Lessons from Using Mind Mapping to Evaluate the Learnings – Dos and Don'ts

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Abstract

Learning measurement with mind mapping is based on the notion of representation and on a constructivist approach that induces a modification of the learners' world representation due to the learning. Mind mapping is recommended in the literature because of its ease of adoption by learners, its simplicity of use, its way of explicating concepts, and the links between concepts. The assumption is that through a reflective approach during a semester, the learners should develop an understanding at a higher level than that of the micro-level of the exercises. It moves reflection from surface learning to deep learning towards strategic learning. We applied this approach with two classes of Bachelor students and carried out mind-mapping at different times of the semester to get the learners used to it and to analyse the evolution of their representations of Business strategy. Results show that some of the learners developed in-depth learning with minimal guidance. However, areas of improvement can be shared to facilitate future experiments, such as the modalities of guiding the learners, the quantitative way of evaluating the complexity index can be questioned, and the tool's adaptation to the learners' cognitive styles.

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