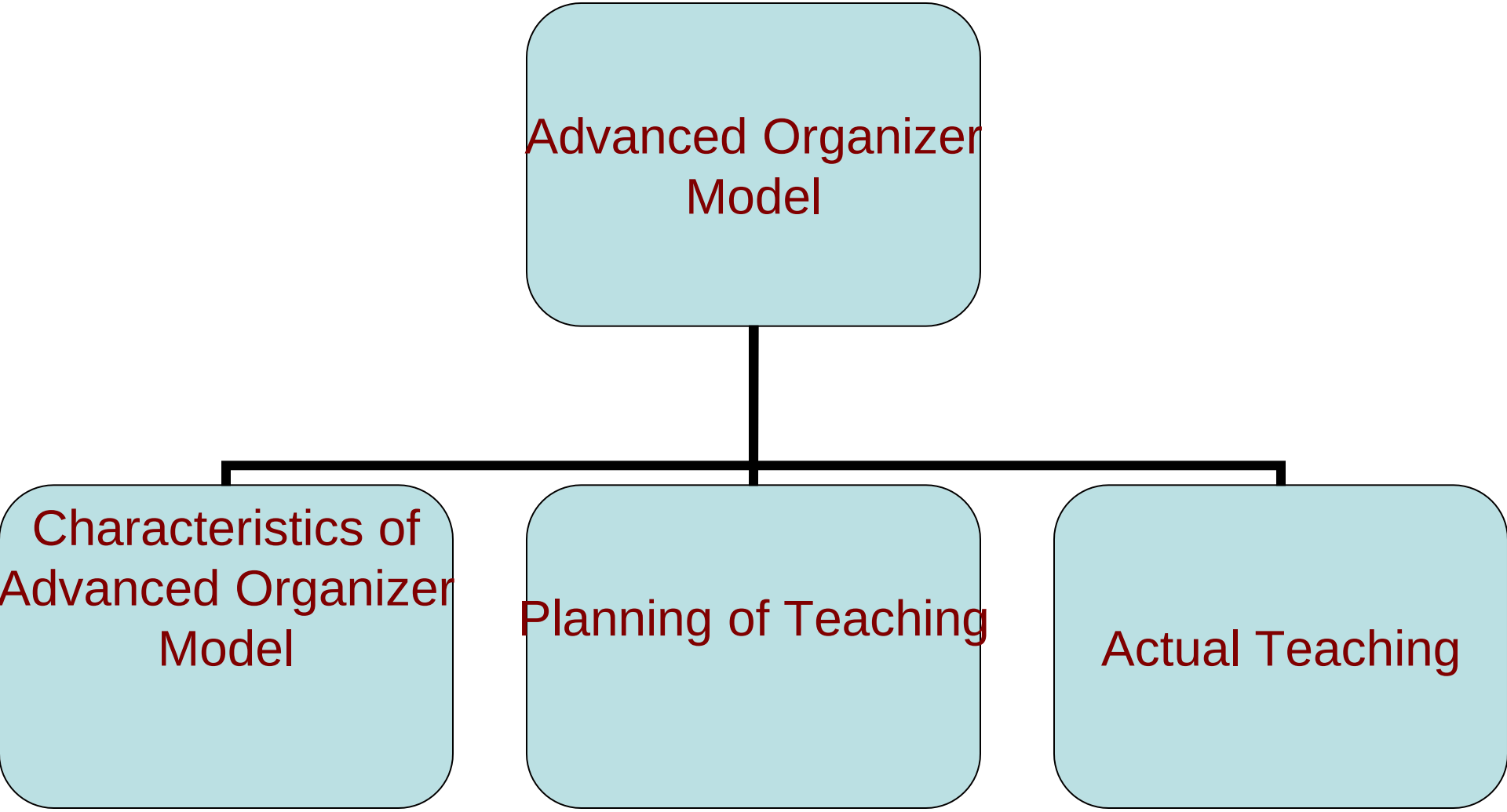
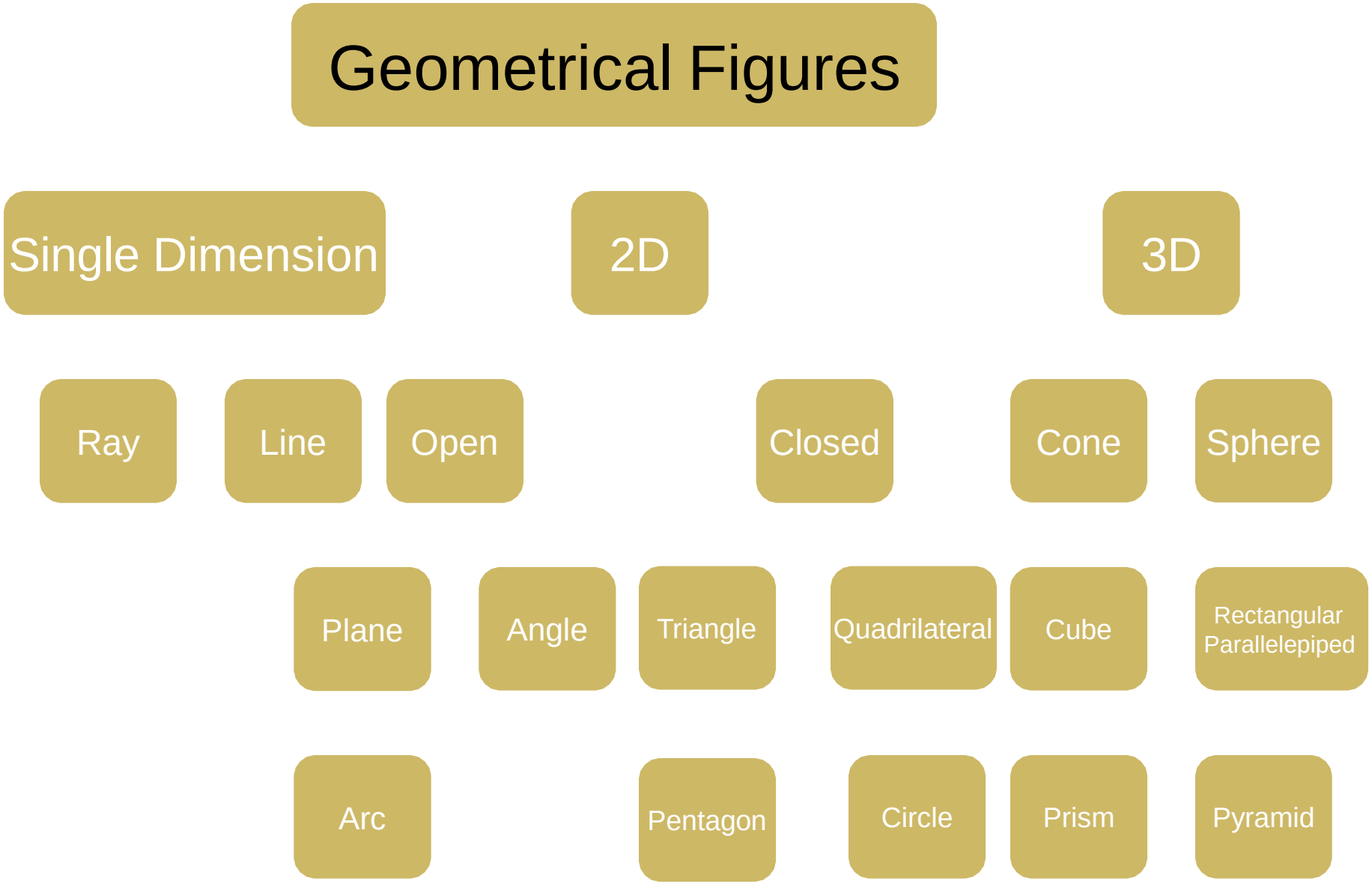
Advance Organizer Model



Geometrical Figures



Advance Organizer

- Advance Organizer is an introductory material at a higher level of abstraction, generality and inclusiveness than the learning material presented before the actual task.

- Its purpose is to explain, integrate and inter-relate the material in the learning task with previously learned material also to help the learner discriminate the new material from the previously learned material.

David Ausubel

Advance Organizer Model

This model is based on Ausubel's ideas about

- Meaningful Learning
- Cognitive Structure,
- Active Receptive Learning,
- Advanced Organizer

Advance Organizer Model

- This Model is given by **David Ausubel** who is one of the educational psychologist. This theory of meaningful verbal learning deals with three concerns:-

1. How knowledge (curriculum content) is organized;
2. How the mind works to process new information (learning); and
3. How teacher can apply these ideas about curriculum and learning when they present new material to students (instruction).
4. This model is designed to strengthen student's cognitive structure.

Advance Organizer Model

- In this model teacher plays the role of organizer of subject matter and presents information through lectures, readings and providing tasks to the learner to integrate what has been learned.
- In this approach, teacher is responsible for organizing and presenting what is to be learned.
- The learner's primary role is to master ideas and information. The Advance Organizers provide concepts and principles to the students directly.
- According to Ausubel whether the material is meaningful or not depends more on the preparation of the learner and on the organization of the material than it does on the method of presentation.

Advance Organizer Model

- ***Structures***
- Ausubel maintains that a person's existing cognitive structure is the foremost factor governing whether new material will be meaningful and how well it can be acquired and retained.
- As per the views of Ausubel there is a parallel between the way subject matter is organized and the way people organize knowledge in their minds (their cognitive structures).
- Eg. AOM is used as a tool to help the students to attain the concepts of English Grammar

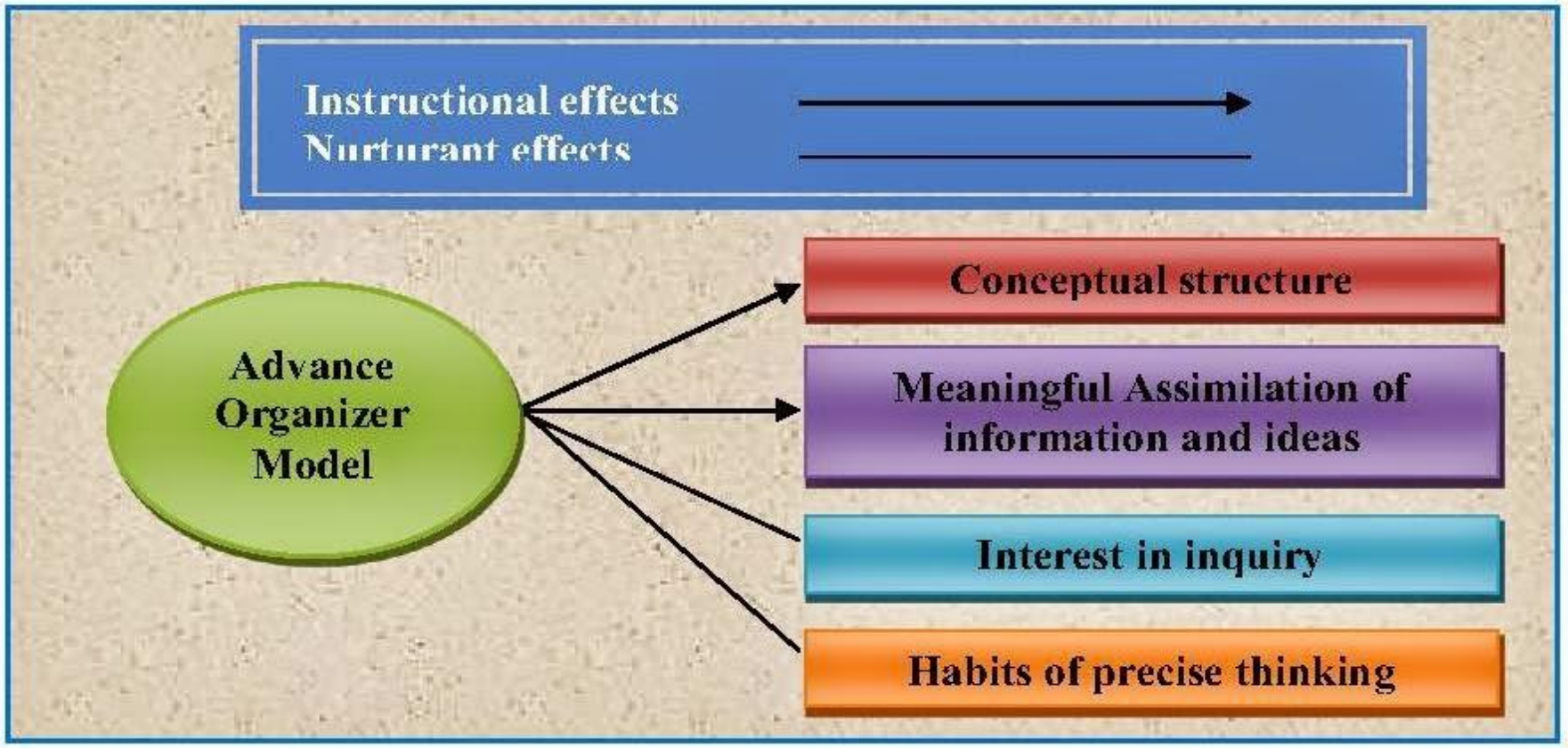
Steps of Advanced Organizer Model

Effects or Objectives

1. Syntax
2. Principles of Reaction
3. Social System
4. Support System

Instructional and Nurturant Effects

The instrumental values of this model are – the ideas themselves that are used as the organizer are learned, as well as information presented to the students.



Effects or Objectives

- **Instructional Effects**
- Conceptual Structures
- Meaningful Assimilation of Information and Ideas

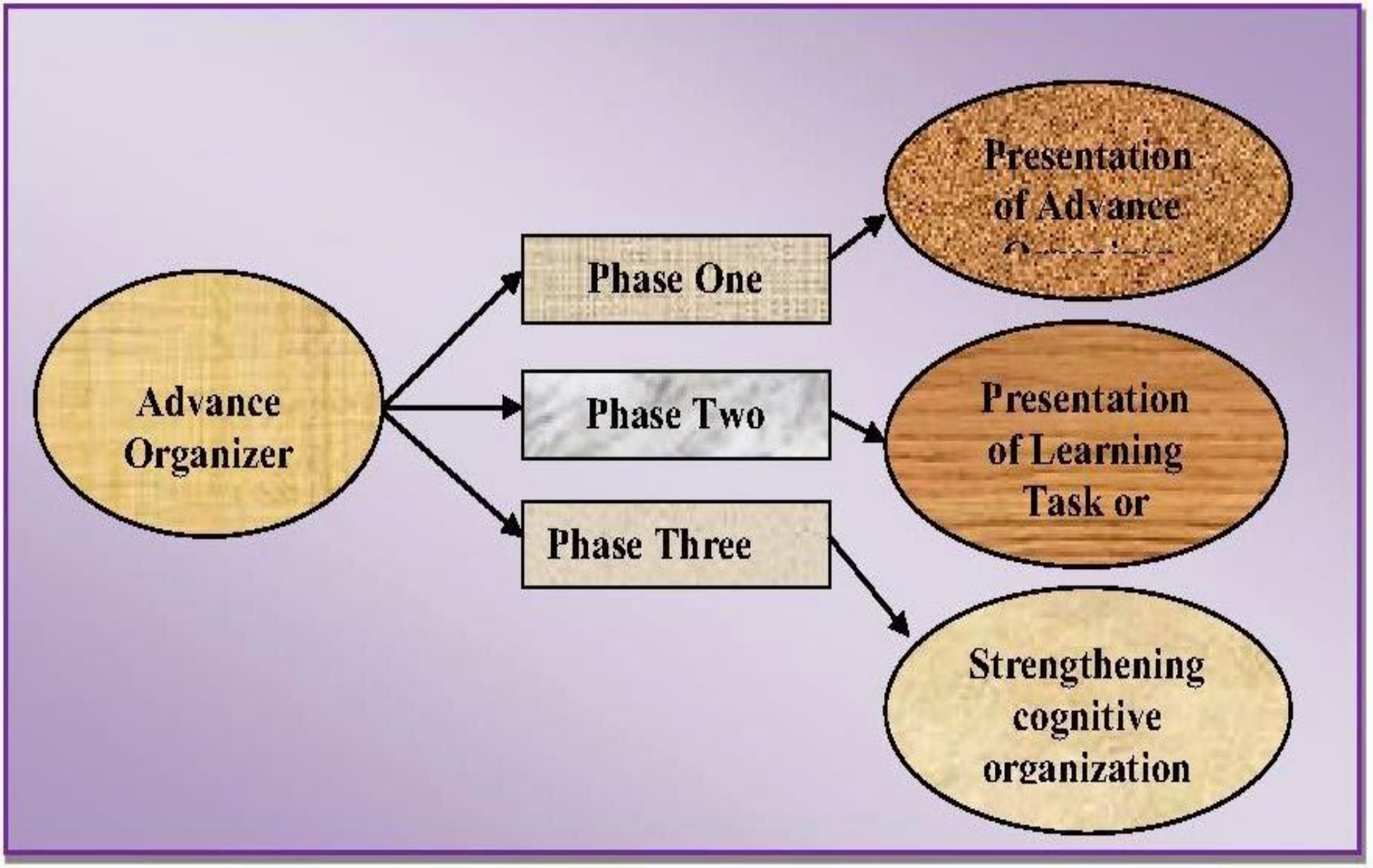
- **Nurturant Effects**
- Interest in Inquiry
- Habits of Precise Thinking

(a) Syntax

- The Advance Organizer Model has three phases of activity.
- Phase one is the presentation of the advance organizer;
- Phase two is the presentation of the learning task or learning material; and Phase three is the strengthening of cognitive organization.
- Phase three tests the relationship of the learning material to existing ideas to bring about an active learning process.

1. Syntax

- Phase One - Presentation of Advanced Organizer
- Phase Two - Presentation of learning Tasks or Material
- Phase Three - Strengthening Cognitive Organization


Advance Organizer
Phase One
Phase Two
Phase Three
Presentation of Advance
Presentation of Learning Task or
Strengthening cognitive organization

Phase	Outline	Activity
Phase one	Presentation of Advance Organizer	1. Clarify aims of the lesson. 2. Present organizer:- a. Identify defining attributes b. Give examples c. Provide context d. Repeat
		3. Prompt awareness of learner's relevant knowledge and experience.
Phase two	Presentation of learning Task or Material	1. Present material. 2. Maintain attention. 3. Make organization explicit. 4. Make logical order of learning material explicit.
Phase three	Strengthening Cognitive organization	1. Use principles of integrative reconciliation.
		2. Promote active reception learning. 3. Elicit critical approach to subject matter. 4. Clarify.

I. Presentation of Advanced Organizer

- Clarify aims of the lesson

- Present organizer-
  - Identify defining attributes
  - Give examples
  - Provide context
  - Repeat

- Prompt awareness of learner's relevant knowledge and experience

II. Presentation of learning Tasks or Material

- Make organization of explicit
- Make logical order of learning material explicit
- Maintain attention
- Present material

III. Strengthening Cognitive Organization

- Use of integrative reconciliation (Understanding)
- Promote active reception learning
- Elicit critical approach to subject matter

Principles of Reaction

(b) *Social System*

In Advance Organizer Model the teacher retains control of the intellectual structure, to relate the learning material to the organizers and to help students differentiate new material from previously leads to the successful acquisition of material.

Social System

- The model has high structure
- Teacher defines roles and
  Controls social & intellectual systems

(c) *Principles of Reaction*

- Negotiation of meaning and responses between the teacher and the learner clarifies the meaning of the new learning material with existing knowledge of the students.
- Mutual interaction between teacher and learner responsively connect organizers and learning material.
- Teacher is seen as a presenter

(d) *Support System*

- The effectiveness of the advance organizer depends on an integral and appropriate relationship between the conceptual organizer and the content.
- This model provides guidelines for recognizing structural materials.

- The organizer and a hierarchical system of knowledge must be developed
- Learning material must be organized so that it pertains to organizer

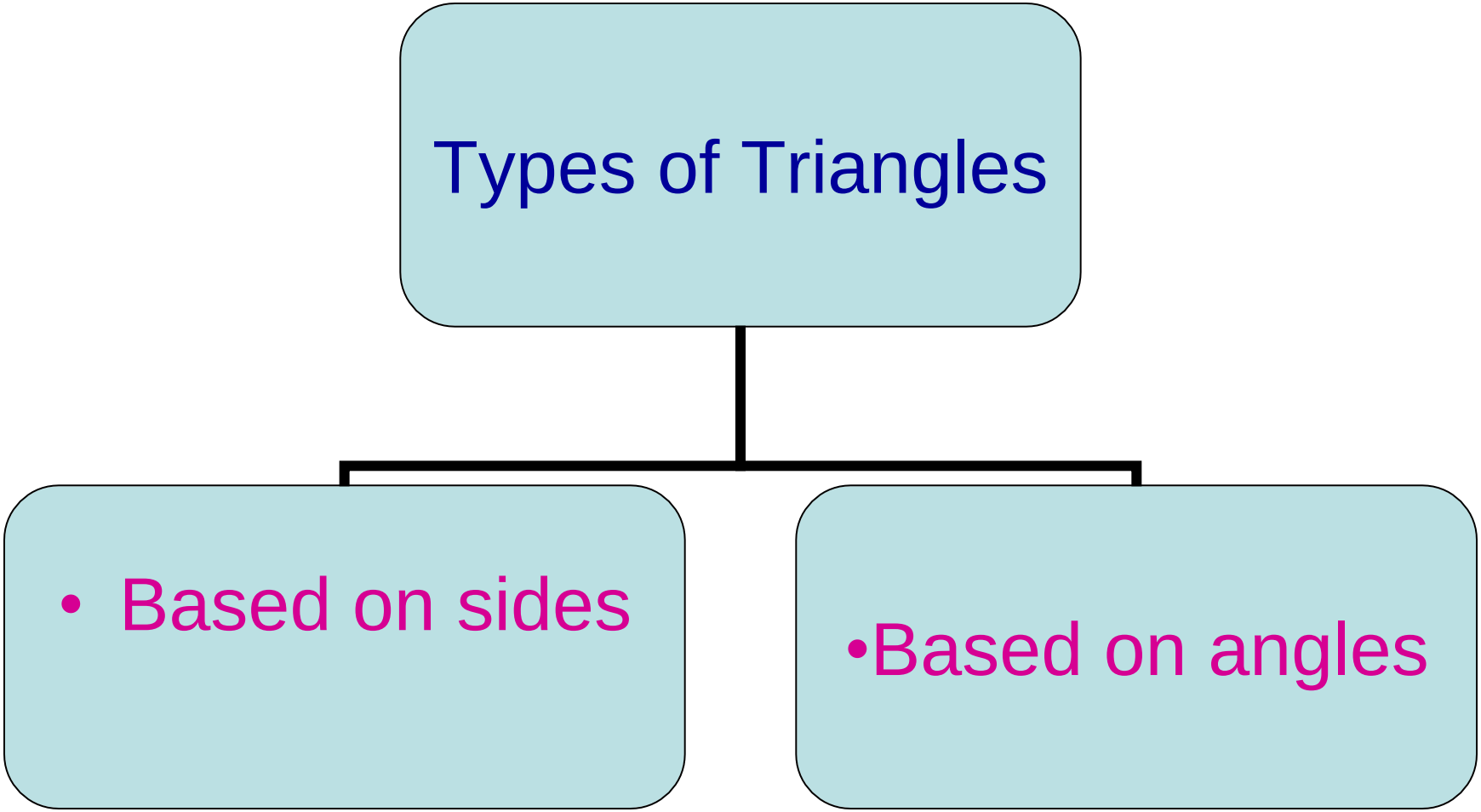
Planning of Teaching

- Content Analysis of Unit
- Development of Advanced Organizer
- Logical Presentation of Unit
- Activities for Development of Cognitive Structure

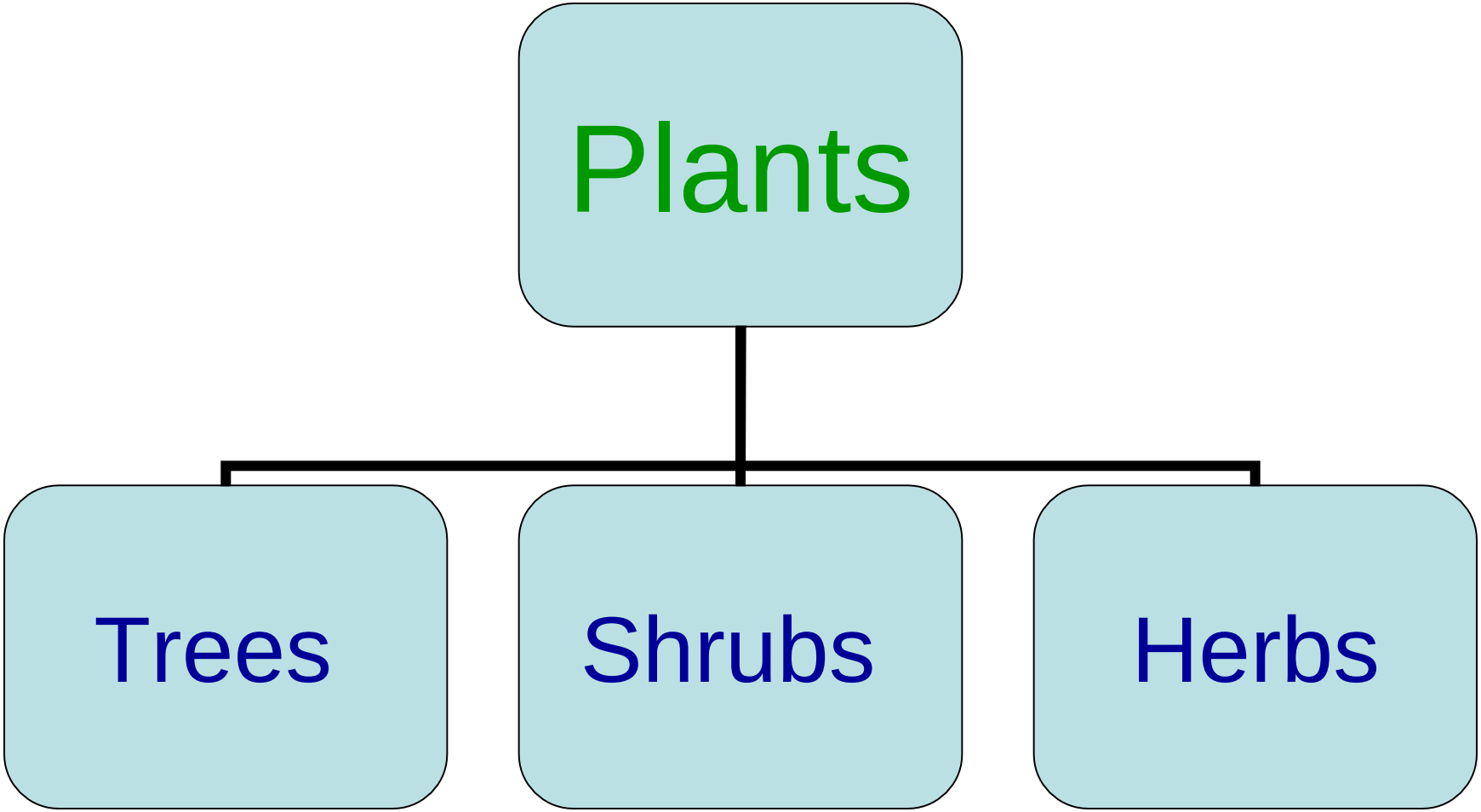
In which subject we use this Model?

- Mathematics
- Science
- Geography
- History
- Languages

Mathematics



Science



Advance Organizer Model Evaluation Scheme अग्रत संघटक प्रतिमान मूल्यमापन योजना

Rating Scale पदनिश्चयन श्रेणी ▶ 1 Unsatisfactory असमाधानकारक | 2 Average बरा | 3 Satisfactory समाधानकारक | 4 G च

1) Lesson Note - पाठटाचण	1) Neat, correct & complete नीटनेटके, अचूक आणि परिपूर्ण
A) Phase 1 पायरी १ ली	2) Clarification of the aim हेतूचे स्पष्टीकरण
	3) Presentation of the organiser संघटकाचे सादरीकरण
	4) Use of examples & references उदाहरणे व संदर्भांचा वापर
	5) Use of repetition पुनरूक्तीचा वापर
	6) Revival of previous knowledge /Experiences पुर्वज्ञान/पुर्वानुभवांची जागृती
B) Phase 2 पायरी २ री	7) Presentation of content / learning material आशय/अध्ययन साहित्याचे सादरीकरण
	8) Logical order of content / learning material आशय/अध्ययन साहित्याचे तार्किकक्रम
	9) Maintenance of attention आशय/अध्ययन साहित्याचे तार्किकक्रम
C) Phase 2 पायरी २ री	10) Use of principle of integration एकात्मतेच्या तत्त्वाचा वापर
	11) Encouraged active reception learning क्रियाशील अध्ययनासाठी प्रवृत्त करणे
	12) Development of critical approach towards content आशयाकडे पाहण्याचा चिकित्सक दृष्टीकोनाची निर्मिती
	13) Clarification of doubts शंका निरसन
2) Teaching Skills अध्यापनाची कौशल्ये	14) Mastery over content आशयावरील प्रभुत्व
	15) Achievement of objectives as per the phases पायरीनुसार उद्दिष्टांची साध्यता
	16) Role of teacher & students शिक्षक आणि विद्यार्थ्यांची भूमिका
	17) Ease in using the model अध्यापन प्रतिमान वापरांतील सहजता
	18) Classroom Management वर्ग व्यवस्थापन
	19) Time Management वेळेचे व्यवस्थापन