THE UTILITY OF MIND MAPPING METHODOLOGY DURING RELIGION SUBJECT'S TEACHING PROCESS IN THE GREEK UPPER SECONDARY EDUCATION- A PARADIGM OF MIND MAPPING

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DISCUSSION - THE MIND MAP PROGRESS

What does a Mind Map be? Mind Mapping is affiliated with developing an author's initial thinking mode illustrated by branches and sub-branches structuring an autonomous system plan unit. The author's summarization of the system's nexus generated is called a *Mind Map* and is considered to be each individual's process[2]. Mind Mapping is not a new phenomenon since it derives from pure mental functioning. Besides, some years ago, Tony Buzan, in his Book *Use Your head* (London: BBC, 1974), firstly characterized the Mind Map concept as a "*brain pattern*" (Klippel, 1993, p. 88). The human brain is constantly being developed since it is a polymorphic and complex network of neurons linked with each other in various perplex patterns (Yan & He, 2011, p. 1), allowing the human mentality to expose its results through decision-making functioning. The written externalization form of those patterns (Erdem, 2017, p. 1) consists of the extrinsic hypostasis of a Mind Map.

Moreover, when someone is ready to write freely a sum of thoughts on a piece of paper connecting them using their criteria, a new Mind Map emerges. That is the main idea. The utilization and development of that concept is another story.

Three kinds of Mind Maps might be distinguished: a. *the free form*, b. *the logical pattern*, and c. *the synthesis.* The free form retains a homonym-free development of the

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[2] Mind Mapping character is quite personified. Friederike Klippel (1993) argues: "*Mind maps are the products of individual minds. Therefore there is no "correct" version for everybody. If several people are asked to draw a mind map for the idea of recycling for example, they are likely to stress different elements*".

process of the author's thinking matrix (Kulsum, 2018, p.128) and unfolds its forms following no particular hierarchy. The connections of the notions in use (Erdem, 2017, p. 1) come later when the central and the second range notions have been thoroughly unfolded (Kulsum, 2018). The advantage of the free form is that it allows mental evolution and free creativity no matter what and, of course, accepts changes, introductions, and reductions all the way long. On the other hand, it disposes of a significant disadvantage, closely related to the lack of a specific structure from the beginning since there is no explicit structure. Still, the connections and possible displacements can be disclosed when all elements have been revealed in form and substance (Kiong et al., 2012, p. 705). The resulting, most of the time, is entirely satisfactory for the author/student; otherwise, a similar process of free willing displacements and other alternations might be regarded as a seminal could take place so that the whole structure finally be re-mapped out (Kiong et al., 2012, p. 705).

The second kind (logical pattern) is quite different since it demonstrates a tightly linked chain of thinking blocks (mind maps and diagrams are usually typed in through nodes in conjunction with the software). Therefore the mechanical functioning of the accustomed software seems to follow a similar mode since it allows the typing of an initial central topic. Then, a subtopic is strictly correlated and lined up with the previous one continuing the same flow logically. In that case, the nodes have a logical flow (Mammen & Mammen, 2018, p. 1). The advantage observed is the rationality of the thinking mode attained (Mammen & Mammen, 2018, p. 1). Then again, free-flow Thinking and typing are mechanically hindered. The author must keep notes on a different mind map platform (using an additional software); even traditional handwriting is considered a solution.

The third kind (*Synthesis*) is an integration of the previous two shorts allowing such a kind of more creative action. In that way, the authors take the opportunity to unfold their concerns freely, demonstrate analytical planning, and finally build a Mind-Mapping structure. In that case, the software allows free-flow typing by the technical tools without restraining parameters. The advantage of Mind Mapping is the combination of free-flowing and hierarchical noting. A disadvantage may be the peculiarity of nodes and connections provided, which may distract the attention of a strictly structured study under specific considerations.

Nevertheless, the distinction between the Mind Mapping and Brain Storming process (Besant, 2016, p. 1) turns out to be quite helpful. Diversification occurs both in quality and development. Starting with the development issue, Mind Mapping is a structure of notes, which could be either analytic or synoptic. Either way, there is a flow structure consisting of a vantage point, a medium realm, and a final statement or conclusions. It seems like a ready draft to be used.

On the other hand, the Brain Storming approach contains a focused strategy emphasizing a central point or meaning and providing affiliated definitions unfolded and connected perimetrical with the central one through inspiration. On that occasion, a notion of periphery emerges, which freely grows and develops the motivation of the author/student. The advantage of Brain Storming is that through that development, the author could achieve grand openings to see findings and aspects added to their initiative topic,

especially when collaborators are working on the same project (Besant, 2016, p. 1). Then again, it cannot provide a vertical extension analysis in depth (since visually brainstorming is occurring in a circle modality). On the contrary, many different Brain Storming projects would be required for the final draft to be completed in a pre-final stage since a circle mode draft seems to need many other brain storming-circles with analogically different central notions to be analyzed. Brain Storming is usually proposed in lower Education to strengthen comprehension and creativity.

Software Mind Map engineering literature also develops the handwriting Mind Mapping process through the relative software utilities (Kudelie et al., 2011, p. 487-93). Such software encourages and motivates disciplinary and interdisciplinary research enterprises (Nathan & Del Pinal, 2015, p. 637-8) through the utility of modern and convenient note-taking platforms. The most crucial issue is its schooling/scientific and universal character since all disciplines could use it without exceptions. The Theology field could also make substantial creative use in Education and Research.

ANALYSIS - UTILITY OF MIND MAPPING IN RELIGIOUS CLASSROOM - PEDAGOGICAL PRAXIS AND EXPERIENCE

It is considered a common conscience that a student's transcendence from Primary to Secondary School (U.S.A and Western Education.: High School) is coping with the hindering factor of social and learning adjustment. New challenges and opportunities emerge suddenly during the school process, and students' stress seems to be multiplied vividly through their activities (Hollins, 2019, p. 2).

Indeed, a wide range of literature focuses on the quality of students' school life, and the didactic field has much to contribute (Hollins, 2019). What happens when students with no analytical skills or different writing experience come across a brand new curriculum which differs from any previous one they have come across so far?

One of the central core issues deserving attention is that in Greek Upper Secondary Education, Religion Subject has endured a lot of changes and reformations historically and systematically (Koustourakis, 2007, p. 131). Religion discipline is focused on conveying the Experience of the *Message of Christ*, its portrait for the salvation of humanity based on the established curriculum and the Greek Constitution (article 1 paragraph 1) despite the Formal Constitutional Denote (article 13 paragraphs 1-3), which designate the freedom of Religious belief (Koukounaras Liagkis, 2014, p. 155). That's an excellent promising indicator to occur in the context of Religion Education. However, as in all Secondary School Disciplines arise, the knowledge frame should be conveyed since it concludes the cornerstone of every Pedagogical Experience, without which every possible endeavour of understanding and approaching the cognitive items falls into the void. By securing, as best as possible, the displaying of the new learning material throughout an essential baseline of cognitive structuring [3], Religion Education(RE) Teachers could use a lot of didactic and pedagogical utilities to carry out their teaching

[3] Primary School in Theory plays a significant role in structuring that baseline, however in the Greek Educational Context, in praxis, things enhancing the exception as the Religion discipline is marginalized for the shake of other disciplines. The opposite occurs brightly is a small frequency.

task. FlashCards Playing, Multiple Choice Tests Questioning, Brain Storming Approaches, Theatrical Play-Roles, Collage Artifacts, and Artful Thinking Methodology are widely open at the RE Teachers' disposal to enrich their repertoire during their teaching performance. All the methods mentioned above (Androutsos & Brinia, 2019, p. 1) are provided chiefly for empirical imprinting and Pedagogical Experience of school life.

Nevertheless, those tactics seem to lack the cognitive part (Androutsos & Brinia, 2019). Didactically, it has been quite often observed that students are getting confused and used to generalizing the content of their replies, so that essential information flows away. Learning from Experience for a change (Agrote & Spektor, 2011) is affiliated with theoretical and Empirical Pedagogy formulating an ethical context in life. Still, when essential background information is absent, ethics may gradually vanish or even be distorted. On the other hand, Practical Pedagogy seems to be a bit stiffer, based sternly on knowledge conveyance. That's why in some cases is called *Integrated Pedagogy*, combining academic skills and New Methods (Tynjala & Gidjbels, 2012).

THE THREE VERSIONS OF THEOLOGICAL PRACTICAL OR INTEGRATED PEDAGOGY

Knowledge conquering concludes the icebreaker of every cognitive endeavour or process since human life is an actual struggle for learning and thriving. Theology in that circumstance matters the most, for it introduces not a singular matrix of several cognitive disciplines to be used appropriately but a magnitude of faith development to be cultivated within as well (Hart et al., 2010, p. 123)[4]. From that point of reference, when the case of faith comes around and gets involved in Schooling Development and Religion Teaching in class, RE Teachers have to be in a position not only to introduce their class to the new field but to contribute to the best of their efforts, so as that particular sum of Knowledge to be transmitted towards the student's audience interactively and integrally (Hassen, 2015, p. 119).

An excellent example could be the case of Teaching the *Reformation Chapter*. RE Teachers could undoubtedly conduct a role-play, teaching the necessity of religious freedom of speech and faith by planning, for instance, friendly and well-organized, controllable debates. The latter, though, may not correspond directly to the contribution of Martin Luther, nor could it illustrate the historical immorality of the Church Clergy instantly during those times. Structuring the cognitive background is considered extremely seminal to steering any other surrounding frame.

Another example could be the Teaching of the *Trinitarian Doctrine*. In this case, the RE Teachers could analogically use the seminal interest of the people of the world to be united, pointing out the union of the Holy Trinity Persons. The idea of the Holy Trinity Union could be great to be realized as a teaching idea in the classroom to benefit the students. However, the above endeavour could not be successful if it hadn't clearly illustrated the doctrinal issues and the nature of the personae relations of the Holy Trinity in the God-Head. Both Paradigms intend not to autonomize a cognitive teaching method but to indicate the great importance of

[4] In that context it is considered quite useful to be mentioned that Fowler (1981) has argued that faith is the makeup of an individual's main motivation for life, providing an imaginative aspect of the faith issue

Knowledge's natural and spontaneous conveyance. *New Pedagogy* is a great tool, but an imprudent autonomation of it against the value of the cognitive function may bring disastrous results for the mental cultivation and progress of the students.

From that point, Teachers have to initiate the knowledge conveyance process to facilitate, as smoothly as possible, the cognitive transmission through specific ways: a. *iconic reading*,[5] b. *prospective reading*, and c. *written (oral) application*. Iconic or image reading is based on the power of the image and the *Image Communication Process* (Giessner et al., 2011, pp. 443)[6]. The Teachers may use Mind Mapping tools inviting students to reproduce it into their notebooks or handing over a copy of it by themselves. The display process might be conducted using the class's ordinary whiteboard, interactive board (if disposed of), or even a projector. The Teachers use the power of the image (*iconic reading*) of the Mind Map displayed by modern technology and simultaneously adapt their architecture gradually, helping them to be more comprehensible. The more intuitive the Mind Map is, the better the learning effect could provide, making students share learning and cognition lifting feelings (Handler et al., 2010, p. 144)[7]. In this way, especially first-year students of Secondary School, get used to the new manners of teaching (if they haven't got similar experiences from Primary School so far) and assimilate the new material, effectively enhancing their schooling progress. After all, *Learning by Experience* should become the helping hand of the Teacher for developing quick and creative assimilation of the new material perspectives per se.

Perspective reading is a more intrinsic cognitive method and embraces the Teacher's Personality as a whole. RE Teachers are considered to be complete Pedagogical and Scientific Personalities, which dispose of the ability to "read" and "diagnose" their student's needs, knowledge status, lacking, character, potential, and expectations and therefore prepare their new material in a much more promising way. Prospective reading builds up the *Prophetic Fashion of the Teachers* and weapon them with the precognition mechanism of their student's attitudes (Fredriksen & Rhodes, 2004, pp. 45-54).

GENERIC MIND MAP UTILITIES

Also, written or oral learning could be comprised of an evaluation frame through which the RE Teachers review the status of the Knowledge of their class and the effectiveness of the used Mind Maps or any other used methods in general (Leshem & Hama, 2008, p. 257). Their students' attitude towards the Mind Map learning method is considered critical for future usage of the technique. Students' attitudes and the quality of their comprehension skills are considered, in this case, an essential parameters for their progress and teachers' successful Teaching (Leshem & Hama, 2008).

[5] The term "reading" is not affiliated with its classical rational meaning but with the process of conveying knowledge and comprehend the new schemata of the material affected by behavioral theorists like Piaget and Erikson (Hart et all., 2010).

[6] Giessner et al. (2011) argue: *"Throughout history, humans have utilized both verbal and nonverbal cues to establish and reinforce power structures. Although verbal means such as commands and speeches are the most obvious displays of power, nonverbal means such as interpersonal distance and body postures can equally serve to communicate and establish power relations* (Hall, Coats, & Smith LeBeau, 2005; Tiedens & Fragale, 2003)".

[7] The understanding perception is quite powerful in a positive psychological manner.

At this point of reference is also crucial to be mentioned that Mind Maps could be used under the following circumstances: a. when the textbook material is considered difficult for the students to assimilate, or visually repulsive, complicated, not well written, disorganized, or in some cases even defective b, when students need to systematize personal note-taking c. when students could handle much easier their material using written form learning and d. when memorization and Critical Thinking are needed to be cultivated. Reorganization of the Mind Maps could occur extensively following one of the above types: a. rough note-taking (=quick written notes when time pressures) b. short note-taking (= a brief synopsis of the material for a quick reference), c. analytical note-taking (=an extensive Mind Mapping with all branches and sub-branches), and d. categorical note-taking or note-taking by content (= a systematic division or categorization of the material using content categories or other imposed criteria).

METHODOLOGY

Additionally, kids of that age externalize a creative interest to know new things and grasp new school habits and, at this point, when they are coming across new methods and tools, alternatively, increase their attention skills and develop their unique cognitive mechanisms intensively despite the schooling environment variation and the new adjustment necessity consequently followed (Coffey, 2013). That is an essential paradigm of their lifting feeling (Coffey, 2013), during which the Teacher has to facilitate it harmlessly and creatively. RE Teachers must combine human intuition, Theological Knowledge, and Intelligent Empathy to make it work.

Religion Teachers primarily use the previous vantage point and start planning their smooth transition by using the new tools they consider necessary in each case. Mind Mapping is regarded as a first-class choice for a start. Its characteristics seem to be compatible with the value of the learning environment itself (Haynes, 2008, p. 2). In the Mapping Field, the combination of connectors and arrows formulated a weird, at first glance, but finally, an intriguing image[8] for them to grasp mentally (iconic reading) (Stern, 2015, p. 158-9).

RE Teachers should facilitate this pedagogical transition by familiarizing their students with the writing process in general and its benefits by improving their writing skills, encouraging them to take systematic notes, and reproducing the Mind Map in each class. It must be clarified that learning through Mind Map is a pretty seminal part of the cognitive process, and pedagogy and organizing Knowledge should be at the core of the student's study routine. Most study failures occur due to systematization deficiency and inexperienced unorganized note-taking. RE Teachers are not magi, but they could gain attention and be exalted among their colleagues by managing students' learning life and routine, bringing luminous results through students' progress in the education community. In that case, Mind Mapping could be regarded as a unique state

[8] Skrepatun and Sokolova (2016) argue: "*Visual images are one of the forms of communication, which play a vital role in ideas and material presentation. It is well-known that about 80 % of all information is perceived by a man by means of eyesight. Visual data and facts are perceived by a man better than any other types of information. One appropriate image can replace more than 100 words. Unique and original image can attract the attention of a large amount of audience*".

of the art, a cognitive managing tool, whether used in a stiff theological centralized context or an interdisciplinary manner or even as a coherence for other discipline realms mediator (Carbine, 2017).

By clarifying the building process of a Mind Map, the Teachers could inspire their students to make their own (Bruce & Bloch, 2012) either by facilitating their study methodology or even through a class task for a change (*Learning by Doing*). It might sound like a bit difficult task to do at the beginning, and that might be so; on the other hand, the Mind Map process should be developed gradually and methodically as it symbolizes an intrinsic brain nexus during its development, which turns to be gradually internalized since human brain functions in a similar mode (Stern, 2015).

The next step is granting them an assignment of Mind Mapping of their own (Bruce & Bloch, 2012). This task could use a taught or even first seen but appropriate textual material. The study could also be facilitated by the group-working philosophy so as new ideas and inspirations to be shared among the members of a group and Mind Map diagramming to be even more exciting or even radical at its final stage. *Artful Thinking* could also contribute by allowing students to use coloured pencils, colour permanent or water-based markers, line-pointers or highlighters, or collage methods to make a Mind Map a polymorphic artful synthesis (The Leonard Bernstein Office, n.d.).

Moreover, by the end of the task, students are called to share their work and output. They could manage to publish their presentations either as a group by dividing their materials into sections. Each member takes over one of them to present in public as if they were teaching a thematic to their classmates (*Role Reversing*) or designate a group as a presenter to carry out their group presentation synoptically when the rest of the group would be preparing in finding answers in possible inquiries might be emerged by their classmates.

By the end of each presentation, the other student groups could make oral observations and remarks concerning each presentation's quality, strategy, content, aesthetics, and conclusions (Alkin, 2002, p. 262). It is regarded much challenging when students are about to present their work, as if they were teachers, to their classmates, primarily when the School Unit provides enough or more than enough means (especially in western countries) for conducting similar projects and encouraging teamwork. According to the previous description, it would be ideal for the class presentations to be carried out in a finely equipped classroom, e.g., by projectors, interactive whiteboards, a lot of stationary, and so on. Even though the latter, in most cases, could not be realized too often at the Greek Schools. Children (of K 11-13) though display a great zeal, team-working spirit, and vivid imagination by providing outstanding results against the odds despite the disadvantage of the technical issue (Aysegulseyihoglu & Cartal, 2010, pp.1637-8). Mind Map Thematic Analysis also enhances the rhetorical ability and reinforces students to make a stand and draw attention to their point of view.

By the end of the task, Religion Teacher could accumulate all projects and make a digital diary file of the Mind Mapping Presentations of the class (a Portfolio), especially if an interactive board is available Mind Maps could be converted into photos or editable documents. The above editing could be made by a particular group of students, which would be able to conduct the

digitalization and conversion. The final output could be published in the school newspaper or as a project volume of reference for the work done during the school year.

SCOPE OF THE ANALYSIS

Mind Mapping is considered a valuable tool for enhancing the learning experience, especially in the Upper Secondary School context. Nevertheless, students are regarded to be unfamiliar with managing that appropriate learning skill or method, and most of the weight seems to be cleaved on every Teacher's shoulder to make their school study process painless and beneficial. As far as the RE is concerned, Mind Mapping is not regarded only as a RE Teacher's job but as a student's also. RE Teachers could make the tool familiar to every student in their classroom and teach them how it could be used effectively in a short or long period. It could also be asserted that this kind of learning project firmly abides by the *Learning by Experience Philosophy*. The difference that is brought up, though, is that Learning by Experience is closely related to other teaching methodologies, more globalized and more or less theatrical or even psychological as a part of the New school Era's Mentality and Culture worldwide (Elías, 2015). Mind Mapping illustrates a cognitive process[9] during which each student learns to systematize, categorize and organize their didactic material. In addition, the method could be flourished and deepen following each student's personality, necessity, and cognitive character during life.

Furthermore, it is firmly and vividly linked with brain function. Whenever the brain is vigilant, it provides essential cognitive and social results vitalizing mental health and, more or less, spiritual life. The latter may be considered a long-term effect in conjunction with the spherical personality cultivation, the comprehensive and cognitive stage of the individual, family and social environment stimulations, the individual's inner tendencies or qualities, and the frequency of their social applications. On the other hand, education culture plays a significant role in formulating individuals as a whole (Jackson, 2011, p. 1). Students are called not to be passive but active participants and protagonists when that seems feasible. RE has to motivate that kind of philosophy and cultivate all aspects of the human personality (Clarke & Woodhead, 2016, p. 34)[10]. Knowledge systematization and conveyance facilitation are considered significant first stage in students' Grammar Culture and further development (Elias, 2015). Mind Mapping could also be viewed as a predecessor of a functionality facilitator of the general brain neuronic process or a projection of it in actual schooling as far as the cognitive part is concerned.

Religion Subject is not only an Existential-Philosophy Course or a Talking Intermediate Show during the student's school day, as it usually occurred in the Greek Education System reality during RE Classes, especially during the '80s and '90s and in some cases even today, rather a legitimate cognitive part of the school curriculum, which could

[9] According to Elias (2015) Grammar culture and Climate Culture are two different things have to be estimated appropriately.

[10] Clarke and Woodhead (2014) argue: "*Most people accept the need for all children to be brought up to understand the importance of religions; to appreciate their history and social significance; to be familiar with their beliefs, customs and practices; to be aware of the ways in which they have shaped the world and human lives; to be able to understand the meaning of religious language and symbols; to be able to form and articulate their own values and beliefs in relation to such understanding*"

combine all other discipline contexts and theories creatively and effectively (interdisciplinarity and transdisciplinary of Religious Education) (Du Plessis, 2011, p. 307)[11].

In many other cases, RE Teachers have drifted away from their initial didactic scopes (if they have been appropriately planned from the start) towards a free-talking modality driven by their student's inquires or verbalism. On the other hand, Free discussion is always welcomed during RE Classes but in terms of controlling, Knowledge facilitating, Problem-Solving and Free Democratic Expression if needed[12]. Mind Mapping fulfils all the above terms, as it stimulates students' attention and inspiration, generating great ideas of excellent quality and motivating them to focus directly. It also improves learning destruction and attention disorientation problems been considered essential, especially in the case of students with learning disabilities or focusing difficulties. It must not be forgotten that Mind Mapping is a brain mapping microcosm!

In Management and Marketing Classes, Mind Mapping is regarded as quite handy as it conveniently displays essential parts of a presentation and makes objectives intuitive and simultaneously attractive. Despite the essential's priority, it cultivates and improves the decision-making process internally. All those benefits could be creatively adjusted in the Secondary Educational reality of Greece, and why not on every schooling learning philosophy mutatis mutandis.

CONTRIBUTION – CIRCUIT(TUBE) THEORY

It is essential to facilitate knowledge conveyance and upgrade the strata of Upper Secondary Education. A Subject's upgrading is always a vantage point of every educational reform or endeavour. Few things have been mentioned concerning the functionality or the contents of Religion Subject in Greece since they are not concluded in the general objectives of the present analysis as a whole. However, the object's scope of the Religion Subject is to cultivate by using Mind Map methodology the learning skills required for knowledge assimilation and enhance the transfer of each chapter or unit to students in an approachable manner. All the above are considered the ultimate objectives of a schematic but feasible to implement the idea as a theoretical concept: *Circuit Theory*.

What is circuit theory? The following could be said in a general description: Let's imagine two subjects, A and B, and a C, link between them as a tube connector. The subjects can see, speak to, hear, or even kit each other through this tube (or channel), but they cannot come close to one another for some unknown reason. Their only communication tool available is only this *tube*. A similar symbolical incident happens in Education (Englund, 2017). A question emerges: if participants could face each other, speak to each other, kitting to each other, or even tease one another, can they also perfectly understand each other, or they mentally live in their structured spheres? That seems to be the prevailing issue during Communication or a class session (Frymier, 2005, p. 197).

[11] "*…no truth is arrived at without the scientist assuming (or having faith in) a particular worldview … So the faith component, so important in religion, has its counterpart in science….*"(Stannard, 2000, p. 170).

[12] Theology and Democracy consists a great educational correlated aspect.

Nevertheless, comprehending could be validated when there is common theoretical ground as a reference point.

What could be regarded as a *Common Ground*? According to the above concept, the Mind Mapping of each unit could be considered the *Common Ground* (source of learning-object of study) for the participants, especially for the students to assimilate.

Furthermore, *Tube Theory* embraces theoretical principles of the Communication Field since the core of Education is defined as a *Communication Process*. Tube Theory consists of a transferable close circuit system, and when it functions effectively, possibilities of knowledge conveyance are gradually increased. The main logic of Tube Theory is described by the following steps: a. visualizing b. frittering c. approaching d. familiarizing and e. understanding and feedbacking.

Every part of the above circuit consists of an internal Mind Map process operating system. The first part (visualizing) consists of the basis, referring to the human's sensory ability to receive a sign. The signal is considered the RE Teacher's Mind Map in this case. Students can see it across the white(black) or interaction board as a projective image, acoustically, and so on. The next step contains the trimming part of the material. Every material frame is divided into smaller items, mapped out in a dualistic way: autonomously and simultaneously concerning the immediate reference context. Then comes the approaching part, according to which students come close and start to work separately on each part of the Mind Map, focusing on it and trying to find out what is going on with the material display.

Consequently, they start to find connections, diversions, and properties (familiarizing) and finally understand the whole of the study material through its items and references. Every part of the circuit is automatically repeated when reflection mode occurs, or new feedback comes along. The process freezes automatically if one of the previous steps has not been completed. Only when a stage is fully completed the next one follows. The output of the presentation is conveyed to students. Students sustain the potential to give feedback to their Teacher at any time during the process, and the specific part of the frozen circuit could initiate functioning again. *Circuit Theory Concept* is essentially connected with its *Tube* context conceptualization since during teaching; the ultimate goal is transferring the cognitive item effectively among the peers (Frymier, 2005).

CONCLUSIONS

Mind Mapping is not a brand-new concept since Western Education has used it for a long time. It is an essential tool serving creative learning and researcher findings systematization. It facilitates the process of the taught material assimilation and consolidation since it hierarchies the concept parts for better and faster memorization. However, the ultimate goal is a reliable mechanism utility for knowledge-generating and conveying (McCroskey & McCroskey, 2002). Knowledge is regarded firmly as an exam vehicle in the Greek Educational System. Having in mind the Greek Educational reality in conjunction with the Mind Map Utility, a sum of important conclusions emerges as follows:

a. Greek Religion Education lies in a comfort zone abolishing its inbuild dynamics following the cognitive exam purporting without being a part

of a general intuitive process development worldwide.

b. Students are getting more addicted to memorization and not the optimization of Knowledge.
c. Schooling is not about teaching or learning but *Knowledge transferring*. The art of teaching is about making the other part of a cognitive process a real contributor. The art of Education seems to be about a possible self-teaching learned and teaching others method.
d. The procedure above involves managing a solid cognitive strategy, while the Mind Mapping method currently encourages its cultivation.
e. Religion subject provides tools for communicating with the source of Knowledge. On the other hand, it is identified with the cognitive transference phenomenon, through which a connection among peers emerges.
f. Circuit (Tube) Theory derives from the nature of Mind Mapping research itself. Proposes a dynamic interaction among the peers prioritizing their mutual comprehension and understanding of each item to the fullest. Throughout this theoretical schema, structuring and re(de)structuring in the context of comprehending should place together in the same play-field, building a whole new structure synthesis. All the above, in the education agenda, seem to be a matter of synthesis after all.

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