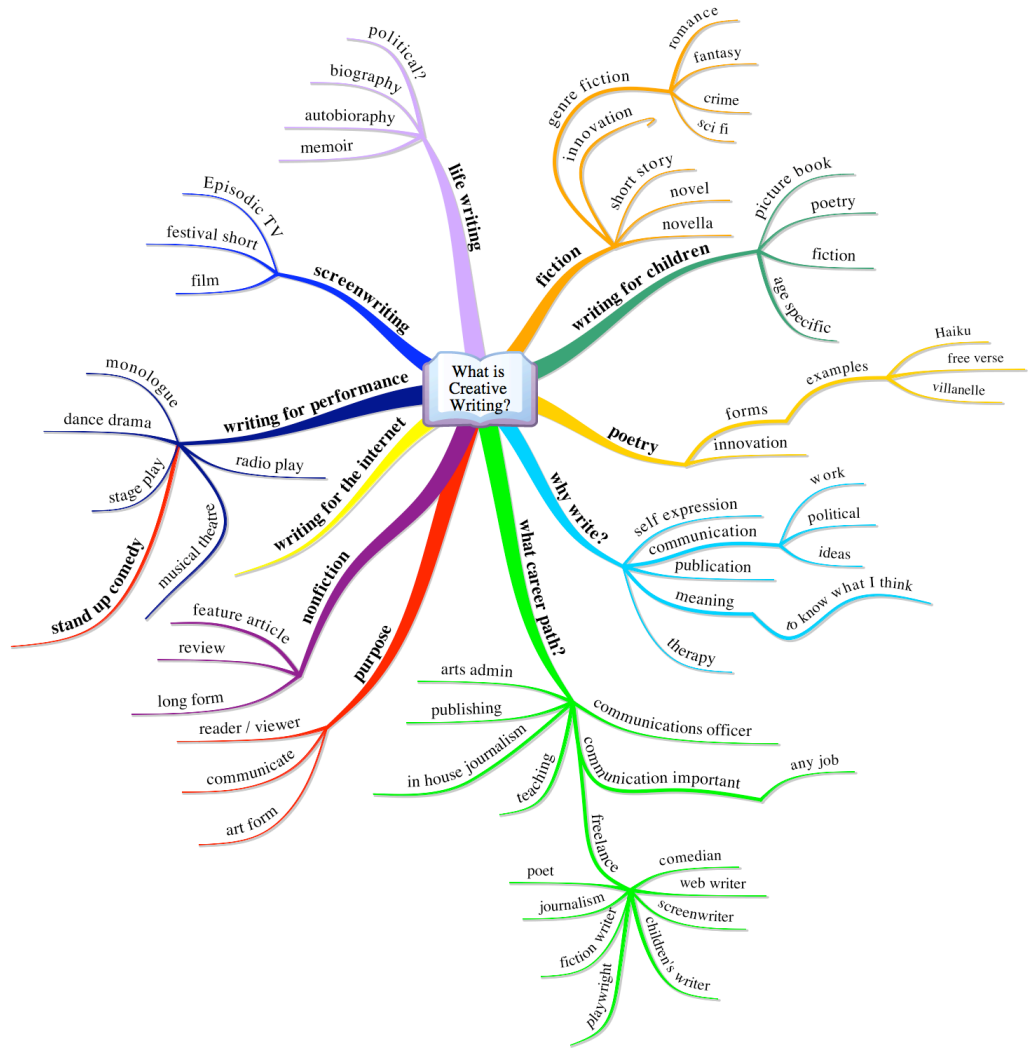
Break it down into its component parts.

Create a mini-mind map of all your initial ideas.

Create BOIs as follows: Come up with three or more commentators, critics, theorists or writers who have something to say about this topic. Alternatively, come up with three or more concrete examples.

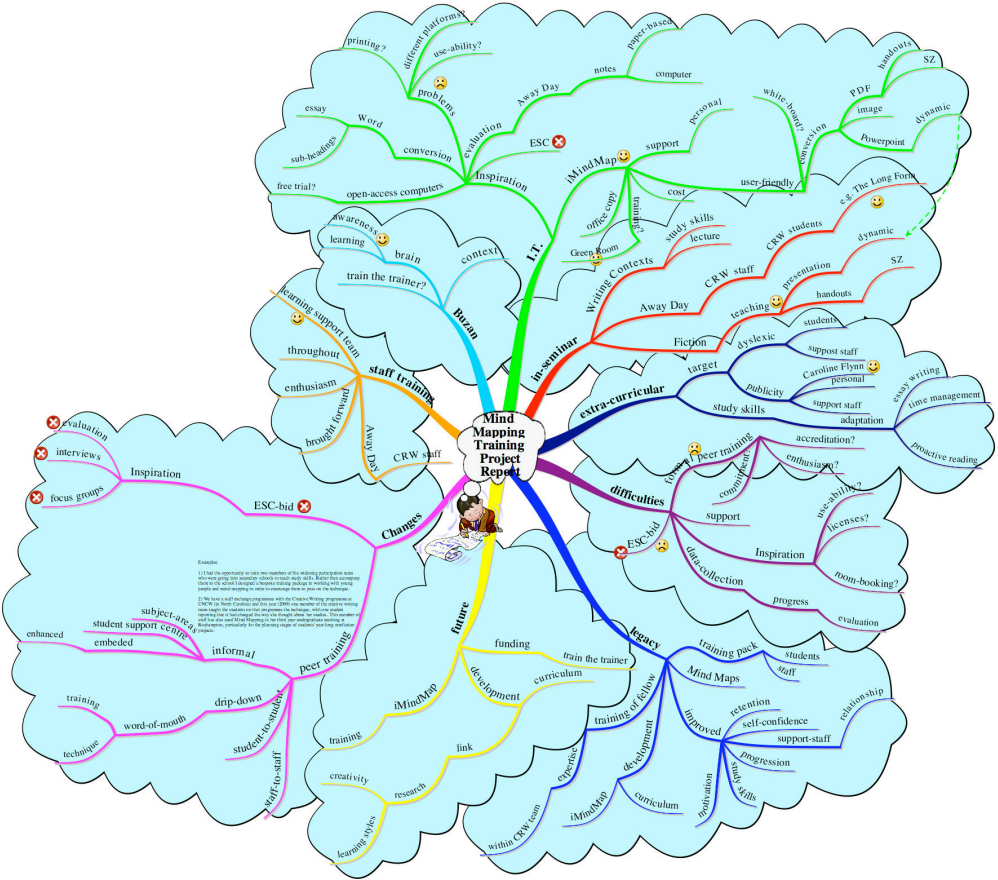
Create sub-branches as follows: What did they say / do / write / think? What do you think about it? What *resources* or *sources of information* could you turn to?

Example 2



The beginning of a Mind Map created to explain the different aspects of the Creative Writing programme

Example 3



A Mind Map of a report. I have shrunk the image to fit but it is also available as a PDF file, as are all the Mind Maps in this pack.

Next Steps

Use Mind Mapping in the next few weeks to plan (an essay or a piece of writing, for instance). Of course this is optional. But I'd love to hear about the results!

To take the training further, you need *The Mind Map Book* by Tony & Barry Buzan which is published by the BBC and available in the library. You also need a sketch pad and some coloured pens or paper.

You can also find out more on: <http://www.buzanworld.com/>

Watch a video on: <http://www.imindmap.com/videos/>

If you want to have a go at a computer based Mind Map, you need to find an open access computer at Roehampton with *Inspiration* on it. There is a tutorial included which will take you through step by step.

Tony Buzan's Mind Mapping software is called iMind Map. <http://www.imindmap.com/>

For a selection of Tony Buzan's books, see: <http://www.buzanbooks.com/titles/>

All the maps in this pack were created using iMindMap software.

Stay in touch!

I would love to hear from you about your Mind Mapping or iMindMapping experiences.

To contact me, email: l.tondeur@roehampton.ac.uk



Map created by Alice, Creative Writing MFA student at UNCW (partnership university, North Carolina.)

"I've been busy spreading the mind-map message in UNCW (see one of the results - this was the student's first mind map and said it was the richest and most useful exercise she'd ever done and yes, she's given me permission to send it). Found myself passing it on to a bunch of tough-minded writers/publishers in New York City yesterday who all went away agog. So, you see, your teaching is still giving across worlds and continents. Thank you!" Creative Writing lecturer