

## Use of Mind Mapping to Develop Thinking Skills

The following objectives are taken from the Map Wise course handbook. They are linked to examples for illustration.

<p>Information Processing Skills</p>	<ul style="list-style-type: none"> <li>• Mapping requires the learner to sort information in order to place it on the map</li> <li>• The learner is required to classify the information depending on the purpose/audience for the map</li> <li>• Once drawn, maps support sequencing skills as the learner can see the whole and parts at the same time</li> <li>• Parts of the map can be used to develop skills of comparing and contrasting and some map layouts make this really clear (double bubble)</li> <li>• Mapping develops the analysis of part – whole relationships as information is visually easy to see</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the letter of complaint mind map             <ul style="list-style-type: none"> <li>○ The detailed information is on the outside branches</li> <li>○ More general information is in the centre</li> <li>○ Information has to be classified under headings as the map is created, for example, there is a category on reasons for complaint and within that a category on dangers to children</li> </ul> </li> <li>•</li> </ul>
<p>Reasoning Skills</p>	<ul style="list-style-type: none"> <li>• Reasons and opinions can be incorporated into a mind map as can evidence to support opinions</li> <li>• Model mapping supports the learner in making informed inferences and deductions based on how information is classified onto the map</li> <li>• Model mapping requires the learner to use precise language and identify key vocabulary. Vocabulary in the centre is more general and abstract, working outwards through the branches to more specific vocabulary.</li> <li>• Mind mapping provides a visual way of showing what the learner is thinking.</li> <li>• Model mapping supports making judgements and decisions as it makes the evidence for these clear.</li> </ul>	<ul style="list-style-type: none"> <li>• The letter of complaint mind map includes reasons for the complaint and this evidence can be used to justify opinions</li> <li>• It can also be used to support pupil discussions and activities such as hot seating by providing prompts for pupil talk</li> <li>• The mind map shows general information at the centre and more specific towards the outside</li> </ul>

<p>Enquiry Skills</p>	<ul style="list-style-type: none"> <li>• Enables the learner to focus on relevant details and to ask/answer relevant questions</li> <li>• Enables the learner to pose and define problems and to make this thinking visible</li> <li>• Promotes planning and research through supporting categorisation and organisational skills</li> <li>• Makes it easier to predict outcomes and consequences through making the big picture available to learners</li> <li>• Mind mapping enables learners to improve ideas and conclusions through enabling learners to test their thinking by comparison against the original big picture</li> </ul>	<ul style="list-style-type: none"> <li>• The autobiography mind map shows an example of how the map helps to structure the work thereby defining the problem</li> <li>• Outer branches provide prompts for research</li> <li>• Information needs to be organised into categories in mind maps</li> </ul>
<p>Creative Thinning Skills</p>	<ul style="list-style-type: none"> <li>• Enables learners to generate and extend ideas</li> <li>• Being able to see the whole and parts supports the learner in suggesting hypotheses</li> <li>• Give opportunities for applying imagination</li> <li>• Provide opportunities for innovation as novel connections reveal new ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Extending ideas relating to a topic, for example, creating the letter</li> <li>• Use of a mind map as a story planner would provide opportunities for creativity</li> </ul>
<p>Evaluation Skills</p>	<ul style="list-style-type: none"> <li>• Enable evaluation of information</li> <li>• Pupils are supported in judging the value of what they read, hear and do through the use of categorisation</li> <li>• Develop criteria for judging the value of their own and others work/ideas</li> <li>• Have confidence in their own judgements through making the evidence for them visually clear</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils need to categorise information</li> <li>• Evidence for backing up judgements in the letter is made explicit thorough the mind map as is evidence to support family characters in the autobiography</li> </ul>