

Hungerhill Study Skills Revision Strategies Mind Maps

What is a mind map?

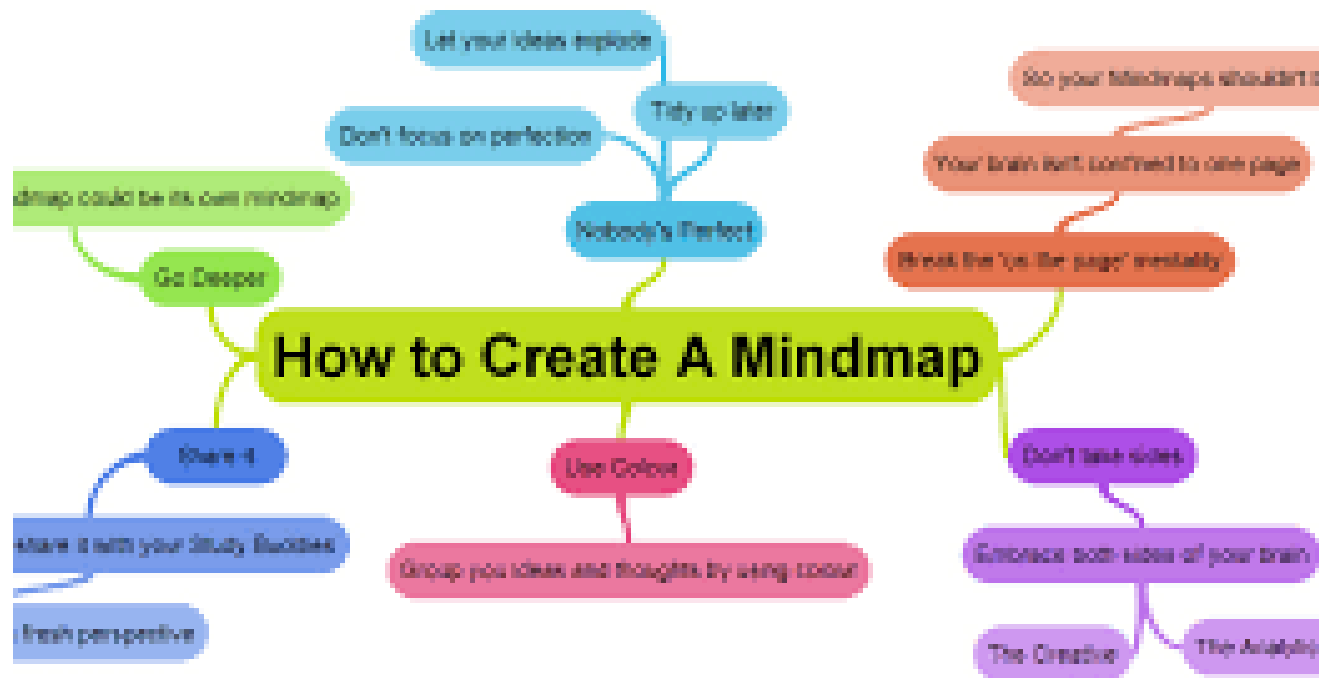
A diagram used to visually organise information

Branches allow the user to establish/show relationships between key information

Mind maps generally start from a key topic in the centre of your page that develops outwards and includes sub-topics and further details

Mind maps can help map out a thought process that can be recalled during assessments

How to create and use a mind map.



- Select the topic on which you wish to create a mind map and have ready your class notes/resources
- Place the main topic in the centre of your page and identify sub-topics that will branch off.
- Branch off your sub-topics with further detail but try not to fill the page with too much writing.
- Utilise images and colour to help topics stick in your memory
- Place your completed mind maps in spaces where you can see them frequently
- Try re-creating your mind map, from memory, to test your knowledge of the subject

Pictures and colour

- Images and colour are really important. They help us recall information as the brain links the image/colour with topic details.
- Think of a picture as a 'compressed zipped folder'.

A detailed mind map centered on 'MANAGEMENT' with various branches including 'EFFECTIVENESS', 'CLARITY', 'DELEGATION', 'WORK-LIFE BALANCE', 'SUPERVISE', 'BIG PICTURE', 'KEY ISSUES', and 'SMART'. The map is decorated with numerous colorful illustrations like a cat, a car, a brain, a key, and a snowman. The background of the slide is a yellow folder with a silver zipper and a white arrow pointing down.

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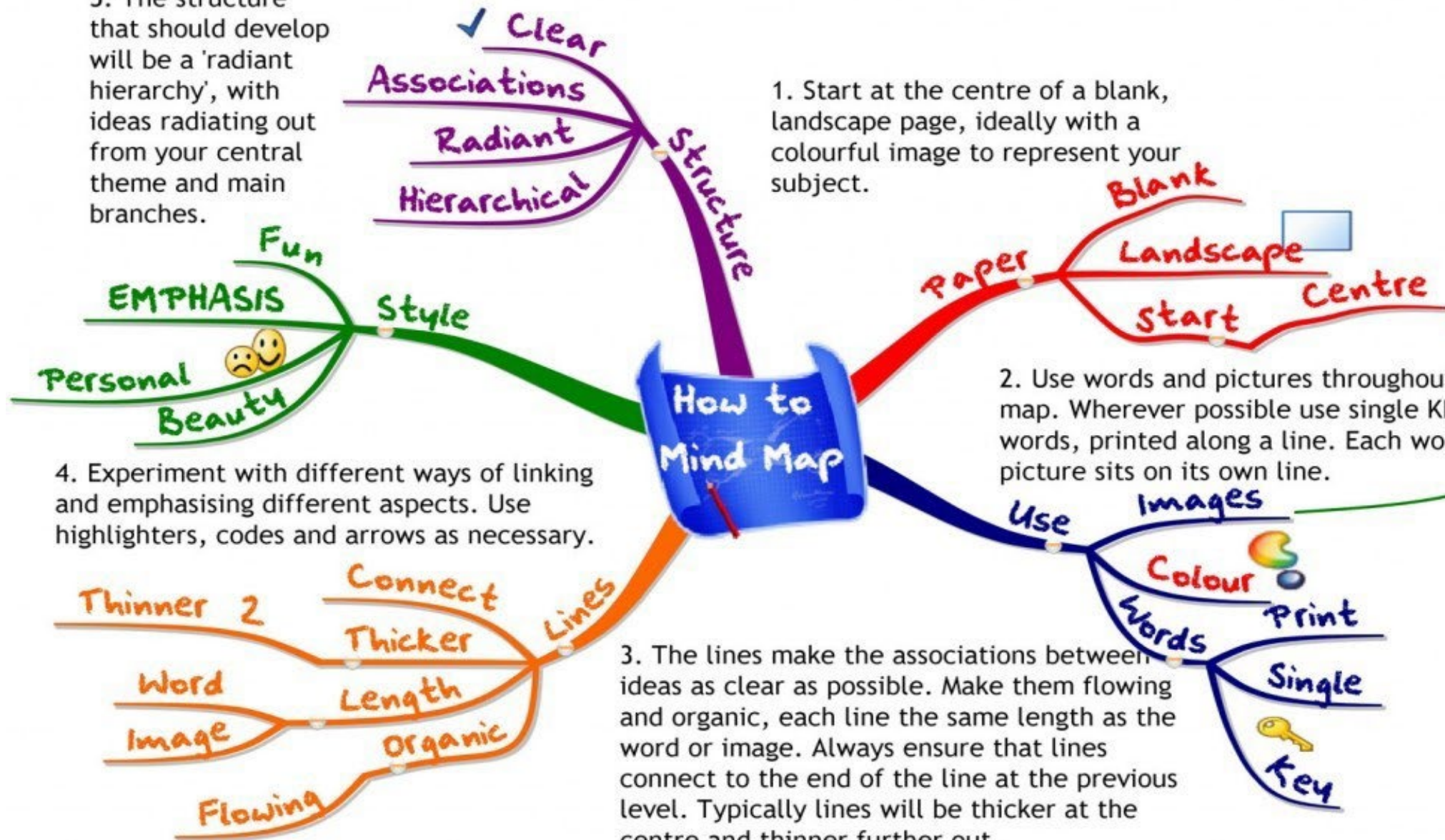
5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

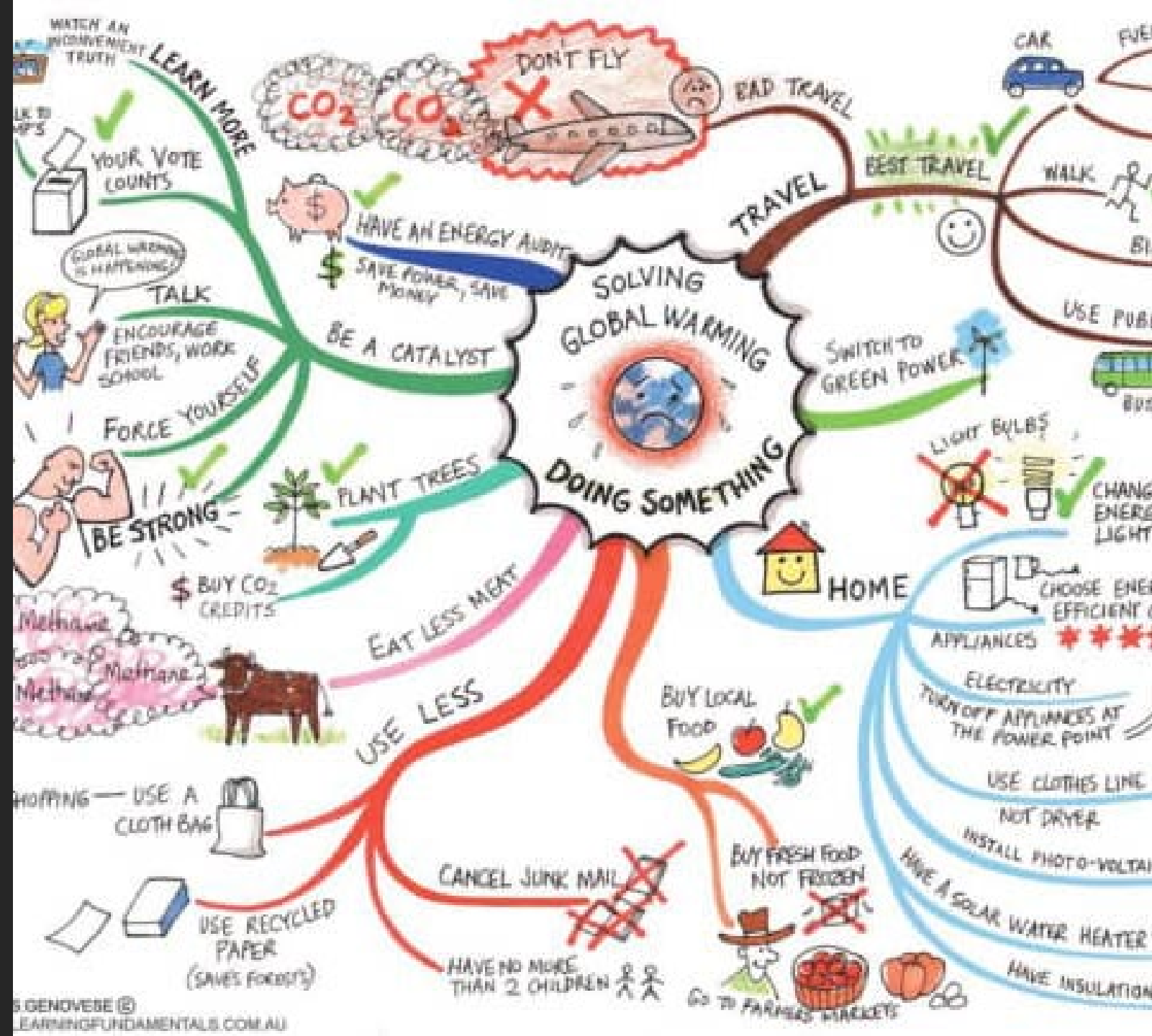
2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

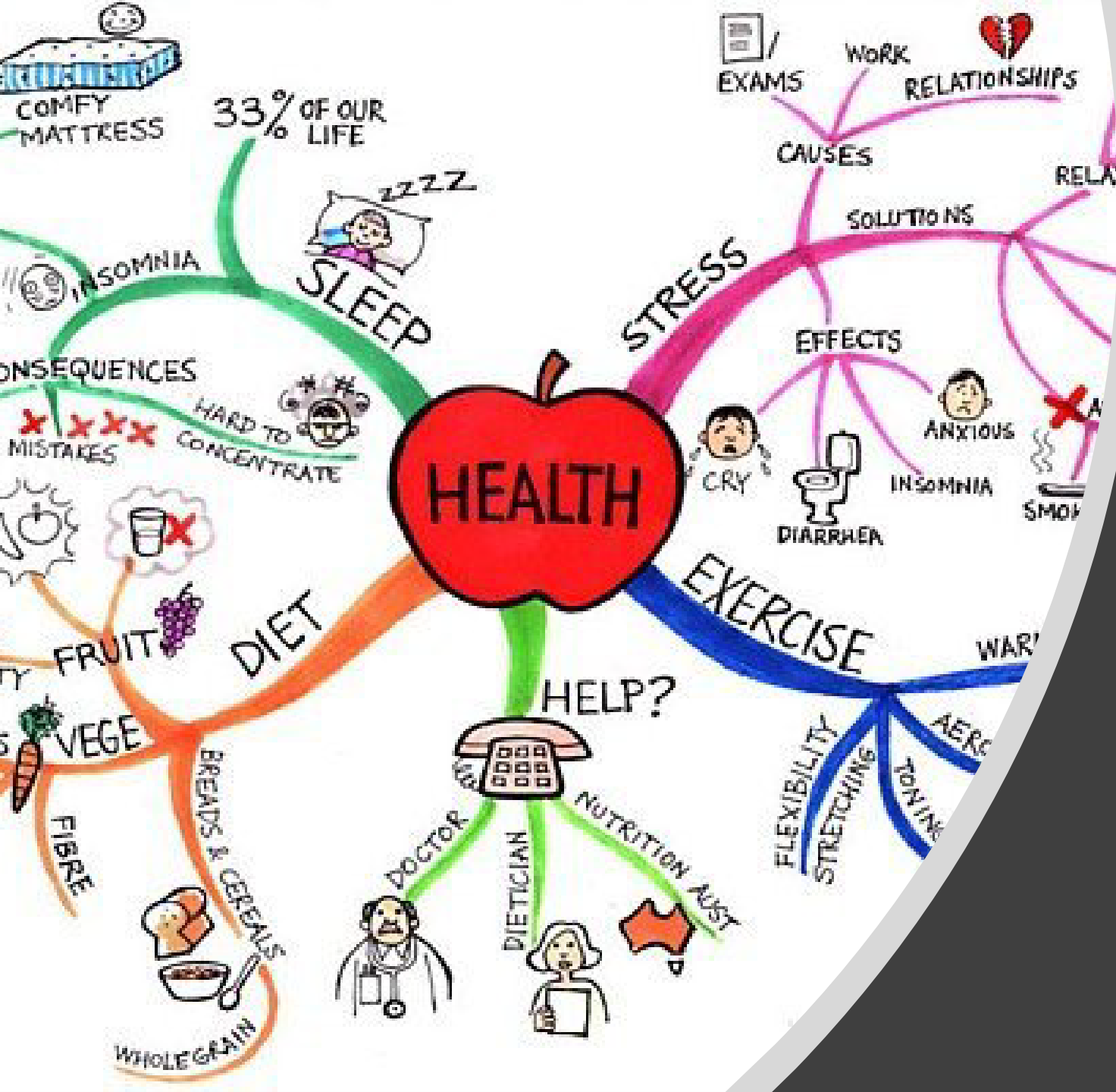
4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.



Have a look at
some
examples
from various
subjects...

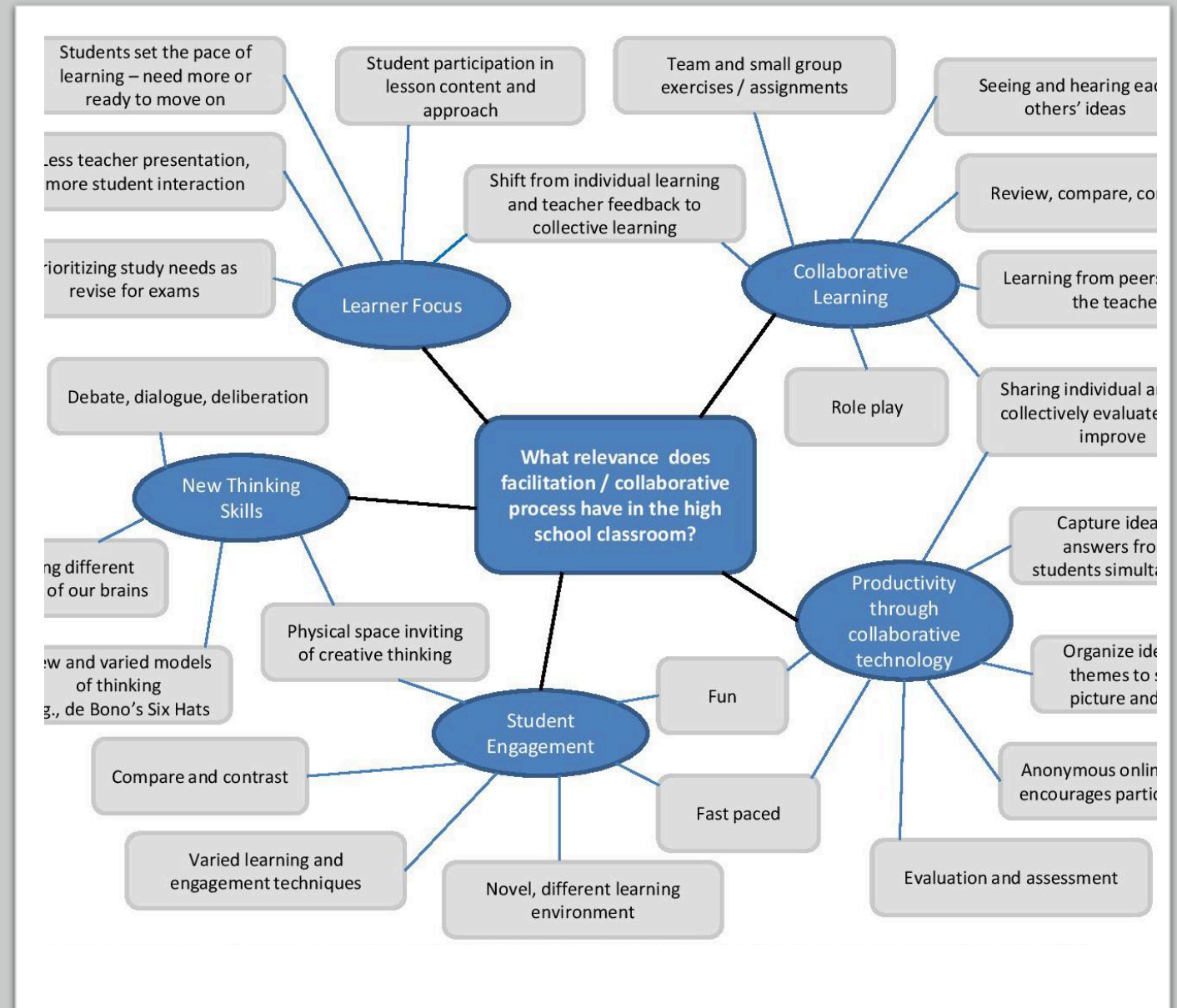




Have a look at how colour has been used to clearly identify the topic strands here.

An electronic version

- Note the lack of images and colour here – it's important that you establish what works best for you.



Common pitfalls with using mind maps

- ▶ Including too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it.
- ▶ Just putting individual words at the end of each branch: you must make sure everything you write is in a short phrase or sentence so it means something, even better if it is connected to another branch with a sentence along the branch to link the two ideas.

How can students be supported?

- ▶ As we've seen, mind mapping is about creating paths of thought. Parents can encourage these paths by selecting parts of the mind map to focus on, asking the student to identify and then explain a strand. For example:

Parent - Give me one health factor

Student - Diet

Parent - Give me one strand of diet

Student - Fruit

Parent - Explain how Fruit contributes to a healthy diet

Student - Fruit contributes because....

- ▶ As recall improves we can become less specific and look for the student to explore strands without much prompting, for example:

Parent- Talk to me about how diet impacts on health.