

Mind Map

#digital #brainstorming #creativity # self-centred-learning #organising-knowledge

A proven method when it comes to organising knowledge.

Arrangement: single study, partner work, group work, plenum

Phase: introduction, elaboration, conclusion

Description:

The mind map method is one of the most commonly used teaching methods. It begins with placing the topic in the middle of a paper. Then, around this central topic, subtopics are added. There should not be too many subtopics so that the clarity of the mind map is not affected. As a rule, a mind map does not go beyond three levels. The finished mind map can be used as an outline, aid in thinking, or simply as a study note.

Differentiation:

In group work, differentiated instruction refers to the students putting together their groups and then choosing a topic. This has the advantage that the students understand and help each other. Also, motivation tends to be higher as the students choose the topic. In performance orientation, it is also helpful for the teacher to plan the group creation and assign different tasks based on the student's performance. Here, the assignments can also be divided into different difficulty levels. (Blennemann & Schweigert 2016)

Hints:

Every student has a rough idea of what a mind map looks like. The outline is often overlooked; the mind map is ready but lacks structure and is of little help. Doing a method lesson in advance can be helpful so that all students know how to use the method correctly.

Material:

Blackboard and chalk or writing paper and pens or smartboard

Variation:

Mind maps can be created using digital tools as well. The results can then be shared and saved for later use. An example of this can be found at: <https://map.kits.blog/>.

Sources (German):

Mattes, Wolfgang. (2002). Methoden für den Unterricht. 75 kompakte Übersichten für Lehrende und Lernende. Paderborn: Schöningh, S. 116.