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**ECPT6006 Digital Innovation
(Draft)**

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A critical evaluation of the role of digital innovation in professional practice

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Introduction

Arguably digital innovation is revolutionising professional practices within the post-compulsory sector. The emphasis on innovation is not a new phenomenon, but its relevance has intensified with rapid technological advancements. The unprecedented impact of the Internet, coupled with the application of big data analysis, machine learning, artificial intelligence, and virtual realities, has further underscored the significance of fostering innovation. Future required skills are now so uncertain, and the job market is in such a state of flux, that universities need to adapt to the needs of students becoming ever more reliant on digital technology. (Enomoto, et. Al., 2018)

Notwithstanding the use of digital innovation brings both opportunities and challenges that merit critical consideration. Possible opportunities include but are not limited to; enhancement of learning experiences, flexible and accessible learning, the collection and analysis of data informing instructional strategies, global collaboration. Potential challenges comprise but are not restricted to: digital divide, quality of online learning, privacy and security of data, digital literacy of teachers, overdependence on technology, continuous evolution of technology.

For the purposes of this report we will firstly be looking at literature concerned with the effect of technology on learning engagement, andragogy and collaboration. Secondly mind maps in general will be defined and explored. Thirdly, digital mind maps will be examined to evaluate the strengths and weaknesses of a digital interface for encouraging a collaborative dialogue between peers.

The structure of the report will begin with a literature review to examine the integration of technology into learning, define the practice of mind mapping both analogue and digital and to scrutinise recent research into the field. This will be followed by a section on the selection and justification of the tool(s). Next there will be an application of the tool(s) in the context of itself and this report. Finally a section on critical evaluation and reflection to confirm how the digital tool(s) might inform my own professional practice going forwards.

The Role of Creativity and Digital Innovation

The progression of technology supporting online learning has been rapid, due in part to the decreased associated costs. These environments are shifting toward more defined platforms, enabling teachers and learners unfamiliar with the technology to navigate them with relative ease. (Race, P., Pickford, R., 2008).

The reported benefits of integrating technology into learning are numerous. The evidence indicates that incorporating technology into the curriculum enhances engagement, retention, and progression. It accelerates the learning process and promotes more efficient teaching. (Avis, J., 2019)

Educators in higher education institutions are advised to prioritise the use of text-based tools, knowledge organisation, sharing tools, and multimodal production tools. Whilst maintaining awareness of the possibility that any technology can lead to disengagement if not effectively employed. (Bond et al., 2020)

In terms of encouraging andragogy there are two key opportunities: adapting it to varying conditions encountered in practice and optimising its application in technology-mediated learning. Technology offers new ways of providing adults with rich learning experiences in the andragogical tradition. Firstly, it aligns with adults' desire to be self-directed in their learning. Secondly, well-developed computer-based instruction allows adults to tailor the learning experience to their prior experiences. Thirdly, if properly designed, technology-based instruction enables learners to customise their learning to address real-world problems. However, alongside these opportunities, there are also challenges. (Knowles, M.S. and Holton, E.F., 2015)

Fostering collaborative learning, whether facilitated by technology or not, proves highly valuable for engagement. Actively collaborating has been shown to deepen learning and boost confidence. The integration of educational technology is most effective when students perceive it as meaningful, relevant to real life, and anxiety-free. Offering opportunities for students to actively engage in their learning by thoughtfully applying technology and providing routes to active participation, student engagement can be effectively nurtured. (Bond, M and Bedenlier, S., 2019)

In its most basic form, a mind map serves as a detailed diagram reflecting the structure of a brain cell, with branches extending from its centre, evolving through interconnected patterns. The ancient Greeks, pioneers in memory enhancement, crafted intricate systems allowing them to recall vast amounts of information. These systems hinged on the potency of imagination and association, exemplified by techniques such as the method of loci. (Buzan, 2018)

The concept of mind maps has evolved into a widely used creative method for representing thoughtful ideas related to a central idea. Today, mind maps are commonplace tools in the creative processes of designers and are particularly popular as classroom exercises across disciplines to promote active learning. The non-linear process involved in creating a mind map positions it as an ideal medium for various creative activities. Mind maps prove particularly useful for exploring new subjects, taking notes, reflecting on thought processes, quickly and collaboratively communicating ideas with others, and identifying patterns when synthesising information. (Faste, H. and Lin, H., 2012)

The mind map as a note-taking technique, serves as an application with the capacity to unveil the diverse perspectives the brain holds about a subject. It activates both the right and left lobes of the brain, offering an alternative to linear thought processes. Mind maps are recognised for their various benefits, including aiding in recall, enhancing creativity, problem-solving, maintaining focus on a subject, and organising thoughts. In the contemporary context, where a constructivist approach forms the foundation of the learning-teaching process, mind maps are considered to hold a significant place as a lifelong learning tool. The human brain, consisting of the right and left lobes, plays a distinct role in learning. The left lobe handles logic, words, arithmetic, linearity, and analysis, while the right lobe deals with spatial awareness, imagination, emotion, colour, rhythm, shapes, and synthesis. Learning is most effective when both lobes collaborate, emphasising the brain's preference for collaboration over conflict. (Erdem, A., 2017)

There are according to Buzan (2018) actually ten key principles of mind mapping. Firstly, it is advised to start with a blank sheet of paper positioned in landscape orientation, ensuring its size is ample for the creation of sub branches. Following

this, the central picture representing the subject should be drawn, incorporating a minimum of three colours. Mind maps are enriched by the use of images, symbols, codes, and dimensions throughout. Keywords play a crucial role, and it is recommended to write them in capital letters. Each word or image is then placed on its own branch, standing independently. The design of the mind map involves radiating flowing branches from the central image. Notably, these branches should vary in thickness, with a thicker concentration towards the centre and a gradual thinning as they extend into sub-branches. It is essential to maintain consistency in branch lengths corresponding to the words or images. Colour integration is encouraged throughout the map, allowing for the development of a personalised colour code within the branches. Emphasis is achieved through the use of arrows, connecting lines, and other visual cues to illustrate associations between different related topics. Lastly, when creating a mind map, clarity is paramount. Carefully position branches and consider the thoughtful use of space. The spaces between elements are significant, akin to navigating the gaps between trees in a forest, where the brain processes these gaps to understand one's location and direction rather than focusing solely on the individual trees. (Buzan, 2018)

The findings of Fauste (2012) indicate a promising opportunity to propel digital mind mapping forwards. Specifically, there is potential for advancements in improving workflow, enhancing collaboration, and bolstering information storage and retrieval capabilities. Throughout history, humans have consistently embraced technological means to organise and explore their ideas, evolving from clay tablets to the printing press and now the internet. Tools for developing, cataloguing, and disseminating ideas have become integral to our everyday lives. Research is actively exploring how modern technology may impact our minds and thinking processes. Regrettably, numerous apps and software packages claiming to be mind mapping tools deviate from the established principles. Often, these tools generate concept maps where, for instance, the use of colour is optional, multiple central ideas exist, or words and phrases are erroneously crammed into boxes along branches. Such diagrams may lack connectedness, differentiation, or hierarchical order. (Buzan, 2018)

Eppler (2006) distinguishes concept mapping technique analysis against three other visualisation formats: mind maps, conceptual diagrams, and visual metaphors. The examination delves into application parameters and explores the respective advantages and disadvantages of each format concerning learning and knowledge sharing. The argument is put forth that leveraging the combination of these four visualisation types can capitalise on the strengths of each. The article proceeds to describe examples demonstrating the use of these visualisation types in undergraduate and graduate university teaching. Preliminary results suggest that employing different visualisation formats in complementary ways enhances motivation, attention, understanding, and recall.

Buzan (2018) identifies several advantages of computer based mind maps. Not least he claims that they are easily editable, allowing for adjustments when necessary. Clear graphics enhance readability, and the ability to link them to multimedia adds a dynamic layer. These mind maps crucially allow clean editing. Generating them is made simple through supplied drawing tools and icons. An undeniable benefit of digital mind mapping is the speed and ease with which these documents can be shared electronically. This not only fosters collaboration within groups of peers but also allows for the maps to be annotated, enhancing the experience of information sharing.

Digital mind mapping tools for exploring and presenting ideas, have gained traction in the study of distributed cognition. A mind map, in this context, is a graphical representation of ideas and thoughts related to a central keyword, idea, or question. Related concepts in mind maps branch radially from the central idea, connected by lines. Given that new knowledge is continually generated based on existing assumptions and facts, mind maps not only provide raw data but also illustrate relationships across different concepts, their importance, and origins. They prove especially useful for knowledge generation as they actively support the divergent processes of lateral thinking.

Fauste identified three key areas that distinguish digital mind mapping from traditional paper-based mind mapping: speed and efficiency, appearance and interface, and distributed collaboration which stands as a highly relevant aspect for

future research. Common uses of mind maps can be challenging when conducted with paper and pencil, especially in collaborative projects. Collaboration, as studies show, stimulates mutual idea generation among creative problem solving groups. Concurrent collaboration exclusively through computers has been found to result in a higher quality and quantity of generated ideas.

To enhance users' inclination for collaboration during the idea synthesis process, the implementation of real-time editing of mind maps could facilitate direct cooperative interaction. Through this online system, users, with approval, would have the ability to browse, contribute to, and connect with other users, sharing each other's maps. This allows collaborators to contribute to shared maps, providing real-time updates, effectively communicating changes in shared maps. Such features would address collaboration limitations identified in both traditional and digital mind mapping tools. (Faste, H. and Lin, H., 2012)

An alternative path for future research involves the development of mixed mode visualisations, combining the strengths of the four methods; such as the structured rules of concept maps, the clarity of conceptual diagrams, the simplicity of mind maps, and the memorable richness of visual metaphors. However, it remains uncertain whether such formats could compete with the simplicity and broad application scope of concept maps or mind maps. Nevertheless, the creation of hybrid forms could offer a novel approach to enhance the visual literacy of students. In addition to applying ready-made visualisation techniques to learning tasks, students could explore the creation of their own methods to visually represent and study learned content. (Eppler, M.J., 2006).

Identifying authentic gaps in the reviewed literature and current knowledge available proves difficult within the scope of this report. This could possibly be due to the contemporary nature and niche of the technology. It is therefore proposed to interrogate Canva Mind Maps in the following action research application of the tool(s) section, with the intention of discovering if any specific gaps become manifest.

Reference List

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Selection and Justification of appropriate teaching tool(s)/resources

In the realm of post-compulsory education, the incorporation of digital tools is pivotal for fostering innovation, creativity, and effective learning experiences. This section delves into the selection and justification of appropriate teaching tools/resources, centering around the integration of Canva Mind Maps. This choice is grounded in the principles of digital innovation theory and pedagogy, aiming to facilitate a dynamic and visually engaging learning environment.

Canva Mind Maps is selected as the teaching tool as this possibly aligns with digital innovation theory and pedagogical principles. This is a versatile platform that could potentially empower educators to create visually compelling mind maps that enhance information retention, encourage critical thinking, and cater to diverse learning styles.

Digital innovation theory underscores the transformative impact of technology on education, emphasising the need for tools that promote active learning and student-centred approaches. Canva Mind Maps adheres to this theory by providing a visually intuitive platform that enables educators and students to collaboratively create, share, and interact with mind maps. The tool facilitates a shift from passive to active learning, encouraging students to visually organise information and make meaningful connections. Mind mapping constitutes active learning defined as; 'anything that involves students in doing things and thinking about things they are doing' (Bonwell & Edison, 1991, p. 2). This approach according to Enomoto is student centred, which pivots on learning as opposed to teaching which in turn encourages more participation and engagement on behalf of the students.

My reading has uncovered evidence that not only do digital mind maps possibly encourage andragogy but that they also prompt productive collaboration between peers. I am familiar with the use of mind mapping; it has served me well during my studies in a fine art context to link theory and practice and I have found it a useful tool for working collaboratively in small groups. Moreover, digital innovation theory emphasises the role of technology in enhancing collaboration and communication. Canva Mind Maps fosters collaborative knowledge construction, allowing students to collectively brainstorm, organise ideas, and co-create mind maps. This collaborative

aspect complies with the idea that learning is a social process, emphasising shared understanding and the exchange of ideas.

The constructivist pedagogical theories of Jean Piaget stress the importance of hands-on experiences, active engagement, and collaborative learning. Canva Mind Maps concur with these theories by providing a platform where students can visually represent their understanding of complex concepts. The tool encourages learners to actively construct knowledge, promoting a deeper understanding of subjects through the creation of interconnected mind maps.

In order to place pedagogy first and tools second it has been crucial to look at Canva Mind Maps in terms of frameworks. I have been able to apply RAT to the software as follows:

- Replacement of the established method of brainstorming with a crazy wall or white/ cork board.
- Amplification by making mind maps more accessible, arguably less materials needed, software enables sharing with peers and tutors.
- Transformation of interactive and collaborative mind maps editable in real time; beyond the classroom.

I have also considered SAMR in terms of substitution and augmentation to promote enhancement.. This framework has gone on to inform part of the concluding feedback survey.

The visual nature of mind mapping supports differentiated instruction, catering to various learning preferences and abilities. Educators can tailor mind maps to accommodate individual needs, facilitating personalised learning experiences. This aligns with pedagogical principles where instructional materials are designed to meet the needs of diverse learners.

Canva is a software recommended by the faculty as it is reportedly freeware and well established. Within Canva there are comprehensive templates of various mind mapping interfaces and designs; therefore it should be relatively easy to set up and operate. The next decision is how to deliver the content; it is my intention to initially

attempt delivery via a VLE. The plan is to construct a slideshow of screenshots covering the design and operation of the software on PowerPoint. This will be presented on Teams together with an online SmartSurvey to collect the students' feedback. The survey will be launched from a QR code that I will generate. This is potentially an ambitious task; conducting tech training on a tech platform, but if nothing else it should test the systems fairly robustly.

By trialing Canva Mind Maps firstly with my peers on the PCET course, I propose to refine the lesson to the stage that I could confidently offer it up to the MA students on one of my placements. This would be a very useful tool for them approaching the upcoming Collaborative Dialogues module they will be taking next semester. Incorporating Canva Mind Maps into professional practice involves strategic planning and alignment with learning objectives. Canva Mind Maps can be utilised for collaborative projects, encouraging teamwork and peer-to-peer learning. Students can collectively construct mind maps for research projects, facilitating knowledge sharing and reinforcing the importance of collaborative problem-solving skills.

Essentially I need to work out if Canva Mind Maps is 'good' technology. That it is accessible, easy to learn, inclusive, enhances learning, enjoyable, interactive, informative, engaging and that it works. Will it reference Vygotsky's 'Zone of Proximal Development' and potentially encourage 'More Knowledgeable Others' to put themselves forward, stimulating peer to peer mentoring. Mind mapping could also arguably be perceived with reference to Bruner's 'Scaffolding Instructional Process', due to its inherent autonomous unpredictability.

The selection of Canva Mind Maps as a teaching tool exemplifies a synthesis of digital innovation theory, pedagogical principles and professional practice. By embracing this visual mapping tool, educators create a dynamic and inclusive learning environment that promotes active engagement, critical thinking, and collaboration. This synthesis not only enhances the teaching and learning experience but also prepares students for the visual and collaborative challenges of the unwritten future. Ideally the practical application should identify flaws in the chosen software and possibly in the phenomena in general.

Application of the chosen learning tool(s)



Lesson Plan

Topic: Digital Innovation		Class: PCET / MA Contemporary Dialogues: Fine Art	
Date:	Length of lesson: 30 minutes	Number of students: 5	
Resources required: Laptop, tablet or smartphone. Slides printed as a handout.			
Aim of Lesson Learning how to use Canva mind maps for digital collaboration			
Learning Outcomes – The Learners Should Be Able To: 1. Explain how to set up and edit Canva Mind Maps 2. Relate how media can be added to Canva Mind Maps 3. Describe how to share Canva Mind Canva Mind Maps with collaborators 4. Outline the method of contributing to the Canva Mind Maps of other collaborators 5. Critically evaluate and give feedback			
Learners will achieve these learning outcomes by utilising the VARK four dimensions of learning as set out by Race (2007): Initial assessment, group conversation, Powerpoint presentation, formative Q&A, summative assessment, paper hand out. The outcomes adhere to SMART rationale and blended learning.			
Previous student knowledge required for the session: Digital literacy is essential and some knowledge of mind mapping is necessary. For the purposes of the micro-teach I would suggest level 3 on Bloom’s taxonomy, but there is the potential for analysis at level 4 and the use of mind maps can extend over and above level 5.			

Anticipated difficulties (if applicable):

Software may be inconsistent with browsers.
 Technical skills of students may be challenged.

Professional Standards (where are these being met within the session)

V1 respect individual learners and diverse groups of learners - promoting positive attitudes to learning and treating all learners equally and fairly.

V2 promote engagement in learning and equity of opportunity for all to reach their potential – by using multiple teaching strategies, encouraging group work, challenges and reflective activities.

V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice – through dissemination of information from my own research within the presentation.

K1 how learners learn, generally and within specific subjects – through tutor led discussion, formative questioning, presentation and continuous assessment

K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study – varied teaching strategies and assessment; explanation, practical application and reflection.

K3 critical evaluation as a basis for effective practice - by discussions and reflections throughout the lecture students will identify this for themselves.

K4 appropriate use of digital and/or other technologies, and resources for learning – by means of a powerpoint presentation, the Canva software.

A1 design and plan learning activities and/or programmes – through research, lesson plan and presentation

A2 teach and/or support learning through appropriate approaches and environments – through active learning in a positive environment

A3 assess and give feedback for learning – both formative assessment and summative assessment are included, there is also the opportunity to compare work thereby encouraging feedback and feed forward

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	ask about prior experience of technology use. Introduce lesson content	formative questioning tutor led group discussion	5 mins
Development	Introducing the software. Explain how to edit the software. Show how the software can connect to accounts so that media can be added. Describe how to share the edited mind maps and collaborate	PowerPoint presentation, group learning, handout Formative questioning during discussion to ascertain students have learnt the software Recap, summative assessment Q&A	15 minutes
Plenary/conclusion	Critical analysis of the tech	feedback	10 mins

Assessment Strategies: when and how are they included within the lesson?

SMART learning outcomes to be stated at start of session.

Initial informal formative assessment as tutor led discussion conducted during introduction to establish prior knowledge and experience.

During the development further formative assessment is observed by means of asking students to explain the software.

Q & A to serve as a summative assessment for the plenary followed by the recap of outcomes and a critical analysis as feedback.

Informal reflection (to be completed after the session)

The initial presentation I conducted on a VLE had to be abandoned as I quickly realised that the session was too complicated and difficult to control over a half hour session. I had originally intended that the students follow the instructions given and navigate to other windows to perform tasks; opening and editing the software as I guided the students through the process.

I reflected on this and decided that the session would have to be completed in the classroom and for the sake of efficiency it would have to be adapted so that there would be the presentation, a handout and assessment would be conducted by Q&A rather than the tasks.

This adapted method worked much better and I was happy that all the students were able to convince me that they had a grasp of the software and could go onto explore it for themselves if they so wished.

Canva
Digital Mind Maps
Slideshow Presentation

Would it be useful to share and work together pretty much wherever and whenever the ideas pop into your head and possibly get instant feedback?

Aims & Objectives

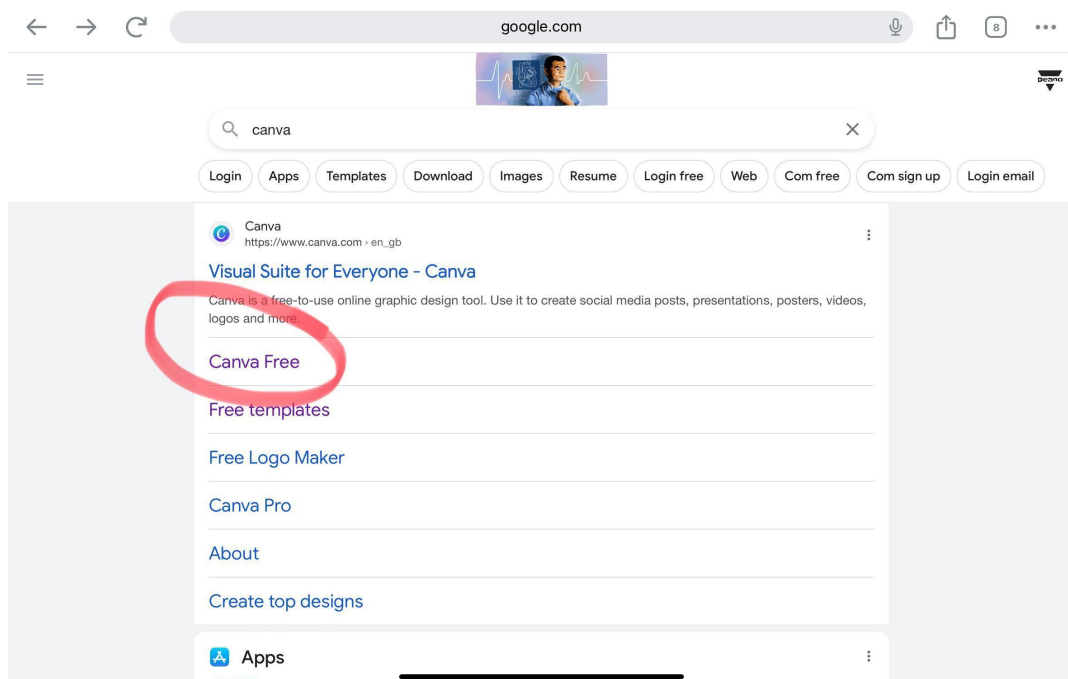
Learning how to use Canva for digital innovation

1. Explain how to set up and edit a Canva mind map
2. Relate how media can be added to a mind map
3. Describe how to share a mind map with collaborators
4. Outline the method of contributing to the mind maps of other collaborators
5. Critically evaluate and give feedback

Navigate to **Canva Free**

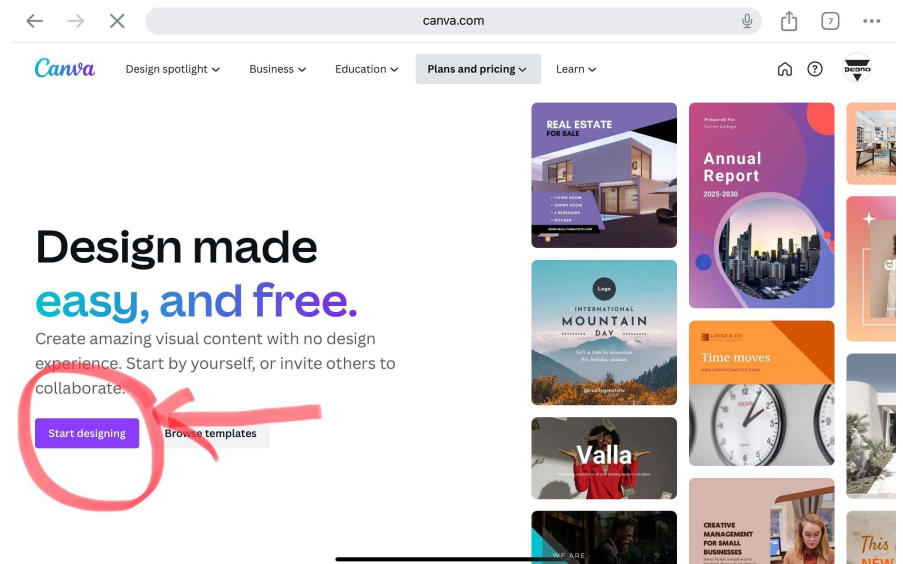
Just search
on Google
it is easy to
find.

(You will need to
either already have a
Canva account or
follow the instructions
to open one in order
to log in)

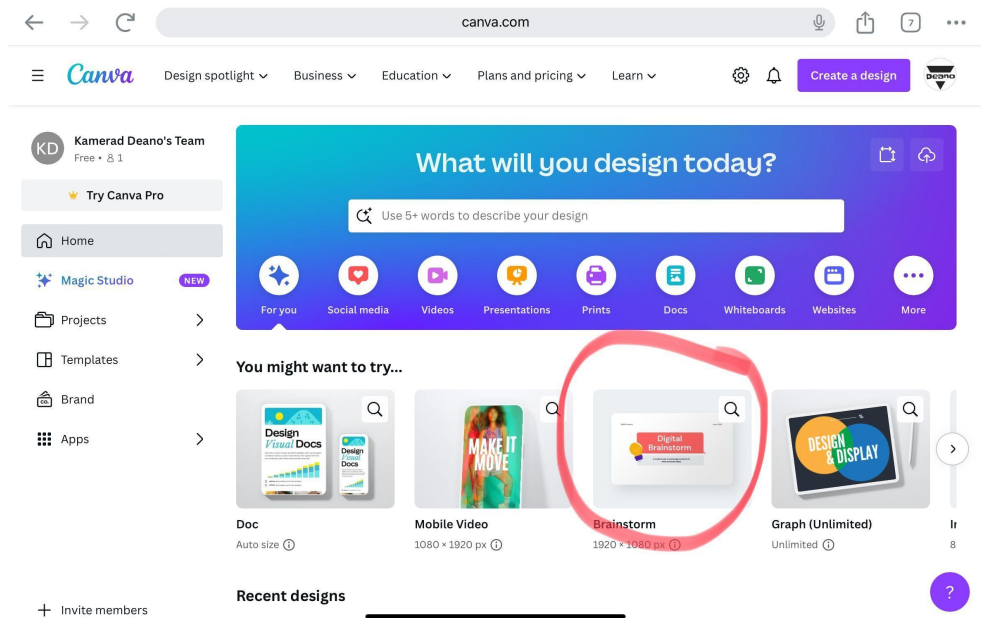


Click on **Start designing** to open the dialogue.

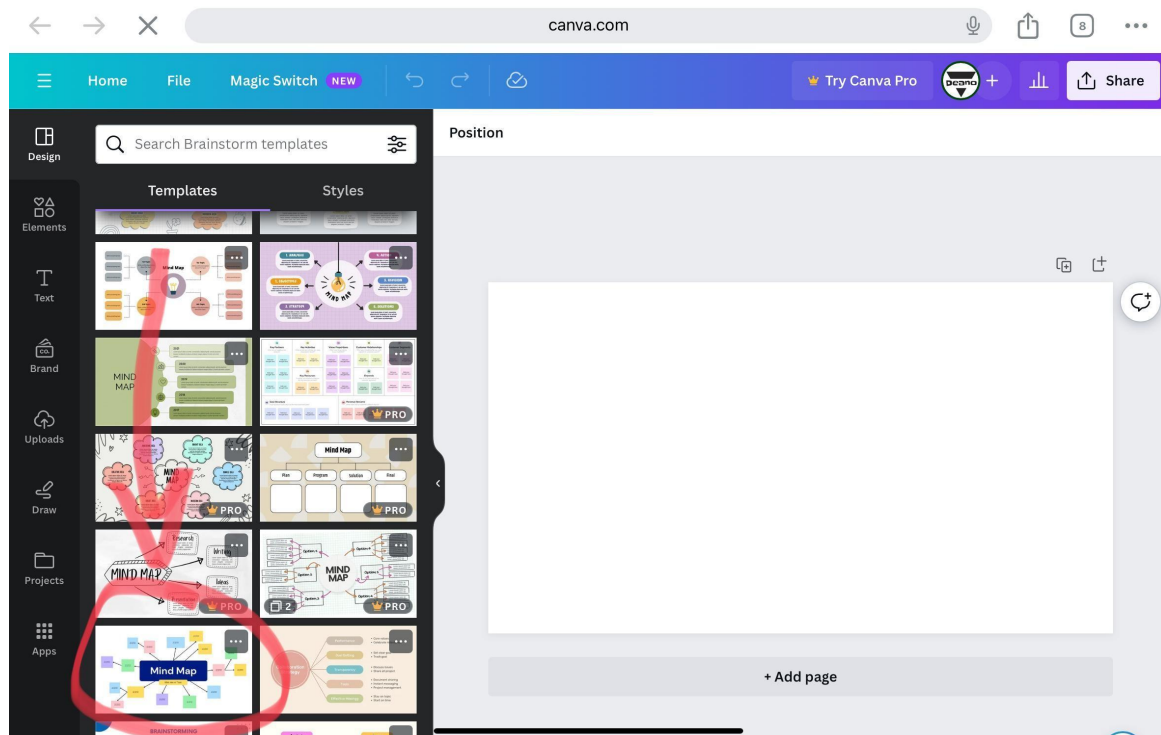
This can even be done on a smartphone!



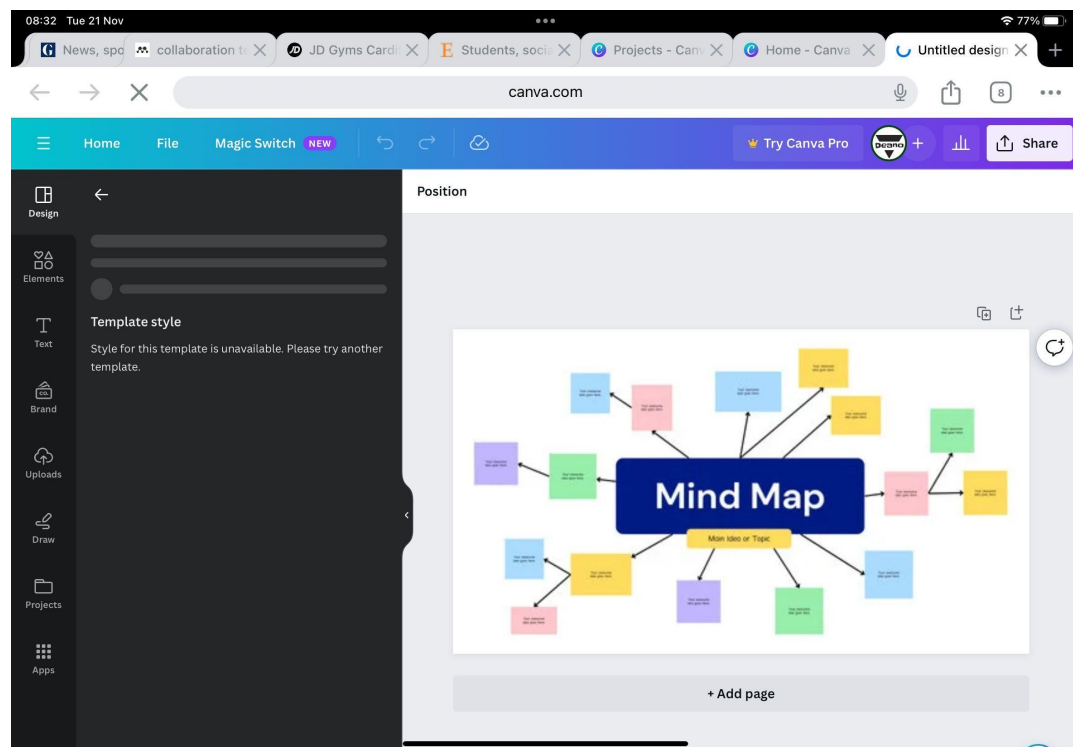
Click on **Digital Brainstorm** to reach a menu.



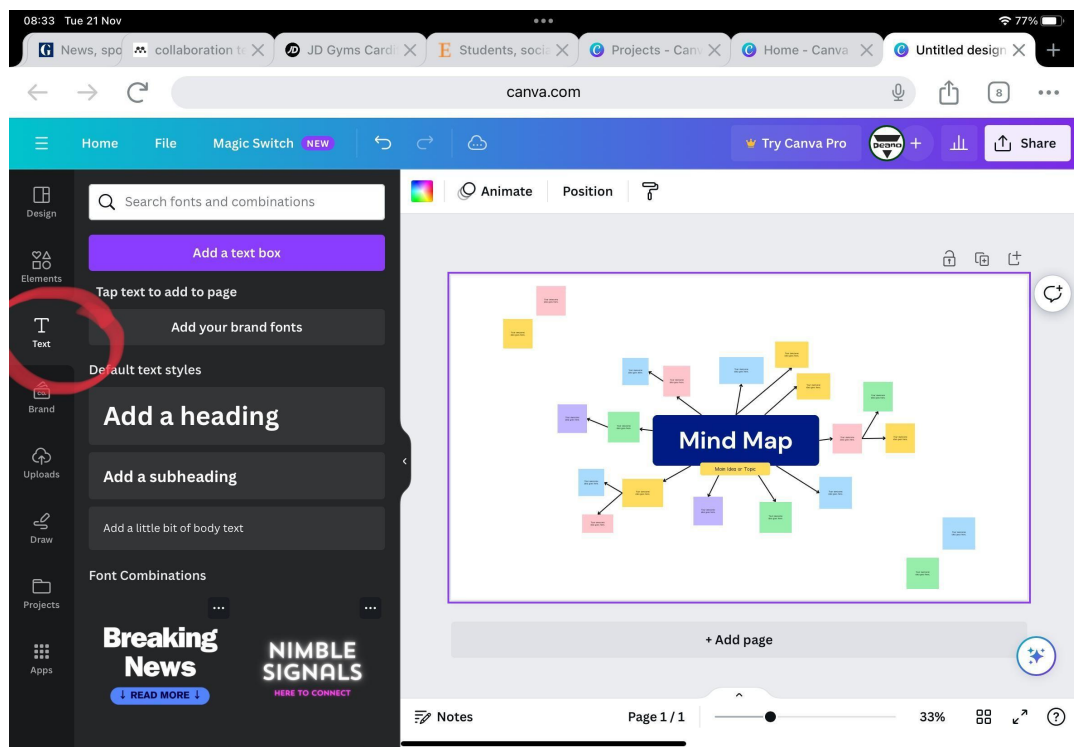
Scroll down until you find a suitable mind map template.



When that opens you can begin to edit the template.

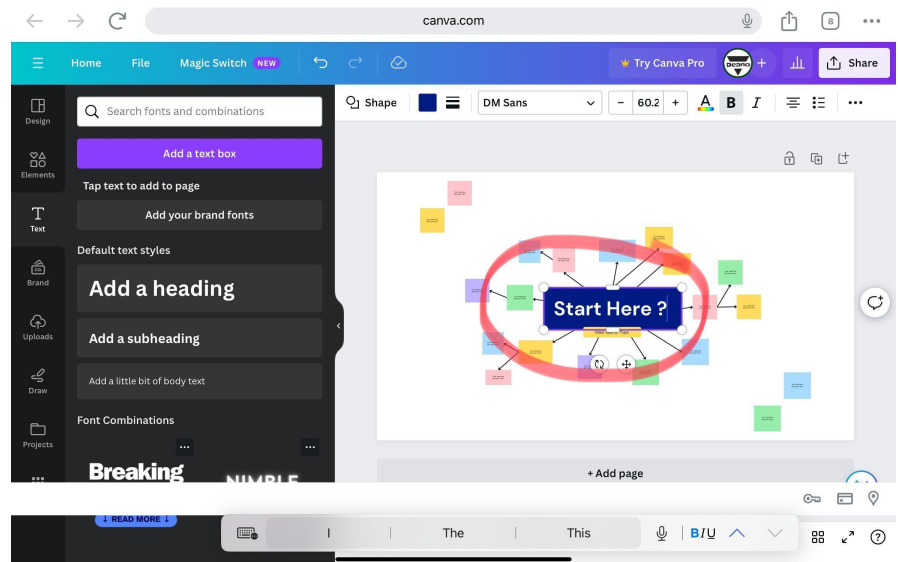


Start with something basic like text from the left hand options.

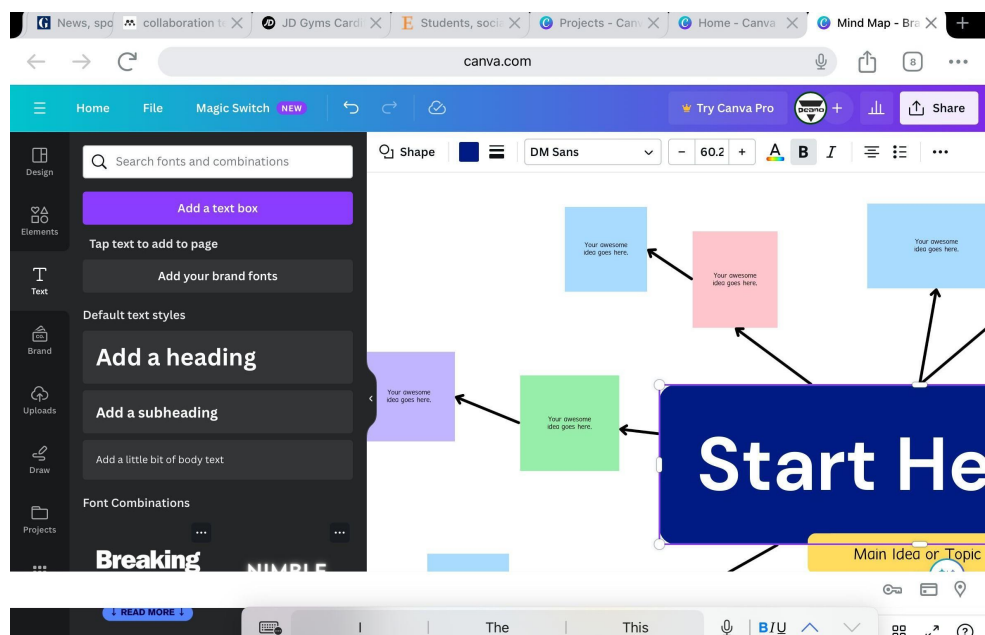


Click on the elements of the mind map to change the text within them.

The elements and arrows can be moved around, deleted and added as necessary.

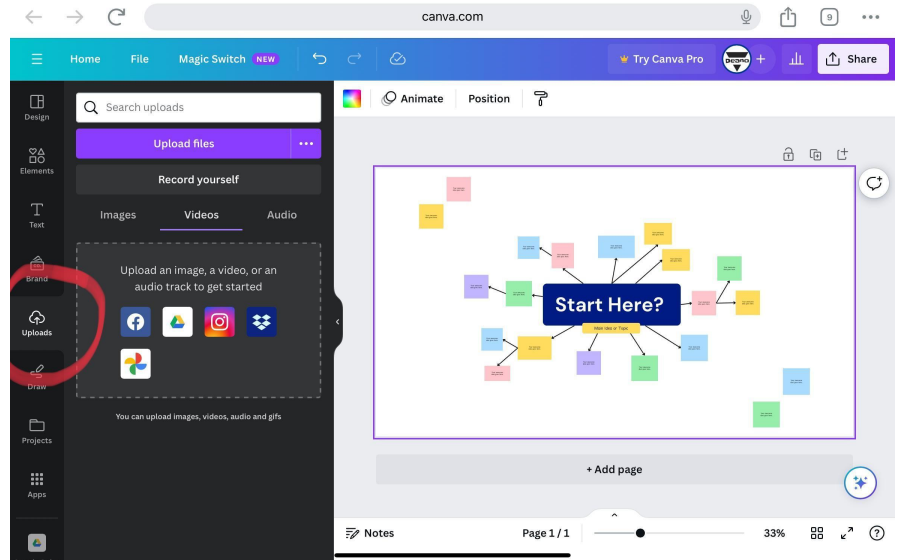


It is possible to zoom in and out to vary the scale.

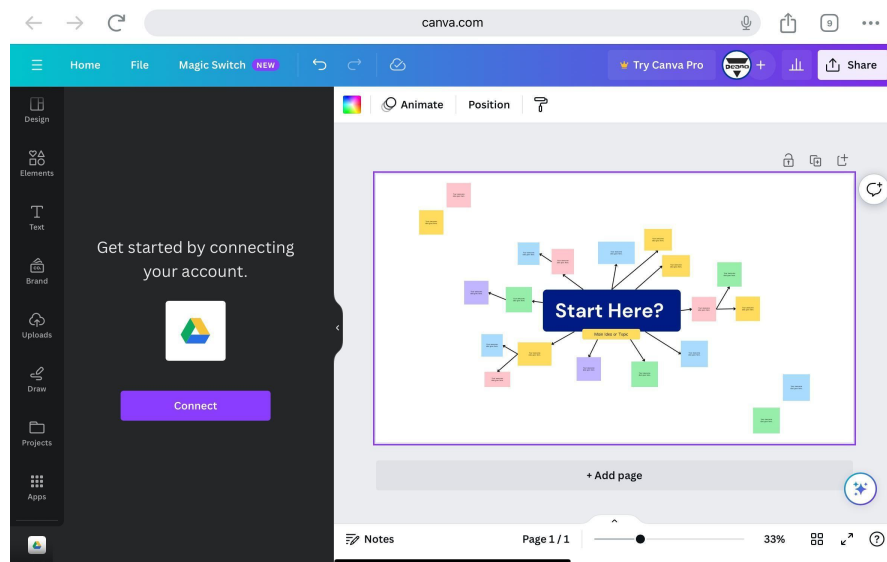


Other media can be uploaded.

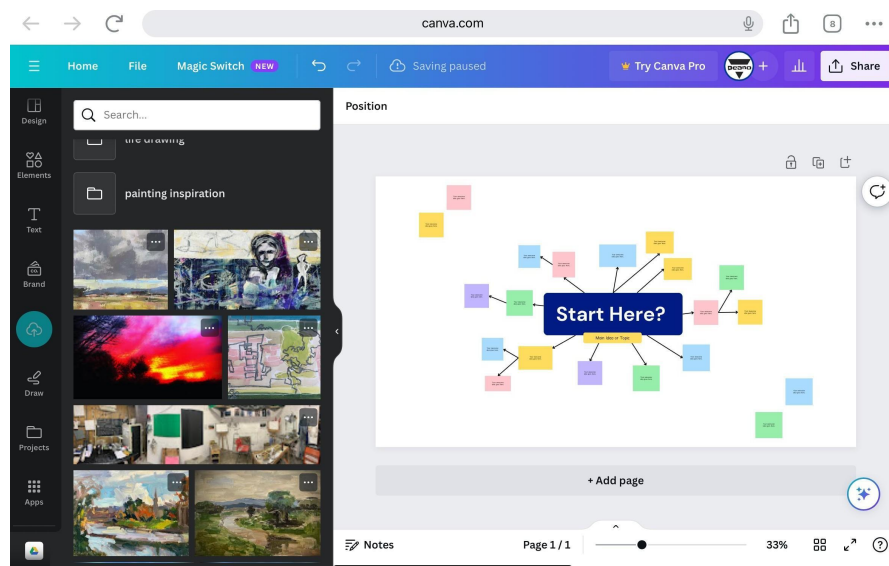
It is possible to connect to different accounts to do this.



Allow Canva to connect to your account.

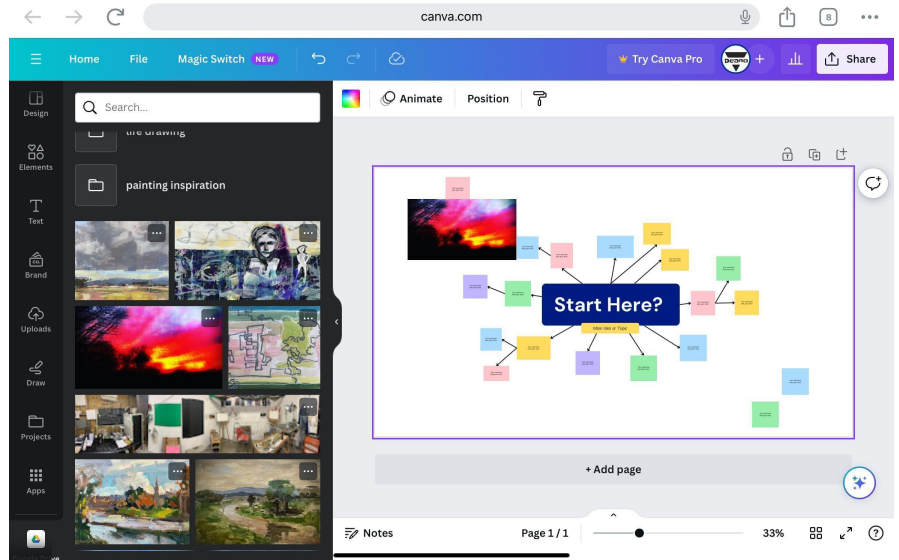


Navigate to the media in your account you would like to add to the mind map.



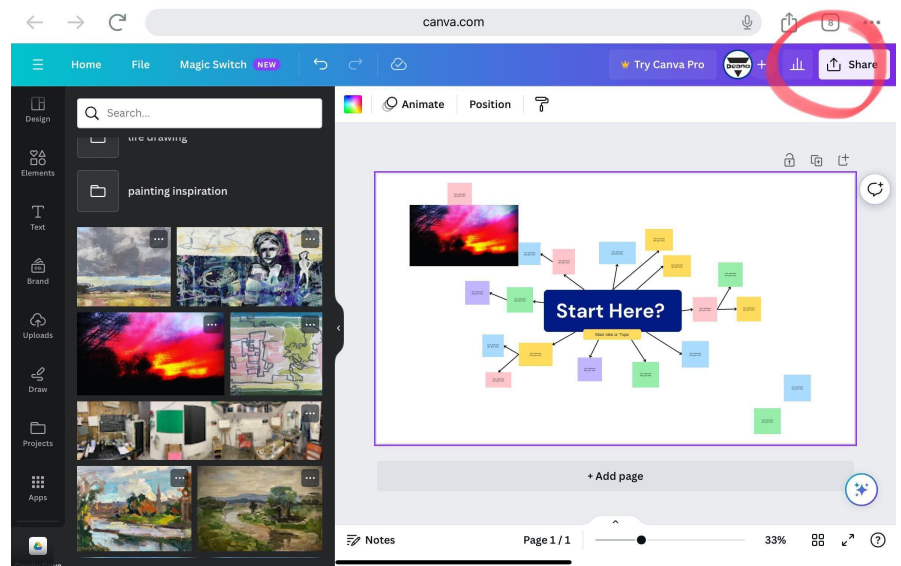
Drag, drop and resize the media as required.

This can be photos, diagrams or videos.



To share click on the top right icon.

This will bring down a dialogue with options.

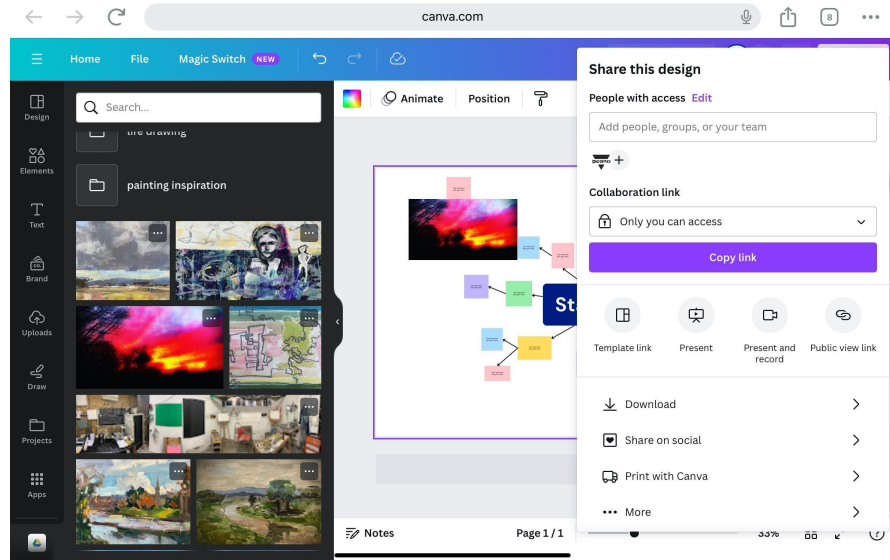


From the dialogue you can share and receive mind maps with collaborators.

Add to them to build ideas, this will be live. You will receive a notification by email and have immediate access to the mind map shared with you.

Print out for your own use.

Best of luck with the collaborative dialogues module!



Recap:

1. Explain how to set up and edit a Canva mind map
2. Relate how media can be added to a mind map
3. Describe how to share a mind map with collaborators
4. Outline the method of contributing to the mind maps of other collaborators

Now lets critically evaluate and give feedback!

Feedback:

Please follow the
QR code and
have your say!



Evaluation and Reflection

I had prepared both a slide show and an online survey to collect the feedback. My plan had been to use Teams as a VLE to present tasks in stages that could be completed by means of using multiple windows, referring back to the teams window intermittently. I proposed to test the presentation with my PCET peers before I deliver the session to the first year MA cohort on one of my placements.

Shortly into the presentation 24/11/23 it became clear that the demands made on the digital skills of the audience were in excess of learning the Canva Mind Maps software itself. As the skills had to be performed in windows or pages away from Teams, this also tested the devices and software that the audience were using. Coupled with the fact that I needed to monitor what each individual participant was doing, the inherent trait of tech offering multiple ways to do the same things and the variety of landing pages that were occurring, I quickly saw that this was not an appropriate use of the tech. I therefore abandoned the presentation to reflect on the outcome.

After reflection and analysis I concluded that the session would have to be completed in the classroom and for the sake of efficiency it would have to be adapted. This would be by means of the presentation, a handout and assessment would be conducted by Q&A rather than tasks.

This adapted method worked much better and I was happy that all the students were able to convince me that they had a grasp of the software and could go onto explore it for themselves if they so wished.

I did approach this project with an open mind. Since my aborted VLE presentation I have conducted further research and reflection into my chosen interface; Canva Free and the function of digital mind maps in the form of [Canva Mind Maps](#). My research and reflection has uncovered that there are some significant pros and cons to be considered. The tech is actually limiting in many ways and can prove frustrating. I list some of the major issues I have found here:

1. It requires invested time to learn, which could potentially be more productive elsewhere.
2. The intuitive flow of mind mapping is interrupted by the effort required to operate the software.
3. The interface is not consistent, different browsers will have different landing pages. Which makes it very difficult to demonstrate in the classroom and impossible with a VLE, as I found out.
4. Although the tech is named Canva Free, there are paywalls hidden within the software that apply to even some rather basic functionality to be of any real use.
5. The interface for producing digital mind maps is limited by the size of the screen. Physical mind maps can be extended to cover a complete wall or further if necessary. A digital mind map can be expanded but then it cannot be viewed all at once, either because it is scaled down and cannot be read or it is off the screen. This defeats probably one of the most important features of a mind map.
6. The argument that digital mind maps can be accessed at any time, shared regardless of geographic location, is I believe controversially unhealthy. If I wake up at 3am with the world's greatest idea I have a notepad and pencil on my bedside table, I turn on the night light, write down the idea, turn off the light and go back to sleep satisfied. Potentially the same cannot be said if I pick up a smart phone, there is both the temptation to scroll and the effect of blue light on the retina that induces wakefulness.

Based on the results of the online survey I conducted to ascertain feedback I was rather surprised. (The screenshots are included as evidence within the appendix at the end of the report.) I set six questions to be answered in an essay format. The first asked if the aims and objectives met, and the presentation was clear enough to get started with the tech, all students answered positively. The second question asked if the students found this to be a useful tool and if they would use it? There was only one negative response. The third question asked for a list of any positives and negatives regarding the tech. The answers were more complex; this is a short summary:

It is collaborative, allowing multiple people to input ideas. Quite easy to navigate. Good to see a map used in this way, and being able to share it. User friendly, free version available, able to collaborate. Negatives will be generic templates with inability to express in different formats. Possibly a physical map would be better due to the scale.

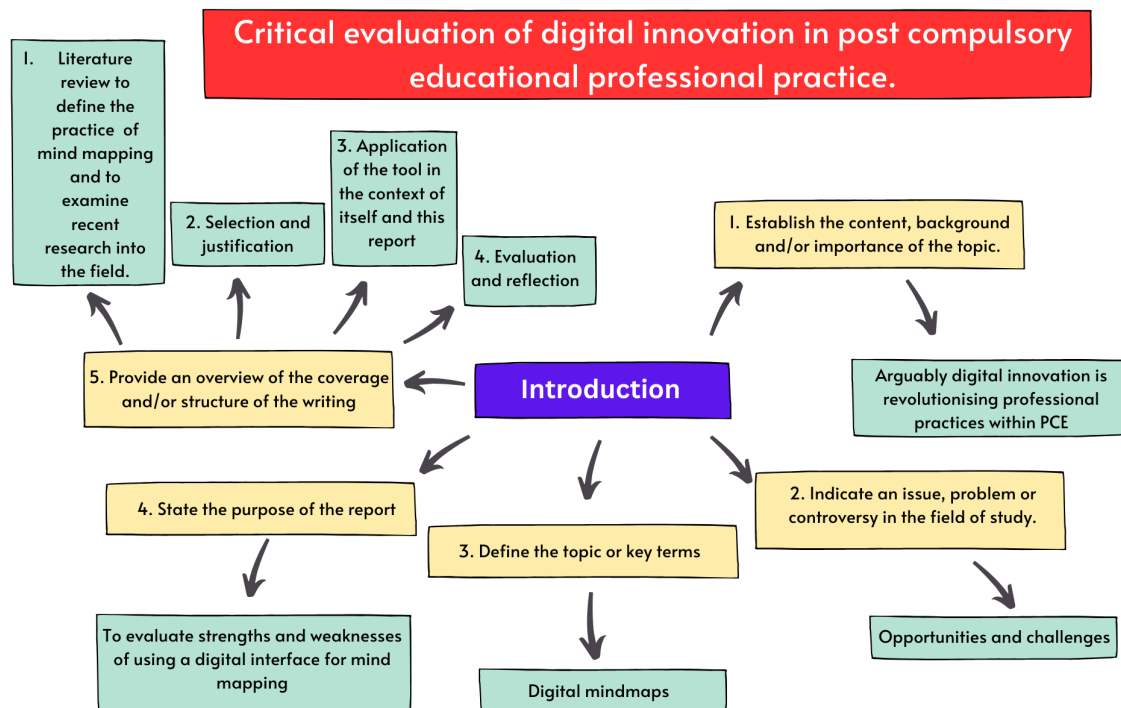
The fourth question asked if the students thought that Canva Mind Maps would encourage more or less collaboration between peers. Again this was answered positively. The fifth question asked if the students thought that Canva Mind Maps might augment physical versions or vice versa. The response was more mixed and uncertain. Finally the students were asked if they had any further thoughts, which was mixed and not particularly conclusive.

Based on the survey results I still intend to offer an introduction to Canva Mind Maps for the full time MA cohort, as I continue to believe that the tech may augment the next module 'Collaborative Dialogues' they have scheduled. But due to time constraints this presentation will fall outside the scope of this assignment.

On further reflection I have come to the conclusion that use of tech in my professional practice context will be limited. I do not see it as the great solution for the zeitgeist, it brings more than enough of its own problems. Essentially the dovetail joint is still in use and we will always need a good plumber. Therefore the contention that future jobs will be so enormously reliant on tech is, from my perspective, flawed. It is widely known that traditional painting and drawing techniques have evolved since antiquity and although various developments and technologies have been embraced by and influenced fine art through the centuries the basics are still strong. The cry 'Painting is Dead!' (Delaroche, 1840). has been uttered since the invention of photography and I beg to differ.

Appendix

Example of Canva Mind Map in relation to this report:



Screenshots of VLE Presentation:

10:24 Fri 24 Nov

You're recording and transcribing. Make sure everyone knows they're being recorded and transcribed. [Privacy Policy](#)

Aims & Objectives

Learning how to use Canva for digital innovation

1. Demonstrate how to set up and edit a Canva mind map
2. Show how media can be added to a mind map
3. Practice sharing a mind map with collaborators
4. Contribute to the mind maps of other collaborators that have been shared
5. Critically evaluate if the digital tool is engaging and if it encourages collaboration
6. Give feedback and reflections

< 3 of 18 Stop presenting >

TK Tyler K.

Angella K.

Post Digital Innovation_GRP > General

You 09:38

Feedback Survey smartsurvey.co...

Transcript

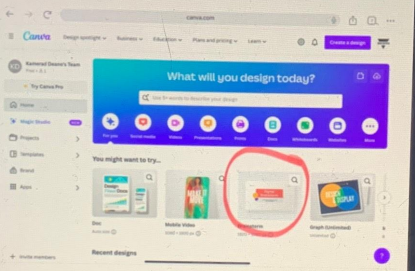
Recording has started

Reply

10:25 Fri 24 Nov

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Click on **Digital Brainstorm** to reach a menu.



< 6 of 18 Stop presenting >

TK Tyler K.

Angella K.

Post Digital Innovation_GRP > General

You 09:38

Feedback Survey smartsurvey.co...

Transcript

Recording has started

Reply

Photo of Live Presentation



SmartSurvey Link + Screenshots

<https://www.smartsurvey.co.uk/s/UIPEQD/>

06:20 Wed 29 Nov app.smartsurvey.co.uk 100%

View: Original View

Page 1: Digital Mind Maps Presentation Feedback

Overview

Responses

Total:	5
Partial:	0
Completed:	5

Other

Last Response: 28/11/2023 13:01

Filter

Display Options

Share

Q1

Text Analysis **Customise**

Were the aims and objective met and the presentation clear enough to get started with the tech?

Responses: **Hide**

5	Yes, I felt it they were really clear	28/11/2023 13:01 PM ID: 232639657
4	Very clear and helpful.	28/11/2023 12:59 PM ID: 232639387
3	Yes	28/11/2023 12:59 PM ID: 232639352
2	Yes	28/11/2023 12:58 PM ID: 232639263
1	Yes	28/11/2023 12:57 PM ID: 232639160

Answered: 5 Skipped: 0 **Response Total: 5**

Q2

Text Analysis **Customise**

Is this a useful tool? Will you use it?

Feedback

Need Help?

↑

06:21 Wed 29 Nov

app.smartsurvey.co.uk

100%

View: Original View

Overview

Responses

Total: 5
Partial: 0
Completed: 5

Other

Last Response: 28/11/2023 13:01

Filter

Display Options

Share

1 Yes 28/11/2023 12:57 PM ID: 232639160

Answered: 5 Skipped: 0 Response Total: 5

Q2 Text Analysis Customise

Is this a useful tool? Will you use it?

Responses: Hide

5 I have previously used Canva for a poster and I found it very useful. I would definitely use this tool in my education and in my own professional practice. 28/11/2023 13:01 PM ID: 232639657

4 Yes as i feel it has given me a new understanding of canva 28/11/2023 12:59 PM ID: 232639387

3 I can see myself using this in my teaching 28/11/2023 12:59 PM ID: 232639352

2 No 28/11/2023 12:58 PM ID: 232639263

1 Could be in the right lesson 28/11/2023 12:57 PM

Answered: 5 Skipped: 0 Response Total: 5

Q3 Text Analysis Customise

Can you list any positives and negatives regarding the tech?

Feedback Need Help?

06:21 Wed 29 Nov

app.smartsurvey.co.uk

100%

View: Original View

Overview

Responses

Total: 5
Partial: 0
Completed: 5

Other

Last Response: 28/11/2023 13:01

Filter

Display Options

Share

1 Could be in the right lesson 28/11/2023 12:57 PM

Answered: 5 Skipped: 0 Response Total: 5

Q3 Text Analysis Customise

Can you list any positives and negatives regarding the tech?

Responses: Hide

5 It is collaborative, allowing multiple people to input ideas. It is quite easy to navigate. 28/11/2023 13:01 PM ID: 232639657

4 Good to see a mind map used in this way and being to share it. 28/11/2023 12:59 PM ID: 232639387

3 User friendly, free version available, able to collaborate
Negatives would be generic templates with inability to express in different formats 28/11/2023 12:59 PM ID: 232639352

2 Possibly a physical mind map would be better due to the scale 28/11/2023 12:58 PM ID: 232639263

Answered: 5 Skipped: 0 Response Total: 5

Q4 Text Analysis Customise

Do you think that digital mind maps will encourage more or less collaboration between your peers?

Feedback Need Help?

06:21 Wed 29 Nov

app.smartsurvey.co.uk

100%

View: Original View

Overview

Responses

Total: 5
Partial: 0
Completed: 5

Other

Last Response: 28/11/2023 13:01

Filter

Display Options

Share

Answered: 5 Skipped: 0 Response Total: 5

Q4

Text Analysis Customise

Do you think that digital mind maps will encourage more or less collaboration between your peers?

Responses: Hide

5	It could encourage more collaboration as it is easy to access and can be accessed remotely.	28/11/2023 13:01 PM ID: 232639657
4	More as i think it give everyone a chance to have there input	28/11/2023 12:59 PM ID: 232639387
3	It depends on the learners. Younger generation might find this a lot more interactive and engaging than a pen and paper	28/11/2023 12:59 PM ID: 232639352
2	More	28/11/2023 12:58 PM ID: 232639263
1	Could encourage more	28/11/2023 12:57 PM ID: 232639160

Answered: 5 Skipped: 0 Response Total: 5

Q5

Text Analysis Customise

Do you think that digital mind maps might augment physical versions or vice versa?

Feedback

Need Help?

06:21 Wed 29 Nov

app.smartsurvey.co.uk

100%

View: Original View

Responses

Total: 5
Partial: 0
Completed: 5

Other

Last Response: 28/11/2023 13:01

Filter

Display Options

Share

Answered: 5 Skipped: 0 Response Total: 5

Q5

Text Analysis Customise

Do you think that digital mind maps might augment physical versions or vice versa?

Responses: Hide

5	I don't think it is necessary to use digital mind maps all the time.	28/11/2023 13:01 PM ID: 232639657
4	Not sure	28/11/2023 12:59 PM ID: 232639387
3	I think they could work collaboratively with each other	28/11/2023 12:59 PM ID: 232639352
2	Yes	28/11/2023 12:58 PM ID: 232639263
1	No	28/11/2023 12:57 PM ID: 232639160

Answered: 5 Skipped: 0 Response Total: 5

Q6

Text Analysis Customise

Further Thoughts?

Responses: Hide

5	I would like to explore all the features of canva in future to see what benefits it	28/11/2023 13:01 PM
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Feedback

Need Help?

06:21 Wed 29 Nov app.smartsurvey.co.uk 100%

View: Original View

Partial: 0
Completed: 5
Other
Last Response: 28/11/2023 13:01

Filter
Display Options
Share

Q6 Text Analysis Customise

Further Thoughts?

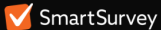
Responses: Hide

5	I would like to explore all the features of canva in future to see what benefits it could provide	28/11/2023 13:01 PM ID: 232639657
4	Was fun.	28/11/2023 12:59 PM ID: 232639387
3	Na	28/11/2023 12:59 PM ID: 232639352
2	It's not something I would use	28/11/2023 12:58 PM ID: 232639263
1	I don't have anything to add	28/11/2023 12:57 PM ID: 232639160

Answered: 5 Skipped: 0 Response Total: 5

Feedback
Need Help?

Main Services Support
Home API Documentation Help Guides
My Surveys Your Responses Support Tickets

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