



## Case Study

# Professor Jerry Kang, UCLA



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### ROI

Speeds up a complex research and writing process; increases scholarly output; increases students’ learning and satisfaction.

### Company Profile

Jerry Kang is a professor at UCLA School of Law, where he specializes in civil procedure, race, and communications.

### Challenge

To optimally present lectures, produce research, and manage time commitments.

### Information Management/Teaching and Writing

#### A law professor uses Mindjet® MindManager® to teach and write more efficiently

Between the difficulty in communicating very complex legal information to law students and surviving in the publish-or-perish academic world, anything that increases an academic’s efficiency can bring rewards in many dimensions. Professor Jerry Kang has found a way to integrate Mindjet MindManager’s visual mapping approach into nearly every aspect of his work at UCLA School of Law, improving his teaching and simplifying his complex scholarly research.

“There is no way I could be as productive as I am without MindManager,” Kang says. “In terms of the amount of work I can generate, I’m convinced that MindManager has been a substantial boost to my career.”

#### Improving lectures

Kang uses Mindjet MindManager maps the way other professors might project Microsoft® PowerPoint® or Word documents on a screen. He creates lecture notes as a MindManager document, with color-coded notes to himself. For any particular class, he filters out his own teaching notes, and projects only the bare skeleton map of what is to be covered that day. He starts with a broad overview of the case material, then adds complexity step by step as the class conversation unfolds.

“When you are teaching, you have to control the rate at which the audience sees certain things,” he says. “You can’t say, ‘Here’s everything—boom.’ You don’t want to show punch lines before people are ready, but rather to slowly unfold a topic.”

Kang can modify or shorten his lectures on the fly, dragging and dropping branches. “And when students ask questions, I capture the essence of the questions and the answers,” he says. “I will type their answers or responses right into my presentation, open up branches, draw arrows, and clump and re-clump information based on the nature of the conversations, so that I have a dynamic way of capturing the class dialogue based on the Socratic method.”

At the end of the class, he outputs the map as HTML and posts it on his class Web site, to save the class from having to copy the map he’s created.

#### Organizing writing projects

Most law professor are constantly working on new articles and books. Kang has used Mindjet MindManager to write two books and more than a dozen articles. “Educators desperately need tools to help visualize complexity and navigate between details and the big picture,” he says. “This is something that all knowledge workers struggle with. The amount of change that happens in communications law in particular is staggering. The idea that I would be able to organize this knowledge without a piece of software that would allow me to visualize and connect information – there’s no way.”

Kang uses Mindjet MindManager at every stage of the writing process. When he’s researching a book or article, he must read and keep track of huge numbers of cases, articles, books, and other documents. He creates a “knowledge map” as a kind of easy-to-see file manager to record every document he’s come across, and the interrelations between documents. “The more I read, the more information can be thrown into one large map that allows me to read systematically in any field, and lets my map slowly capture the big picture,” he says.

Then when he’s brainstorming and developing his argument as he writes, he’ll map that out, too. “MindManager helps me organize how I read, how I write articles, how

## Solution

Professor Kang uses Mindjet® MindManager® to run classes, simplify writing, and organize his time.

## Product

Mindjet MindManager

## Result

Kang can prepare his lectures more efficiently, present them in a clearer and more compelling form, and effectively manage his writing project and other teaching responsibilities.

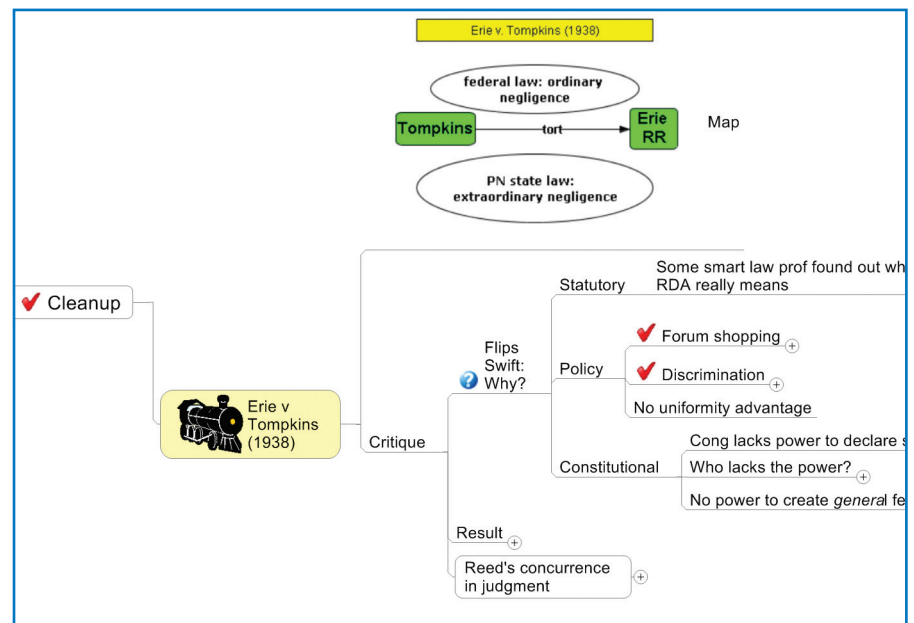
I take notes, and how I keep everything organized on my hard drive,” he says. “All this allows me to manage complexity in a way that I can’t imagine how I would do otherwise.”

## Managing time

Kang also uses Mindjet MindManager to organize his time. “Since we often have very long-term commitments like writing a book that might take two years, project management is important; it’s also useful for more short-term tasks such as running classes, dealing with research assistants—for managing ourselves,” he says. Kang maintains one map that tells him what to do and by when: “I put all the projects to do on the left side, and I use the right-hand side for due dates,” he says. “The main thing for me is just to see everything on one screen and to see connections among things. The map becomes my radar screen.”

## Changing the way teaching works

Kang has never liked PowerPoint, the de facto standard for teaching classes at many professional schools. “It brings a C teacher up to B, but never gets beyond that,” he says. “If you can’t capture the interactivity of the classroom you are encouraging a passive form of teaching. MindManager, on the other hand, has allowed me to integrate student responses and ideas right onto the screen— and at the same time manage the big picture and the small details.”



Managing complex information with Mindjet MindManager

Students are “staggeringly positive” about his teaching method, Kang says, as are other faculty, whom he has trained to use Mindjet MindManager. “Jaws drop when I use MindManager. Since I have been using it for so long, I forget how amazing it is the first time you see it. Students deeply appreciate the clarity and precision that this method of teaching invites. They can see the underlying organization of the course material. They can see what they’ve said and what other students have said. And they are able to see ideas and concepts be manipulated or transformed. Being able to reorganize ideas in real time enables my students to reach a deeper level of analysis more quickly.”



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