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RESEARCH ARTICLE

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VIRTUAL MIND MAP TECHNIQUE: SATISFACTION AMONG STUDENTS

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ABSTRACT

Background: Since inception, online teaching- learning has been confronted by concerns about quality from the established educational system and society at large (Carnaghan & Webb, 2007; Akdemir & Koszalka, 2008). Often, in addressing these concerns students' perceptions of their course experience becomes a surrogate for learning engagement in the context of satisfaction (Swan, 2001; Arbaugh, 2001; Richardson & Swan, 2003; Bolliger, 2004). Nursing schools and colleges need to change their teaching strategies and incorporate new ways to keep the interest of students and empower them for future self-learning and critical thinking. Mind mapping, an active learning strategy not commonly used in nursing education, facilitates the learning process and promotes the mind's natural ability to think. Mind mapping is widely accepted in foreign for its effectiveness and student's satisfaction but has limited published research in nursing. Thus, felt the need to study the level of satisfaction among nursing students about Virtual Mind Map Technique. **Objectives:** To assess the level of satisfaction among nursing students about the Virtual Mind Map technique in comparison with other methods of teaching. **Method:** A Pre-experimental research study with one shot case design was conducted in Rufaida College of Nursing, Jamia Hamdard using Purposive sampling technique among 50 Nursing students. Structured Student Satisfaction Survey was used as research tool for conducting the study. A virtual mind map technique-based teaching program was conducted on "Pediatric Assessment". After the teaching program, student's satisfaction survey was conducted. **Result:** Data gathered was analyzed and interpreted using descriptive and inferential statistics. Out of 50 students, 36 (72%) were satisfied and 14 (28%) nursing students were moderately satisfied. **Conclusion:** The students were satisfied with the mind map technique as a teaching-learning method.

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INTRODUCTION

Mind Mapping is a learning technique that uses a non-linear approach that encourages the learner to think and explore concepts using visual-spatial relationships flowing from a central theme to peripheral branches which can be inter-related. The great advantage of a Mind Map is that it literally "maps" the way a person's brain sees and creates connections; once mastered, it brings incredible clarity and ease to the

decision-making process, using all of the ways the brain processes information - word, image, logic, number, rhythm, color and spatial awareness, so that the person is thinking with his or her whole brain. Because of these benefits, the use of Mind Mapping holds promises as a technique to aid students in learning and ensures their satisfaction.⁶ Often, in addressing concerns like online teaching- learning, students' perceptions of their course experience become a surrogate for learning engagement in the context of satisfaction. Mind mapping is an active learning strategy which is widely accepted in foreign for its effectiveness and student's satisfaction but has limited published research in nursing.

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Thus, felt the need to study the level of satisfaction among nursing students about Virtual Mind Map Technique. The study was aimed to assess the level of satisfaction among nursing students about the Virtual Mind Map technique in comparison with other methods of teaching.

MATERIALS AND METHODS

A Quantitative Research Approach with One Shot case Design was selected to conduct the study among 50 B.Sc. (H) Nursing 3rd Year Students of Rufaida College of Nursing using Purposive Sampling Technique. A virtual mind map technique-based teaching program was conducted on "Pediatric Assessment". After the teaching program, student's satisfaction survey was conducted. The Structured Student Satisfaction Survey comprised of 10 items which were marked on 5 points Likert scale ranged from strongly agree to strongly disagree based upon the student satisfaction with the Virtual Mind Map technique as a teaching-learning method in comparison with other teaching methods.

RESULTS

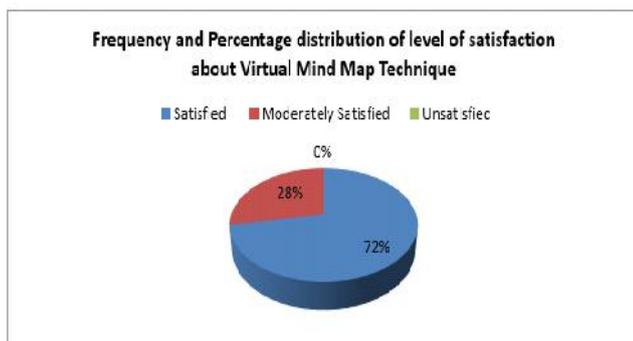


Figure 1. Pie chart representing Frequency and Percentage distribution of level of satisfaction among nursing students about the virtual mind map technique

-) Maximum of nursing students 36 (72%) were satisfied with the Virtual Mind Map Technique.
-) Only 14 (28%) nursing students were moderately satisfied with the Virtual Mind Map Technique.
-) None of the nursing students was unsatisfied with the Virtual Mind Map Technique.

DISCUSSION

A study conducted by D' Antoni AV et al.⁷ to present a review of the literature and survey results of student satisfaction after using the mind map learning technique. The findings interpreted that 10 out of 14 were satisfied after using Mind Map learning technique. In the present study, 36 out of 50 students were satisfied and remaining 14 were moderately satisfied with the virtual mind map technique as a teaching-learning method. Khedif et al.⁸ described an evaluation of the user satisfaction towards the multimedia elements of a mind map courseware used in learning History and Basic Concept of Information. The respondents were satisfied with the multimedia elements and design in the mind map courseware as these help them learn the topic better, compared to

conventional teaching and learning method. Similarly, in the present study students were satisfied with the mind map design and its influence on brainstorming, organizing ideas, critical thinking and creative solutions to problems.

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CONCLUSION

The students were satisfied with the mind map technique as a teaching-learning method.

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