



STUDY OF MIND MAPPING-BASED INSTRUCTION (MMBI) FOR STUDENT ENGAGEMENT OUTCOMES

Manoj Ramesh Shinde

(M. A, M. Ed, NET), MSVM's New College of Education

Paper Received On: 25 October 2023

Peer Reviewed On: 30 November 2023

Published On: 01 December 2023

Abstract

Mind Mapping as a creative process was introduced as a culturally relevant pedagogy aimed at enhancing the teaching and learning experience in an education. A mind map is a creative thinking tool that can combine text, color, graphic images, lines, and symbols for visual representation. This can not only sort out the logical framework, but also help diversify people's thinking, cultivate people's innovative thinking, make users' thinking more active, and improve their ability to analyze and solve problems. Through interactions with Mind Mapping students are very artistic and visual and enjoy group-based activities. Now, the effective use of mind maps can also enhance the user's memory, good interactive students centric learning experiences, improve learning and work efficiency, and solve problems creatively and efficiently. Teachers can better plan their teaching with the help of mind maps and arrange the content of class time reasonably and effectively.

The present paper focused on Mind Mapping-Based Instruction (MMBI) for Student Engagement Outcomes with prime objectives are (i) To understand the concept of Mind Mapping-Based Instruction (MMBI) (ii) To illustrate the Importance of Mind Mapping-Based Instruction (MMBI) in the Teaching Learning process. (iii) To discuss the benefits of using Mind Mapping-Based Instruction (MMBI) in daily classroom.

The Researcher used methodology of the research is a different type involving an interpretative, conversation and study secondary sources, like books, articles, journals, thesis, university news, expert opinion, and websites, etc.

Key Words: *Mind Mapping-Based Instruction (MMBI), Student Engagement*

Introduction:

A Mind Mapping-Based Instruction (MMBI) is an innovative visual thinking tool which maps out your studies and ideas in a brain-friendly way using the fashion of knowledge acquainted radiant thinking. MMS combines colour, imagery, visual-spatial chops and imagination to spark your brain to suppose more creatively, learn briskly, remember further

and communicate better. A Mind Mapping-Based Instruction (MMBI) involves writing down a central theme and thinking of new and affiliated ideas which radiate out from the center. By fastening on crucial ideas written down in your own words and looking for connections between them, you can collude knowledge in a way that will help you to more understand and retain information.

Mind Mapping-Based Instruction (MMBI) can be used for assignments and essay jotting especially in the original stages, where it's an ideal strategy to use for your allowing'. Mind mapping can be enhancing for knowledge generating, imaging, organizing, note- taking, problem- working, decision- making, revising and clarifying your university content, so that you can get started with assessment tasks. Basically, a mind chart is used to 'communicate' a content and is a great strategy for scholars.

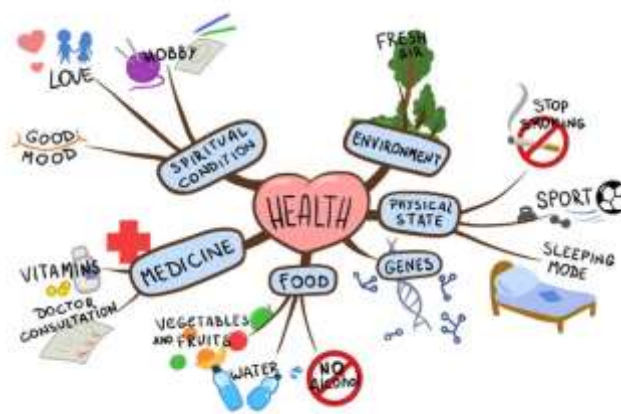
Mind Mapping-Based Instruction (MMBI) is a nonstop process of the development and literacy of the child on multiple confines. Still our present education system emphasizes on preparing scholars centric education for further interactive tutoring – literacy.

Mind Mapping-Based Instruction (MMBI) and Teaching-Learning Process:

National Curriculum Framework (2005) concentrated on the new trends in education changed the present script and espoused the constructivist approach which is need grounded and more focused on innovative conditioning and knowledge accession. It was planting that constructivist instructed scholars had advanced scores than the scholars who were exposed to conventional system of tutoring. Scholars more learn through Mind Mapping-Based Instruction (MMBI) it imbibes the combines color, imagery, visual-spatial chops and imagination to spark your brain to suppose more creatively, learn briskly, remember further and communicate better. Attention wanes constantly and they aren't suitable to retain the information for long time- period. Mind Mapping-Based Instruction (MMBI) provides a unique and standardized interactive literacy to all learners which tend to profit to those whose literacy style and background knowledge fits well with the tutoring material.

A Mind Mapping-Based Instruction (MMBI) is a graphical way to represent ideas and generalities. It's a visual thinking tool that helps structuring information, helping you to more dissect, comprehend, synthesize, recall and induce new ideas. It's also helpful to understanding the generalities in between diurnal tutoring- literacy process. Through Mind Mapping-Based Instruction (MMBI) tutoring-literacy process is veritably interactive, intriguing and knowledge acquainted.

Example: Mind Mapping-Based Instruction (MMBI) for 'Health' Topic:



Mind Mapping-Based Instruction (MMBI) is a one strategy of constructivism approach. MMBI is the process that says learners creates and develop the construct knowledge as per the given exemplifications. As per the scholar's experience, gathering some ideas they make their own representations and incorporate new information into their pre-existing knowledge.

Objectives of the Study:

The present study has the following objectives-

- (i) To understand the concept of Mind Mapping-Based Instruction (MMBI)
- (ii) To illustrate the Importance of Mind Mapping-Based Instruction (MMBI) in the Teaching Learning process.
- (iii) To discuss the benefits of using Mind Mapping-Based Instruction (MMBI) in daily classroom.

Mind Mapping-Based Instruction (MMBI) is a one strategy of Constructivism approach. MMS is the process that says learners creates and develop the construct knowledge as per the given examples. As per the students experience, gathering some ideas they build their own representations and incorporate new information into their pre-existing knowledge.

Concept of Mind Mapping Strategy (MMS)

Mind Mapping-Based Instruction (MMBI) first vulgarized by the psychology author Tony Buzan, it was developed over 30 times ago as a note-taking and summarization system that maximized on the different functionalities of the two halves of the brain.

A Mind Mapping-Based Instruction (MMBI) involves writing down a central theme and thinking of new and affiliated ideas which radiate out from the center. Content related fastening on crucial ideas written down in your own words and looking for connections between them, you can collude knowledge in a way that will help you to more understand and retain knowledgeable information. (Ref. NCF2005)

Creating Mind Mapping-Based Instruction (MMBI):

Following are the strategy for creating Mind Map-

- ✓ First Perfected the conception and place the central theme/ main idea or controlling point in the center of your runner. Now find it easier to place your runner on the side, in geography exposure, which is easier for drawing purposes.
- ✓ As per the content produce and use lines, arrows, speech bubbles, branches and different colors as ways of showing the connection between the central theme/ main idea and your ideas which stem from that focus. The connections are important, as they may form your essay paragraphs.
- ✓ Avoid creating an cultural masterpiece. Also draw snappily without major pauses or editing. Chances are, your first idea was fine and you placed that idea in the direction or on the branch you allowed made the utmost sense. It's important in the original stages of mind mapping to consider every possibility, indeed those you may not use.
- ✓ Choose different colors to emblemize different effects e.g. you may choose blue for commodity you must incorporate in your paper, black for other good ideas, and red for the effects you need to probe or check with your instructor/ speaker. Your system is entirely over to you, but try to remain harmonious so that you can more reflect on your mind chart at a after stage.
- ✓ Leave some space on your runner. The reason for this is that you can continue to add to your illustration over a period of time. However, you may like to use A3, If A4 sized paper feels too small.

A Mind Mapping-Based Instruction (MMBI) is an illustration for representing tasks, words, generalities, or particulars linked to and arranged around a central conception or subject using anon-linear graphical layout that allows the stoner to make an intuitive frame around a central conception. A Mind Mapping-Based Instruction (MMBI) can turn a long list of monotonous information into a various, memorable and largely systematized illustration that works in line with your brain's natural way of doing effects.

Importance of Mind Mapping-Based Instruction (MMBI) in the Teaching-Learning Process:

Develop the Thinking Process:

Enhancing Brainstorming

Useful for Decision-making

More efficient Project Planning

Learning Experiences:

Importance for Note - taking

More Note-making

Useful for Studying

Enhancing Communication Process:

Efficient for Presentations

More communication through Meetings

Best for Speeches

Mind Mapping-Based Instruction (MMBI) in education is an effective tool for scholars and preceptors seeking to maximize the literacy experience. A mind chart is a literacy tool that allows druggies to produce and partake visual representations of effects like lectures, notes, and exploration. In fact, mind mapping in education is useful for a wide variety of tasks and can be fluently acclimatized to the stoner's requirements. Following are the significance of Mind Mapping-Based Instruction (MMBI) using as a tool in Tutoring- Literacy-

- Increase pupil engagement.
- Increase pupil appreciation and performance.
- Encourage scholars towards natural provocation and wisdom tone- efficacy.
- Incite critical and logical thinking.
- Stimulate interest in learning wisdom.

Further to having these issues, the Mind Mapping-Based Instruction (MMBI) should give a meaningful environment for knowledge acquainted content development. Through MMS cooperative small group conditioning, which would go structured openings for developing content proficiency in the environment of enhancing knowledge.

Benefits of Mind Mapping:

- Relief ideas snappily and fluently
- Make better opinions
- Take presto effective notes in meetings
- Make terse notes from published material
- Prepare and present documents etc.
- Study more and remember further and Break problems

Conclusion:

Mind Mapping-Based Instruction (MMBI) giving you an overview of a large subject/broad content and allowing you to represent it in representative generalities. MMS encouraging you

to see the bigger picture and creative pathways. Mind Mapping-Based Instruction (MMBI) in the simplest sense, is a visual tool that's used to organize information. Through Mind Mapping-Based Instruction (MMBI) to achieve advanced situations of attention and creativity, together with lesser association and further terse communication, mind mapping might be an effective strategy for you to consider. MMBI enabling you to plan/ make choices about the selection of resource material you have for an assignment and where you're going to place it. MMS furnishing with a more seductive and pleasurable format for your eye/ brain to look at, poet over and remember.

References:

- Abi-El-Mona, I., & Adb-El-Khalick, F. (2008). *The influence of mind mapping on eighth graders' science achievement. School Science and Mathematics, 108*(7)
- Akinoglu, O., & Yasar, Z. (2007). *The Effects Of Note Taking In Science Education Through The Mind Mapping Technique On Students'attitudes, Academic Achievement And Concept Learning. Journal of Baltic Science Education, 6* (3).
- Anderson, J. V. (1993). *Mind mapping: A tool for creative thinking. Business Horizons, 36*
- Brinkmann, A. (2003). *Graphical knowledge display–Mind mapping and concept mapping as efficient tools in mathematics education. Mathematics Education Review, 16*
- Dhindsa, H. S., & Anderson, O. R. (2011). *Constructivist-visual mind map teaching approach and the quality of students' cognitive structures. Journal of Science Education and Technology, 20*(2)
- Edwards, S., & Cooper, N. (2010). *Mind mapping as a teaching resource. The Clinical Teacher, 7*(4)
- Eppler, M. J. (2006). *A comparison between concept maps, mind maps, conceptual diagrams, and visual metaphors as complementary tools for knowledge construction and sharing. Information Visualization, 5*(3)
- Evrekli, E., Balim, A. G., & İnel, D. (2009). *Mind mapping applications in special teaching methods courses for science teacher candidates and teacher candidates' opinions concerning the applications. Procedia-Social and Behavioral Sciences, 1*(1)
- Johnson, J. K., & Reynolds, S. J. (2005). *Concept sketches - using student- and instructor-generated, annotated sketches for learning, teaching, and assessment in geology courses. Journal of Geoscience Education, 53*(1)
- Koul, Lokesh., (2011) **Methodology of Educational Resarch**, Vikas Publishing House, IVth edition. New Dehli.
- Willis, C. L., & Miertschin, S. L. (2006). *Mind maps as active learning tools. Journal of Computing Sciences in Colleges, 21*(4)