

Workshop Twenty-Two – Revision – Mapping

1 Mapping for Learning

New ways of seeing: assignment planning, research and discovery with a visual twist

For the image enriched mind map students used free association collage to mind map the subject of their assignment. <http://writingpad.our.dmu.ac.uk/2015/12/10/new-ways-of-seeing-assignment-planning-research-and-discovery-with-a-visual-twist-dmu-9-11-15/>

1.1 Concept Mapping

Used as a learning and teaching technique, concept mapping visually illustrates the relationships between concepts and ideas. Often represented in circles or boxes, concepts are linked by words and phrases that explain the connection between the ideas, helping students organize and structure their thoughts to further understand information and discover new relationships. Most concept maps represent a hierarchical structure, with the overall, broad concept first with connected sub-topics, more specific concepts, following.



Concept Map Example

1.2 Definition of a Concept Map

A concept map is a type of [graphic organizer](#) used to help students organize and represent knowledge of a subject. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.

1.3 Benefits of Concept Mapping

Concept mapping serves several purposes for learners:

- Helping students brainstorm and generate new ideas
- Encouraging students to discover new concepts and the propositions that connect them
- Allowing students to more clearly communicate ideas, thoughts and information
- Helping students integrate new concepts with older concepts
- Enabling students to gain enhanced knowledge of any topic and evaluate the information

1.4 How to Build a Concept Map

Concept maps are typically hierarchical, with the subordinate concepts stemming from the main concept or idea. This type of graphic organizer however, always allows change and new concepts to be added. The Rubber Sheet Analogy states that concept positions on a map can continuously change, while always maintaining the same relationship with the other ideas on the map.

- **Start with a main idea, topic, or issue to focus on.**

A helpful way to determine the context of your concept map is to choose a focus question—something that needs to be solved or a conclusion that needs to be reached. Once a topic or question is decided on, that will help with the hierarchical structure of the concept map.

- **Then determine the key concepts**

Find the key concepts that connect and relate to your main idea and rank them; most general, inclusive concepts come first, then link to smaller, more specific concepts.

- **Finish by connecting concepts--creating linking phrases and words**

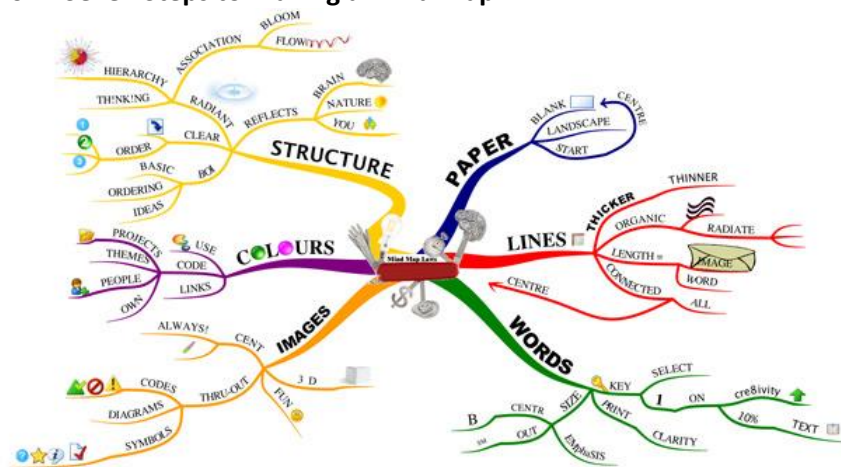
Once the basic links between the concepts are created, add cross-links, which connect concepts in different areas of the map, to further illustrate the relationships and strengthen student's understanding and knowledge on the topic. <http://www.inspiration.com/visual-learning/concept-mapping>

## 1.5 Mind Maps

### Using Mind Mapping Tools to Promote Independent Learning and Study Skills

Mind mapping is a revolutionary approach to both teaching and learning. Using mind maps as an innovative thinking tool in education helps students to visualise and externalise concepts and understand the connections between different ideas. It is commonly used in presentations, critical thinking, brainstorming, decision making and project management. Mind maps are highly effective visual aids that enable students to group together different ideas and enable teachers to present ideas visually and assess their students' conceptual development and understanding. Studies have shown that the use of mind mapping improves results, enhances simulation learning and makes a significant contribution to a positive learning experience. <http://www.bbcactive.com/BBCActiveIdeasandResources/UsingMindMappingTools.aspx>

## 1.6 Seven Steps to Making a Mind Map



1. Start in the CENTRE of a blank page turned sideways. Why? Because starting in the centre gives your Brain freedom to spread out in all directions and to express itself more freely and naturally.
2. Use an IMAGE or PICTURE for your central idea. Why? Because an image is worth a thousand words and helps you use your Imagination. A central image is more interesting, keeps you focussed, helps you concentrate, and gives your Brain more of a buzz!
3. Use COLOURS throughout. Why? Because colours are as exciting to your Brain as are images. Colour adds extra vibrancy and life to your Mind Map, adds tremendous energy to your Creative Thinking, and is fun!
4. CONNECT your MAIN BRANCHES to the central image and connect your second- and third-level branches to the first and second levels, etc. Why? Because your Brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.

5. Make your branches CURVED rather than straight-lined. Why? Because having nothing but straight lines is boring to your Brain.
6. Use ONE KEY WORD PER LINE. Why? Because single key words give your Mind Map more power and flexibility.
7. Use IMAGES throughout. Why? Because each image, like the central image, is also worth a thousand words. So if you have only 10 images in your Mind Map, it's already the equal of 10,000 words of notes!

### 1.7 Geographic & Social Mapping

15 maps that will change the way you see the world <http://www.telegraph.co.uk/travel/maps-and-graphics/maps-that-will-change-the-way-you-see-the-world/>

25 Maps That Will Make You See The World Differently [https://www.buzzfeed.com/philippjahnner/big-beautiful-maps?utm\\_term=.riB0gZ7WR#.rhpK4yeY2](https://www.buzzfeed.com/philippjahnner/big-beautiful-maps?utm_term=.riB0gZ7WR#.rhpK4yeY2)

7 maps that will change how you see the world

A Japanese architect has won a prestigious award for creating a new map, because it shows the world as it really is. The AuthaGraph World Map angles continents in order to show their true distance from one another. <https://www.weforum.org/agenda/2016/12/7-maps-that-will-change-how-you-see-the-world/>

#### Interactive maps reveal London's history in unprecedented detail

Researchers have today unveiled a new interactive map that reveals London's social history in unprecedented detail, enabling users to explore everything from the world's first gay scene to eighteenth century riots. <https://www.jisc.ac.uk/news/interactive-maps-reveal-londons-history-in-unprecedented-detail-12-dec-2011>

**Can you design a map based on the concepts associated with lecture Twenty-Two: Netnography?**

[https://wiki.our.dmu.ac.uk/w/index.php/TECH3022\\_Advanced\\_Social\\_Media\\_Production#Lectures\\_Thirteen\\_-\\_Twenty-Four](https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Advanced_Social_Media_Production#Lectures_Thirteen_-_Twenty-Four)

### 1.8 Mapping for Learning

- What would the topography look like?
- What are the main roads or communication links?
- Where do different things interlink?
- What is a good way to represent the landmarks?
- What will the map be used for?
- How will the map be accessed?

# 1.9 Different Maps of London Tell You Different Things?

