



Cambridge Assessment
International Education

Mind maps: For memory, understanding and creativity

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Who am I?

- Education Officer at Cambridge International for 3 years
- Support international teacher training
- **Worked on the Innovation & Creativity chapter of**
Developing the Cambridge learner attributes
- Previously art teacher for 15 years – used mind maps for ideas generation-

Mind map

- ▶ Tell me about where you live.
- ▶ Tell me about your job.
- ▶ What do you do when you are not at work?
- ▶ Something that happened to you on the way to the conference?

Icebreaker

Create a mind map of your neighbour based on the following questions:

- ▶ Where you live?
- ▶ Your job?
- ▶ Free time?
- ▶ On the way to the conference...

3:00

What did you notice when doing this exercise?

How memorable do you feel it has made the info?

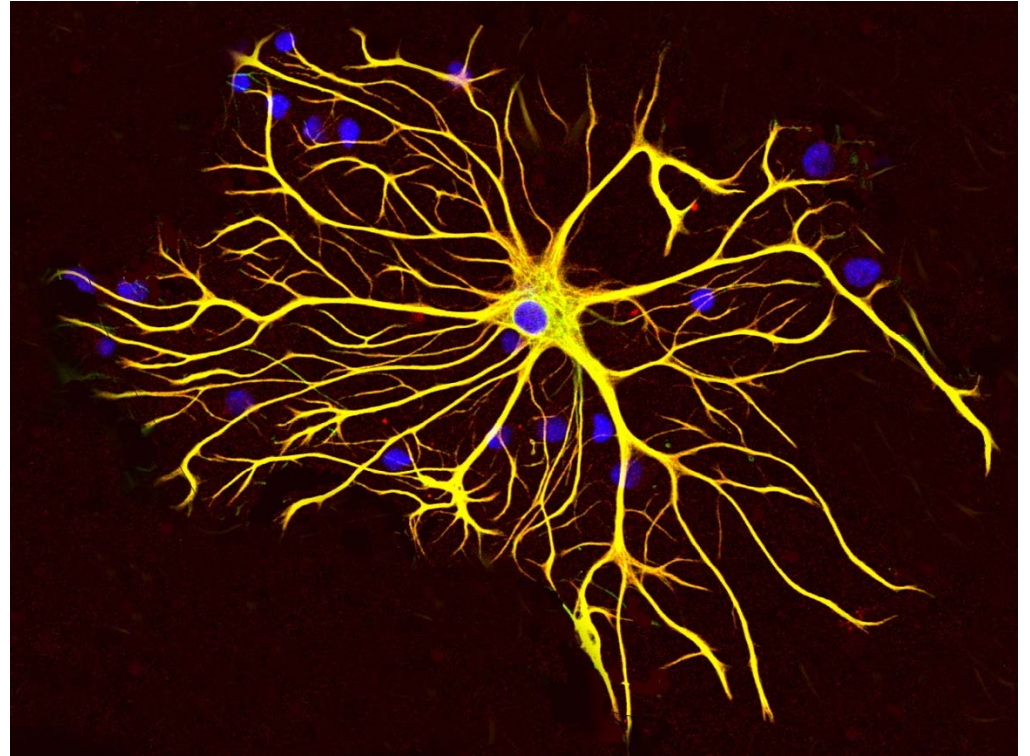
What is this?

What does it remind you of?

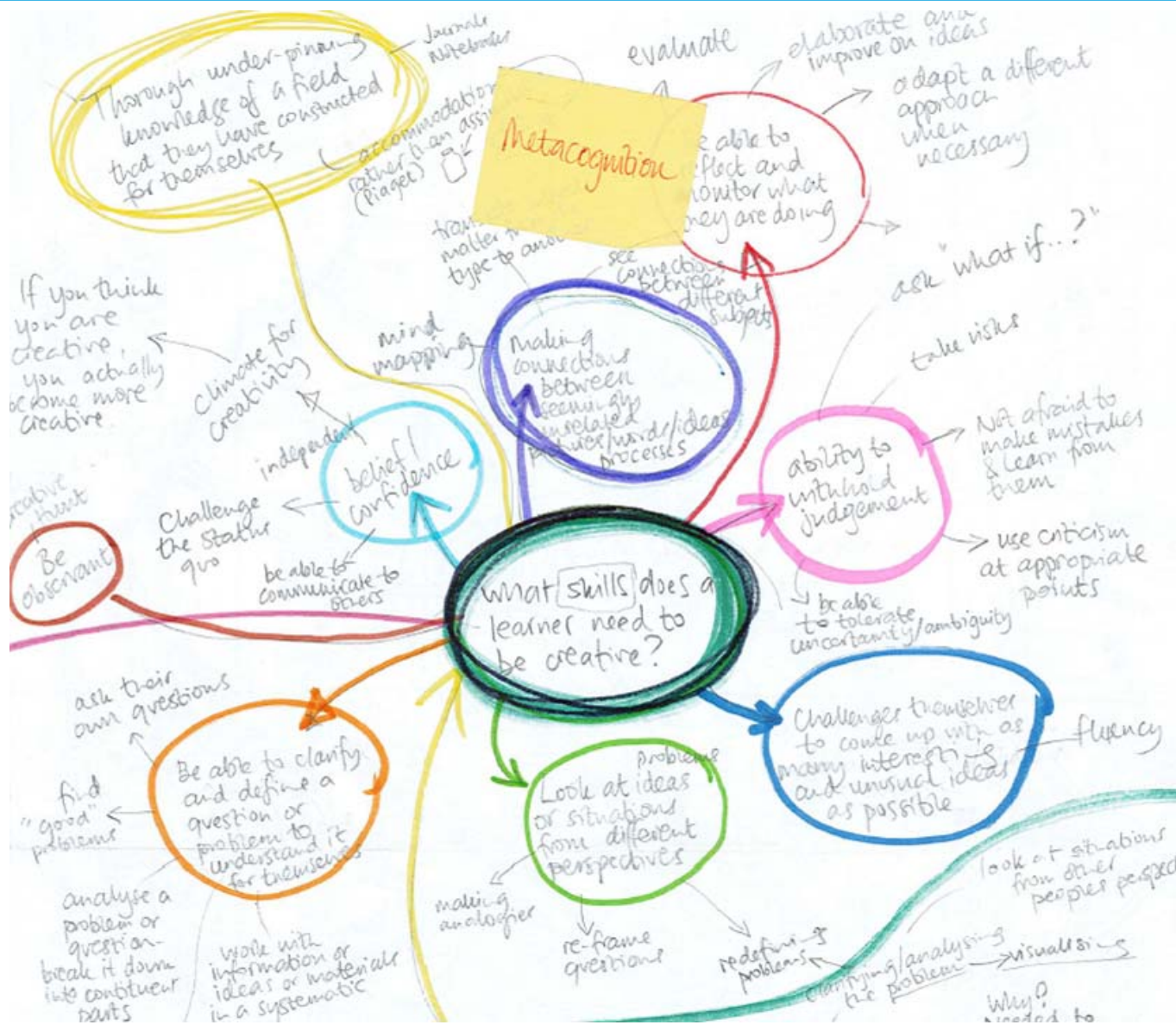
Mind map structure reflect appearance of neurons in the brain.

Spoken or written words – linear

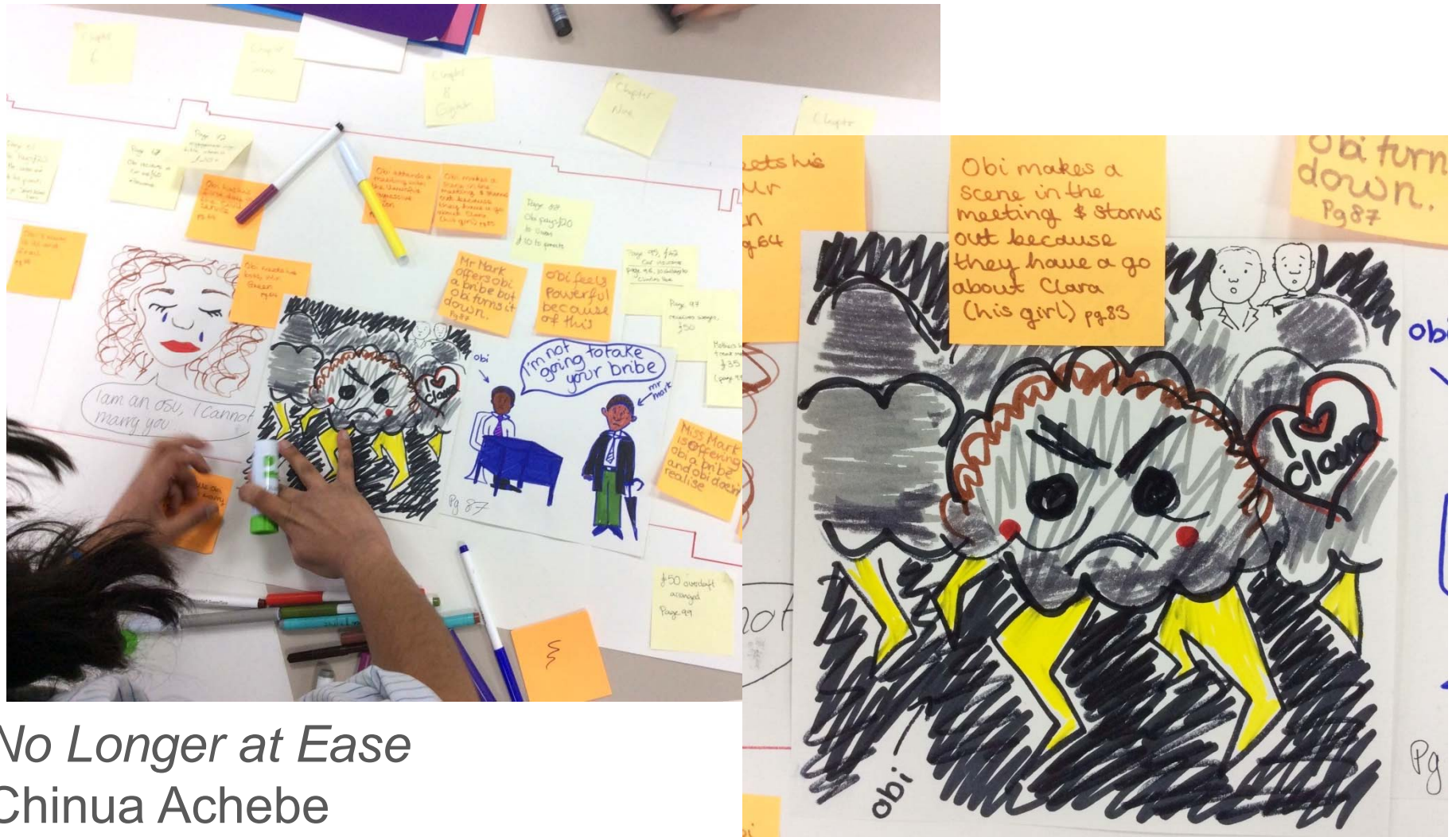
Our brains – networked, simultaneous, multisensory



Cambridge Learner Attributes Guide



Mind maps in the classroom

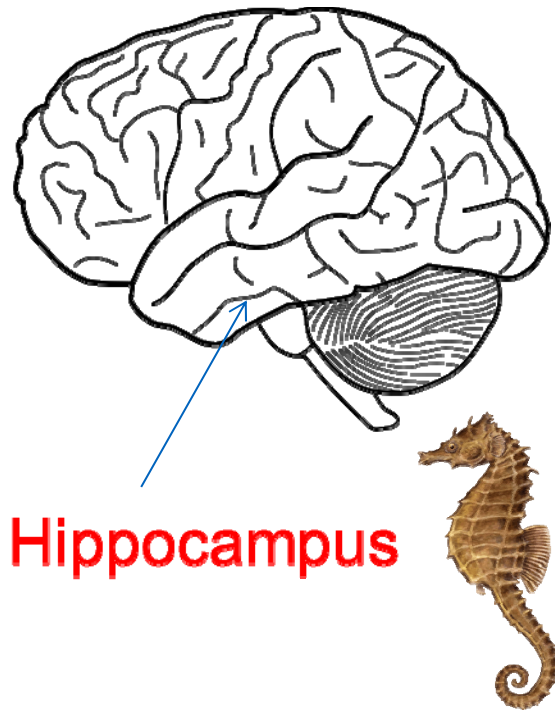


No Longer at Ease

Chinua Achebe

Dr Michelle Fava – Stephen Perse Foundation, Cambridge

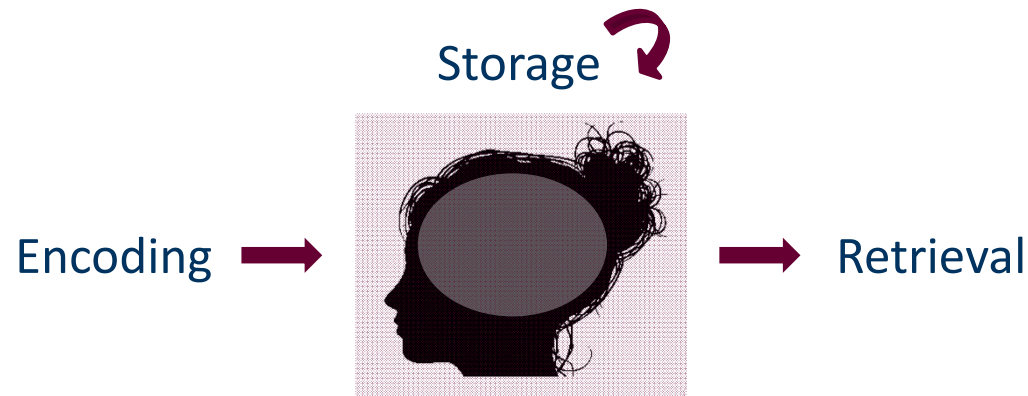
How do mind maps work?



Hippocampus responsible for:

- (long term) memory
- spatial awareness

Memory processes and principles



Level of Processing

Cue-dependency
Encoding specificity
Context dependency

Rehearsal
Organization

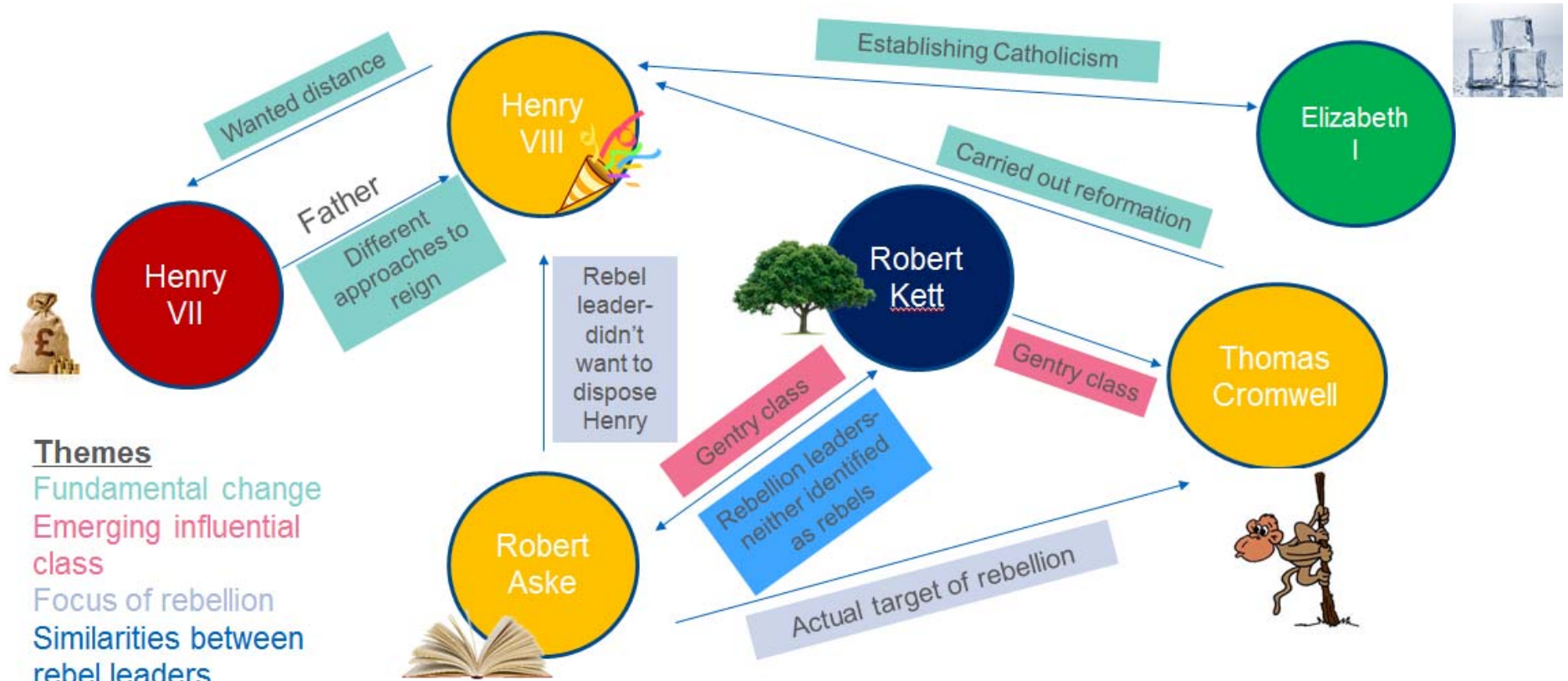
Elaboration

Use strategies that enhance the information of the learning material and increases their relation to other information the learner already knows.



encoding the original content in a
different but related way

Making links in history



Themes

- Fundamental change
- Emerging influential class
- Focus of rebellion
- Similarities between rebel leaders

Constructing Understanding



Construct a mind map of a keynote speech

5:00

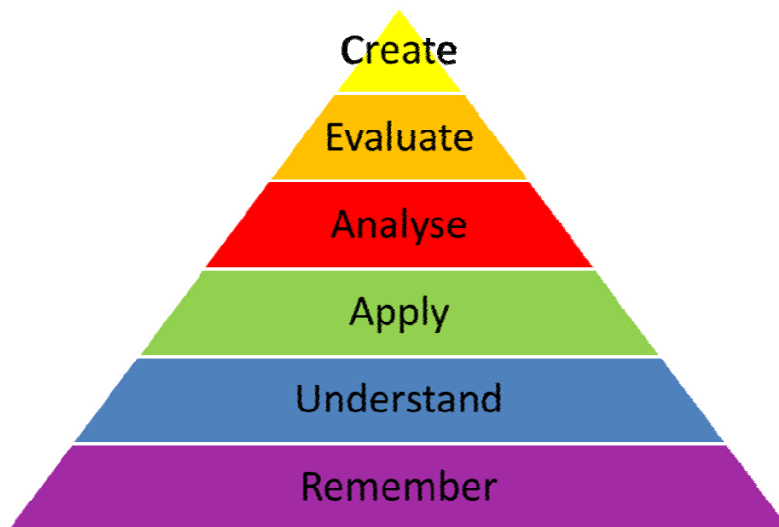
Mind map of keynote presentation

- What can you remember?
- What information the most impact for you?
- How can you represent the ideas visually?
- How did the information fit in with what you already know?
- How does it relate to your prior knowledge?
- What will you take back to your school context and how will you use it?



Reflection

- ▶ What did you notice about the process of mind mapping?
- ▶ How did it change when you joined a group?
- ▶ What are you going to take back your school context?

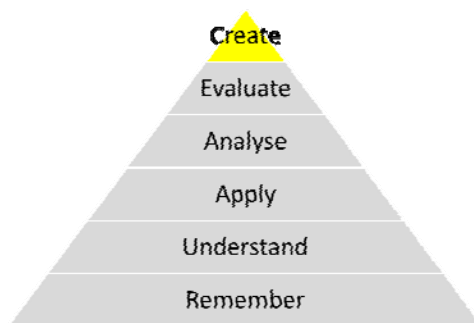


Bloom's Taxonomy

Creative connections

“Originality often consists in linking up ideas whose connection was not previously suspected.”

Prof. W. I. B. Beveridge,
University of Cambridge



Bibliography:

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THANK YOU

