

The Effects of Technology-Supported Mind and Concept Mapping on Students' Construction of Science Concepts

The Effect of Mind Mapping in Science Education

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ABSTRACT The paper investigates the effect of technology-supported mind and concept mapping on learning science concepts, student opinions on preparing mind and concept maps, and the practices used. This paper, in which a quasi-experimental design with a pre test-post test control group was used, was carried out on 62 sixth graders during the "Systems in Our Body" unit. In experimental group 1 courses were conducted through technology supported mind mapping activities, while courses in experimental group 2 were conducted through technology supported concept mapping activities. The courses in the control group were conducted through activities in the science and technology curriculum. The results revealed that the students in experimental group 1 had a higher level of understanding concepts than the other groups. Students in experimental group 1 stated that it was fun and instructive to prepare mind maps; students in experimental group 2 stated that the concept maps were fun and instructive.