

THE HONG KONG GEOGRAPHER

香港地理人

Editors' Note

We are glad to inform you that a new Editorial Board of Hong Kong Geographer has been formed following the formation of 2007-2009 HKGA Executive Committee. The new Editorial Board will continue in providing news and information on geography communities in Hong Kong and further diversify the contents of Hong Kong Geographer.

Your contributions and comments are valuable. Please let us know the geography-related topics you are interested (email: enquiry@hkga.org), which may be published in future issues. We look forward to your participation and suggestions.

Wish all the best and a fruitful year of 2008.

S.Y. Chow, H.T. Lai, H.Y. Lee, P.K. Yeung, P.M. Yeung
Editorial Board

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香港地理學會

HONG KONG GEOGRAPHICAL ASSOCIATION



會員報名、投訴、提出意見和查詢，請電子郵件 enquiry@hkga.org 網址：<http://www.hkga.org>

Association News

EMB Funds the HKGA Proposal on "Conducting Spatial Enquiry in the New Senior Secondary Geography Curriculum"

The profile of the HKGA had been raised, with regard to the acceptance by the EMB of the proposal written by HKGA Chair Dr. Becky Loo on spatial geography. The project integrates the use of geographic information systems (GIS), with the New Senior Secondary (NSS) Geography curriculum. Details of the project are available in the HKGA website. Members will be invited to participate in the trial runs and to provide feedback to the project team. Further information will be announced in due course.

Field Trip to Lai Chi Chong, Shum Chung & Yung Shue O (April 2007)

Twenty six members and non-members attended the field studies to Lai Chi Chong - Shum Chung. The field studies were carried under the leadership of Dr. Bernie Owen of Hong Kong Baptist University and Dr. C.N. Ng of the University of Hong Kong. Highlights of the fieldtrip included a study on the folding and sedimentary rock bedding along the coast of Lai Chi Chong and an examination on the sustainable development and balance between economic development and nature conservation in Shum Chung.



A study on the fold structure at Lai Chi Chong

2007 Annual General Meeting (April 2007)

2007 AGM was held on 28 April 2007 (Saturday) at Hong Kong Baptist University, Kowloon Tong. The Chair thanked members of the EXCO and committee members for the smooth running of the HKGA in 2006. A re-election of the office bearers of the EXCO for 2007-2009 was conducted. We would like to welcome a new EXCO member Mr Lau Kwok Chi Victor of the Hong Kong Institute of Education and the return of Dr. Maggi Leung of the University of Hong Kong and Mr. Yeung Pun Ki Victor of AOG Hebron Secondary School.

Book Discount Offered to Members

Hong Kong Landscapes: Shaping the Barren Rock
Bernie Owen and Raynor Shaw. Hong Kong University Press

The book examines the physical and human origins of landscapes in Hong Kong. Reduced price of HK\$200 for HKGA members (20% discount) - Postage included. Please visit our website for contents and ordering information.



HKGA Seminar

Should Senior Secondary Students be Asked to Conduct Surveys for School-based Assessment?

Presented by Dr. Becky P.Y. Loo, Associate Professor, Department of Geography, The University of Hong Kong, 28 April 2007, Hong Kong Teachers' Centre

Reported by Alice Chow



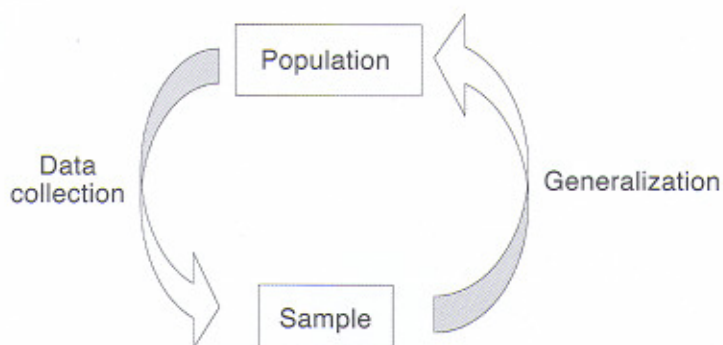
The seminar given by Dr. Becky P.Y. Loo aimed at discussing how surveys could be integrated with the senior secondary geography curriculum to fulfill the requirements of school-based assessment. Answers of "what are surveys?", "how should surveys be integrated into geographical enquiry?" and "how are surveys related to school-based assessment?" were provided. The following is the seminar summary.

1. What are Surveys?

Surveys are techniques to find answers based on a subset (sample) of the whole population. A scientific survey should include the following:

- a. Research problem: what question(s) is / are to be answered?
- b. Population:
 - i. Target population: all elements to be studied for our research problems (larger in size)
 - ii. Sampling frame: all elements of the target population that we can reach for our survey (usually smaller in size)
- c. Sample: The elements of the sampling frame that we have studied (or interviewed) during the survey (amount is limited by our resources)
- d. Sampling process: The process of selecting samples from the sampling frame
 - i. Probability: More knowledge on the population is required, such as their size, distribution and sub-groups' characteristics. Methods include simple random sampling, systematic random sampling, stratified random sampling (proportionate, disproportionate), clustered random sampling or multi-stage sampling. Probability sampling is always preferable to get representative samples.
 - ii. Non-probability: When probability sampling is difficult and inefficient, you can use non-probability methods but be aware of the representation problems. Some non-probability sampling methods include the snowball sampling, convenience sampling and quota sampling, etc.
- e. Survey instruments: Tools used to collect data in the survey, e.g. equipment (thermometer, timer), survey sheets (for fieldwork) and questionnaires (for interviews), etc.
- f. Generalization: After data collection, survey data should be analyzed to find answers to our research questions. Descriptive statistics, such as tabulation, percentage, classification and grouping can be used to describe non-spatial dimensions of the samples. For descriptive spatial statistics, characteristics of samples over the two-dimensional space are summarized. Since the sample is just a subset of population, so we have to use inferential statistics to identify the characteristics of population through data expansion, data weighting, statistical estimation or hypothesis testing.

The above are the elements of a scientific survey. Are they too much for a general survey in the Senior Secondary Geography curriculum? Yes. So a general survey should touch on a problem / an issue, population, sample, sampling process, survey instruments and generalization on sample and population but not all the items discussed before. As surveys involve many resources and cannot be repeated under identical situations, a clearly-defined research problem / issue and a *purposeful data collection* are important steps for a successful survey, where it is a scientific or a general one.



2. The Senior Secondary Geography Curriculum Revisited

Should senior secondary students be asked to conduct survey for school-based assessment? Let's revisit the role of fieldwork in the Senior Secondary Geography curriculum first. The structure covers seven compulsory topics under three main themes of "living with our physical environment", "facing changes in the human environment" and "confronting global challenges" plus four elective topics on "dynamic earth", "weather and climate", "transport" and "regional studies of Zhujiang Delta". Fieldwork and spatial data enquiry should be infused in the learning and teaching of both the compulsory and elective parts of the curriculum. The question is how should teachers incorporate the fieldwork and survey technique into the topics covered. First of all, teachers have to distinguish fieldworks and surveys before sending student out the classroom. The table below shows some fieldwork or survey examples designed for the curriculum.

Fieldworks	Surveys
<p><i>Opportunities and risks</i></p> <ul style="list-style-type: none"> Visit Ma Shi Chau to identify various geological features related to faulting and folding in Hong Kong (CDC and HKEAA, 2007¹, p.13) 	<p><i>Building a sustainable city</i></p> <ul style="list-style-type: none"> Conduct questionnaire surveys to investigate how these two places evolved with urban development (CDC and HKEAA, 2007, p.21) Conduct a survey on land use and urban problems of the area near the school (CDC and HKEAA, 2007, p.21)
<p><i>Changing industrial location</i></p> <ul style="list-style-type: none"> Field trip to Cyberport / Hong Kong Science Park to look at the factors which favour the development of the IT industry in these areas (CDC and HKEAA, 2007, p.18) 	<p><i>Combating famine</i></p> <ul style="list-style-type: none"> Design a questionnaire for interviewing local farmers about how the natural environment and technology influence agricultural activities (CDC and HKEAA, 2007, p.24)
<p><i>Other examples</i></p> <ul style="list-style-type: none"> Go to a site and ask geographical questions in the field (CDC and HKEAA, 2007, p.85) 	

¹ The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007) Geography Curriculum and Assessment Guide (Secondary 4-6) Final Versions.

3. The Answer

Surveys are important in conducting geographical enquiry. When we answer geographical questions/ issues, data and evidence through data collection are useful. However, it is a rare case that the entire population is available for our study. Surveys are attempts to find answers / solutions with constraints. We have to be aware of the limitations and make conclusions based on the available evidence or data collected. According to CDC-HKEAA (2007), a geographical enquiry is to "identify geographical questions and issues and develop a logical sequence of enquiry based on their knowledge and understanding of Geography" and "select and use appropriate geographical and generic skills for investigating geographical questions and issues, to present and interpret their findings in an effective way, and to draw conclusions based on evidence" Thus, surveys fit the descriptions of geographical enquiry.

The following is an example of how a survey can be combined with a geographical enquiry:

Survey elements	Survey design
<i>Geographical problem / hypothesis:</i> Surveys emphasize on hypothesis testing	Are rivers in NWNT more polluted than those in NENT?
<i>Population and sample:</i> What data to collect? Sampling process	<ul style="list-style-type: none">• Target population: all rivers in NWNT & NENT• Sampling frame: list of rivers suitable for fieldwork• Sample: rivers selected for fieldwork location, e.g. downstream
<i>Data collection and survey instruments:</i> Generally, not "what features to identify?"	<ul style="list-style-type: none">• Measure river velocity, water depth• Take sediment samples, water samples• Fill in survey sheets to record the environment
<i>Generalization:</i> Data analysis and limitation	<p><i>Samples:</i></p> <ul style="list-style-type: none">• Conduct further laboratory analysis, e.g. oxygen level• Produce summary indices and/or classifications together• Make use of secondary data if necessary <p><i>Population:</i></p> <ul style="list-style-type: none">• Identify similarities and differences of the sample with the non-sample• Consideration of other factors• Combination with secondary data <p><i>What are the limitations?</i></p> <ul style="list-style-type: none">• Strengths and weaknesses• Suggestions & recommendations• Further studies
<i>Presentation and / or report writing</i>	<ul style="list-style-type: none">• Write a survey report and present significant findings to the class

At this stage, you should have some ideas how surveys can be used as a tool of the school-based assessment. Surveys do not just involve classroom teaching. Students can learn to ask meaningful geographical questions and conduct hypothesis testing. Moreover, they can integrate their geographical knowledge into the survey design and survey process. A lot of pre-survey planning is required for a successful survey. Through conducting a survey, students would learn to have the wider picture in mind when looking at the specifics. It is also important for students to conduct data analysis and produce a report to demonstrate generic skills and geographical techniques for assessment. Finally, the speaker provided a survey checklist for teachers considering using surveys as the school-based assessment.

- ☐ Meaningful geographical question / issue
 - ☐ Relevant to the curriculum? Which issue(s)?
 - ☐ Hypothesis?
- ☐ Population
 - ☐ Appropriate?
 - ☐ Manageable? (Smaller scale!)
- ☐ Sample
 - ☐ Accessible?
 - ☐ Fieldwork (Safety issues, etc.)
- ☐ Sampling process
 - ☐ Random, how?
 - ☐ Non-random, reasons?
- ☐ Survey instruments
 - ☐ Equipment, available?
 - ☐ Questionnaire (Research ethnics, design, language, etc.)
- ☐ Generalization
 - ☐ Sample
 - ☐ Descriptive statistics
 - ☐ Tables
 - ☐ Charts
 - ☐ Statistical analysis
 - ☐ Spatial analysis
 - ☐ GIS
 - ☐ Field data + secondary data
 - ☐ Population
 - ☐ Aware of the wider picture
 - ☐ Implications of the survey findings on the population
 - ☐ Answer the hypothesis !! (Conclusion based on the collected evidence)
 - ☐ Recognize limitations
 - ☐ Optional: Inferential statistics (Spatial vs non-spatial)



Dr. Becky P.Y. Loo is Chair of the HKGA, Fellow and Council Member of the Chartered Institute of Logistics and Transport in Hong Kong (CILTHK), Member of the Research Committee of the Road Safety Council and Member of the CDC-HKEAA Committee on Geography (SS). She teaches courses on surveys and spatial statistics both at the undergraduate and postgraduate levels. Her research uses well-planned surveys, spatial analysis and applied GIS. In 2006, she was awarded the Outstanding Young Researcher Award of the University of Hong Kong.

HKGA-HKIEd Secondary School Project Learning Competition (2006-2007)

Our association and the Hong Kong Institute of Education (HKIEd) have organized a Project Learning Competition for Geography and Liberal Studies. The event aims to stimulate students' interest in Geography and Liberal Studies, and develop their ability for conducting in-depth enquiry. The aims of this competition are three-fold:

1. Develop students' ability to construct knowledge and generic learning skills;
2. Encourage students to become intrinsically motivated and promote their ability to investigate and solve problems of an academic or practical nature; and
3. Promote cooperative learning amongst students and help students broaden and deepen their knowledge of geographical and Liberal Studies related issues.

32 projects with a wide range of topics were submitted by Form 1 to Form 4 students. Adjudication was held on 8 June 2007 at HKIEd, with the assistance of Dr. Irene Cheng, HKIEd and our Honorary Secretary. The adjudicator panel includes: Ms. Suria Kong Suet Yee, Senior Teaching Fellow, HKIEd; Prof. John Lee Chi-kin, Dean of the Faculty of Education, The Chinese University of Hong Kong; Dr. Becky Loo Pui-ying, Associate Professor, Department of Geography, The University of Hong Kong and Chair of the HKGA; Mr. Wong Wang Fai, Senior Curriculum Development Officer, PSHE, CDI, Education Bureau and Mr. Anthony Yeung Kam Chuen, Principal, Caritas Chan Chun Ha Field Studies Centre, Cheung Chau. Entries were judged according to:

- 1) Creativity and content of inquiry (35%),
- 2) Enquiry method (35%),
- 3) Presentation (20%) and
- 4) Originality (10%)



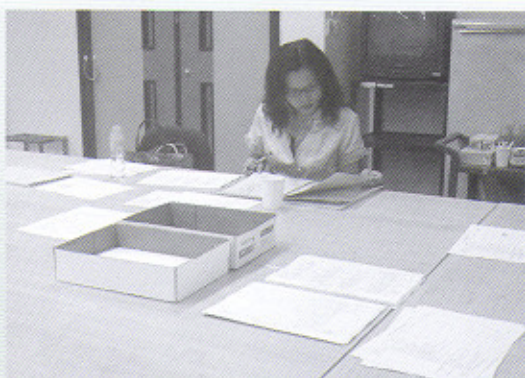
Adjudication in progress



Ms. Suria Kong, Mr. W.F. Wong,
Mr. Anthony Yeung and
Dr. Irene Cheng



Prof. John Lee and
Dr. Irene Cheng



Dr. Becky Loo

School	Project title
Canossa College	How can Sustainable Eco-tourism be Developed in Sham Chung?
Carmel Bunnan Tong Mem.Sec. School	歧視問題在香港：香港人對印巴籍人士歧視的狀況
	歧視問題在香港—中學生歧視殘障人士的狀況
	環保教育與生態旅遊
Cheung Chau Government Sec. School	活化灣仔舊區
	為什麼海洋公園較其他的主題公園較能吸引遊客參觀
Heep Yunn School	Kai Tak and Sustainable Development
	Tree Conservation and Sustainable Development
	West Kowloon and Sustainable Development
Homantin Government Sec. School	市民對全球增溫的感想
	市民對全球增溫的看法
Hong Kong Tang King Po College	灣仔重建與可持續發展
Hotung Sec. School	南生圍的生態問題
	南生圍的生態問題
	南生圍的生態問題
	南生圍的生態問題
	天水圍社區考察
	天水圍社區考察
Lui Cheung Kwong Lutheran College	重建觀塘市中心「多面睇」
Maryknoll Fathers' School	Future of Pawn Shop in Sham Shui Po
Po Leung Kuk Ma Kam Ming College	同學及旅客對香港空氣污染的看法及感覺
	香港中學生用水的習慣和對家庭污水的看法
Rosaryhill School (Secondary Section)	重建為內城區解決問題，還是為內城區帶來更加多的新問題？
Saint Joseph's College	Wan Chai Reclamation Phase II: Gain or Loss?
	灣仔舊區發展能否令社會得益
Sing Yin Sec. School	Global Warming
	Global Warming
	Global Warming
SKH Tang Shiu Kin Sec. School	Will Air Pollution in Wan Chai Become More Serious?
Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College	「東方之珠，光芒不再？」
Wa Ying College	觀塘區民生多面睇
Wah Yan College, Kowloon	中國風水學與西方地理學

Champion

Saint Joseph's College

Wan Chai Reclamation Phase II: Gain or Loss?

Reclamation is the main source of urban land in Hong Kong. However in recent years, as the Victoria Harbour has become narrower, many people suggest that reclamation should be banned, or the reclamation size should be reduced. Wan Chai Reclamation Phase II will be the last reclamation project in the Central Business District of Hong Kong Island, and the land reclaimed will be invaluable. Currently, the government, political parties, environmentally-concerned groups and other organizations have different suggestions to the reclamation project, which makes it becomes a standstill. In this project, we will firstly introduce and pros and cons of reclamation, followed by an analysis of what problems we have now which can be solved by reclamation. Finally, we will present our plan of the reclamation which can satisfy most people's expectations to this reclamation-solving problems in Wan Chai District and minimizing the area of land reclaimed.

First Runner-up

Cheung Chau Government Secondary School

活化灣仔舊區

現時灣仔舊區因為人口、城市老化等問題，政府需要重新規劃，把「藍屋建築群」及灣仔街市清拆。我們希望透過這個研習研究把灣仔重生，希望把灣仔舊區打造成一個文娛康樂中心，解決老人家因生活費而造成的困擾及加強旅客對灣仔舊區的認識，使她重新興旺起來。我們希望透過互聯網等途徑，去諮詢及訪問灣仔區議員、香港建築師學會、香港規劃師學會及市民大眾，收集對灣仔的意見。另外，我們也會各界人士，從而找出可行方法，活化灣仔，使它成為理想的可持續發展的市區。

Second Runner-up

Po Leung Kuk Ma Kam Ming College

香港中學生用水的習慣和對家庭污水的看法

本專題研習的目的是調查香港中學生用水的習慣和對家庭污水的看法。是次研究回收了293份問卷。結果顯示同學和家庭成員的用水習慣普遍良好，但新式的沖水系統並不普遍用於香港的家庭。中一至中四的學生對家居污水的處理方法之認識並不足夠，他們認為香港水質的污染程度嚴重及家居污水對水污染構成頗大的影響。

Certificate of Merits

Carmel Bunnan Tong Memorial Secondary School

歧視問題在香港：香港人對印巴籍人士歧視的狀況

香港是一個中西文化匯聚的城市，當中居住了很多不同膚色、種族、宗教的人士，因此，個別人士對於不同文化會有不同的理解及感受。為了要達到共融社會，我們必須要消除種族之間的歧視。我們在今次的報告上選擇了【香港人對印巴籍人士的歧視狀況】作研究主題，因為我們從日常生活中觀察到印巴籍人士大部份是處於低下階層，他們大多都是從事搬運和大廈管理員的職位，多以勞動為主，在社會上仍似處於較弱勢的地位。因此，我們以香港人為研究對象，希望在研究過程中知道現今香港人對於印巴籍人士的歧視因素和手法並從中了解歧視的問題所在，再藉此提出有關解決歧視問題的方法。

Certificate of Merits

Heep Yunn School

West Kowloon and Sustainable Development

This project aims at exploring the Wall Effect resulted from the unfavourable building construction in West Kowloon. As a city characterized by fast-paced development in Hong Kong, the continuous existence of Wall Effect driven by the desire of property developers solely would be difficult to facilitate Hong Kong to become a sustainable city. Although some people may wonder by asking "why bother with the wall effect", we should notice that the construction of super high-rise buildings in the waterfront location, in fact, would affect the living environment in the inner city area as well, particularly from the perspective of air pollution. Hence, the issue of Wall Effect is related to the living environment of Hong Kong people in future. By gathering and analyzing different points of view from people in this project, it is sincerely hoped that a sustainable living environment in Hong Kong can be achieved by incorporating the social aspirations in the future development of West Kowloon.

Certificate of Merits

Wah Yan College, Kowloon

中國風水學與西方地理學

在這份專題報告裏，我們會比對中國傳統的一門學問 – 風水學，與及西方地理學，從歷史背景、理論基礎、實質應用例子等各方面入手，在古今中外，找出兩方面的不同與共通點，使你對風水學有更深的體會。

Congratulations to all winners. Prize-giving ceremony and work presentation will be arranged in early 2008. All interested are welcome and further information will be announced.

二零零七年地理科會考試題分析

黎海天(可風中學)

二零零七年是會考地理科採用新課程的第三年，這裡就今年卷一及卷二的題目作出分析，與大家分享。此外，我還列舉一些優點和缺點，希望考評局多加留意。

表一 卷一試題分析

題號	有關的主要主題及/或議題	個案例子	技能
1	地貌與外營力作用、水的煩惱及農業	香港	閱讀1:20000地形圖，列舉地圖證據，繪縱剖面及計算垂直誇大率
2	地貌與內營力作用及自然災害	南亞	閱讀圖表
3	可持續城市及城市	香港	閱讀地圖及照片
4	工業	中國	閱讀地圖
5	氣候異常及氣候	全球及中國	閱讀地圖
6	農業及糧食與飢荒	南加州及薩赫勒	閱讀圖表

- 一、今年的題目幾乎覆蓋所有主題及議題，頗為全面。還有，這種跨越單一主題／議題的題目，不但要求學生把知識融匯貫通，更能杜絕學生只選讀某個主題／議題的情況。這類題目更能反映出學生的程度。
- 二、第2題最後部分要求考生為其選擇的答案解釋原因，相信只要言之成理，自圓其說，便可得分，這切合現今教育的大趨勢。
- 三、第4題(C)問及在上海市(題目中並無列明)內x地點較適合發展科學科技工業園還是鋼鐵廠，並要求考生辯證答案。若考評局的評分參考內只有認為發展科學科技園才能取分，對那些選擇發展鋼鐵廠而能提出論點及論據(例如有環路代表交通方便、周圍市區代表基建良好)的考生是否不公平呢？

表二 卷二試題分布

主題及議題	題目數量
地圖閱讀 (1:5000地形圖)	10
農業及糧食與饑荒	7
氣候與氣候異常	5
工業及能源的抉擇	8
外營力作用及水的煩惱	8
內營力作用及自然災害	7
城市及可持續城市	5

- 一、從表中可見多項選擇題題目已覆蓋所有主題及議題，而分布方面十分平均。
- 二、題目內使用圖表的數目約佔一半，十分平衡。
- 三、第16題問及作物殘株覆蓋於農地的好處／功能，其中第(3)項選擇是「改善土壤結構」。「土壤結構」知識應該在高中課程才出現，對會考生來說是太艱深了。
- 四、總括來說，本年的題目在深淺程度方面大致上屬於適中。

二零零七年地理科高考試題(卷二)分析

黎海天(可風中學)

每年高考後，翻閱試題，都會發現有不少新的主題，足見高考課程的動態性。我在這裡就今年卷二的題目作出分析，與大家分享。此外，我亦寫出一些優劣地方，希望考評局注意。

主題及案例分析：

題號	主題	案例	涉及課程範圍
1	自然災害	無	板塊構造學，河道系統，氾濫及乾旱
2	大氣穩定性	無	大氣水分
3	環境梯度及全球增溫	熱帶濕潤地區	生物系統及能量收支
4	生態旅遊	熱帶荒漠或雨林	人地關係
5	灌溉及排水工程，及可持續農業	欠發達國家	農業系統
6	范杜能模式	香港以外	農業模式
7	鹹潮	珠三角	氾濫
8	汽車工業	欠發達國家	工業系統 / 生產因素
9	運輸(物流)	香港	工業系統 / 生產因素
10	城市人口密度	欠發達國家	城市人口密度
11	新市鎮及霍伊特模式	香港	房屋及城市土地利用模式

- 一、第 1 題問及的範圍和深度都與會考課程差不多，頗為淺易，相信有不少考生選答。
- 二、第 2 題首兩部份問及溫度遞減率及溫度逆增，內容較為傳統。最後部分問及污染物如何減少熱島效應，這部分比較專門。由於佔分數比例不太高，所以可以接受。
- 三、第 3 題首部分問及隨高度上升，土壤、氣候和植被的轉變，內容較為傳統。第二部分問及全球增溫對這三方面的影響。這部分較為新穎，但由於答案只屬推論性質，所以應該給予閱卷員較大彈性。
- 四、第 4、7、8 及 9 題分別問及生態旅遊、鹹潮、汽車工業、及物流，而問的範圍頗為特定及深入。這樣專門的題目對高考生來說要求太高，似乎用作專題研習較為合適。
- 五、第 5、6、10 及 11 題問及的內容較為傳統，深淺程度也屬適中。

軟件評介

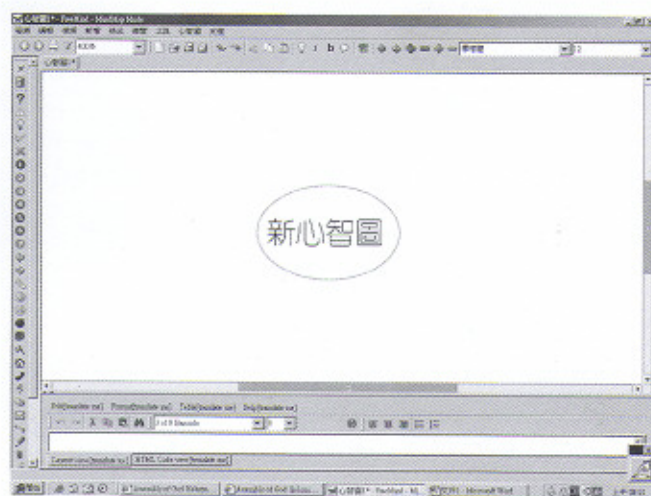
楊本基(神召會康樂中學)

名稱: FreeMind V.0.9.0 (免費軟件)

下載網址: http://freemind.sourceforge.net/wiki/index.php/Main_Page

近年無論是地理科、通識科或是其他學科，也很普遍使用「腦圖」作為教學的工具，以不同的分類方法、中心意念和相關的事情加以組織，用圖像表述，幫助組織學習和記錄重點。但是，如果能夠把「腦圖」電腦化，學習時便事半功倍，又可在日後進行編輯，FreeMind 便是一個很好的選擇。學生運用這類軟件繪製腦圖作筆記或家課，可以刺激他們思考，把分散的概念組織起來，建構有意義的知識。

FreeMind是一個用Java設計的軟件，除了可以在互聯網免費下載外，主要是能夠兼容中英文，易學易用。開啓FreeMind後（見圖一）按滑鼠右鍵，再按「新增子結點」，已經可以開始製作腦圖。



(圖一)

以下是AL地理科「土壤」的腦圖（圖二）示例。



(圖二)

在FreeMind內可以加入圖表、照片和URL超連結，完成後亦可以選用自動排板，增加美觀。製作專題研習時，可先用FreeMind完成腦圖，再放回專題研習內。可惜這個軟件並不兼容Word檔，祇能儲存成jpg檔，再以圖片插入Word檔內。把FreeMind的mm檔傳送給學生溫習時，可選擇儲存成pdf檔，以免學生因沒有安裝FreeMind而不能開啓mm檔。