

A Meta-analysis Study of Mind Mapping Techniques and Traditional Learning Methods

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ABSTRACT This paper aims to determine the effects of mind mapping techniques on learners' academic achievements, attitudes and retention scores through the meta-analysis method. Collected from national and international sources between the years 2005 to 2013, studies which have been applied to the pretest-post-test control group model were chosen for the paper. In this context, 15 studies were included in the meta-analysis, based on the inclusion criteria. For analyses, Comprehensive Meta Analysis and the MetaWin statistical program were used. When the studies of mind mapping concerning random effects model were analyzed, the effect size values of academic achievement, attitude and retention scores were found to be respectively 1.057, 0.627 and 0.431. Thus, the effect size value with regard to academic achievement was found to be large; attitude was medium; and retention was small according to Cohen's classification. The meta-analytic results indicate that mind mapping has a positive effect on academic achievement, attitude and retention.