TEACHING STRATEGIES

FAMILIES OF TEACHING MODELS

INFORMATION PROCESSING MODELS

PERSONAL MODELS

SOCIAL INTERACTION MODELS

BEHAVIOUR MODIFICATION MODELS

ADVANCE ORGANIZER MODEL

VERBAL INSTRUCTIONS

ROTE LEARNING

DISTINCTION BETWEEN RECEPTIVE AND ROTE LEARNING

RECEPTIVE LEARNING AND DISCOVERY LEARNING

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PARADIGM OF ADVANCE ORGANISER MODEL

ADVANCE ORGANIZERS

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MODELS OF TEACHING : THEORETICAL PERSPECTIVES

The teaching-learning process facilitates transmission of knowledge, imparting skills and imbibing values and attitudes. Educationists have analysed the teaching-learning process in terms of the individual needs and classroom requirements. The behaviourist school has classified this process under the three domains of cognitive, affective and psycho-motor (Bloom 1956, Simpson 1968, Krathwohl (1964). The development of the individual takes place on the basis of desirable behavioural patterns in the three domains. These competencies can be obtained through different instructional strategies at the individual level which in turn contributes for the social development. Effectiveness of instruction depends on the teaching methodology and the ability of the learner at various stages. Hence, it is imperative to evolve different strategies of teaching ability to achieve the desired learning outcomes. The first generation of instructional strategies were, however based on behavioural research models especially on Skinners operant learning paradigm. Representatives of this generation stressed instructional practice based on Stimulus variations, effective feedback, reinforcement, systematic practice and pacing of the response. The cognitive approach however, highlighted the aptitude and interest of students, teacher characteristics and structural features of subject matter as factors responsible for the effectiveness of instruction. The pedagogical research results and
theoretical knowledge can be translated into practical models of teaching.

Instructional Strategies

According to Joyce and Weil (1980) “teaching is a complex activity, which is a cluster of differing roles and responsibilities”. A teacher has to master multiple roles and share multivariate responsibilities to become a professional”. The professional competence can be expanded by increasing the range of teaching strategies, and through skillful use of these strategies. A number of instructional strategies have been evolved recently for realising different instructional objectives by pedagogical researchers and the contribution of Joyce and Weil is monumental in this sphere.

There is no single best way of teaching, but a number of strategies are required to realise different instructional goals. These teaching strategies can be termed ‘Models of Teaching’ and described as plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in classroom or other instructional settings. The ‘mastery learning process’ an offshoot of this pedagogical innovation allows the learners to increase capabilities, and acquire more skills in order to make learning joyful and effective. Through this strategy, learners become partners in the educational enterprise, and become capable to construct and create knowledge.

Families of Teaching Models

The classification of teaching models based on their nature, characteristics and effects consists of four families.

- Information Processing Model
- Personal Models
Social Interaction Models and

Behaviour Modification Models

In addition, there are specific models designed to achieve particular purposes under each family of models of teaching which are detailed hereunder.

Information Processing Models

The information processing models focus on intellectual capacity and are concerned with the ability of the learner to observe and organize data, understand information, form concepts, employ verbal and non-verbal symbols and solve problems.

Information processing models emphasize ways to enhance the innate drive to become sensitive to problems and issues. These models, in general, help for acquiring and organizing data, sensing problems, and generating solutions. While some models provide the learner with information and concepts, others encourage concept formation, hypothesis testing and creative thinking. Inductive thinking models of Hilda Taba (1966) Schwah (1965) Tennyson (1986) and Cochiarella (1986) allow students to formulate and test hypothesis. Mnemonics guides students in memorising and assimilating information (Levin and Levin 1990). The scientific inquiry model of Joseph Schwab (1965) enhances the skills in the scientific process of collection and analysis of data, verification of hypothesis and development of theories. William Gorden’s ‘Synetics’ helps to develop creativity in group situations. The concept attainment model by Bruner, Goodnow and Austin (1967) is inductive models which assist in the
learning of concepts, presenting and organizing informations, and associating and classifying concepts. These models help the learners to think independently, meaningfully and purposively. The inquiry training model formulated by Richard Suchman (1962) helps students to engage in casual reasoning and become fluent and precise in asking questions and finding answers. David Ausubels Advance Organiser Model is a deductive information processing model and acts as a cognitive road map guiding the student to acquire new information and assimilate the contents. Advance Organizer Model has been used for learning in the field of science and has been used for developing a learning package for teaching of biology at secondary level in this study.

Table-2.1

<table>
<thead>
<tr>
<th>Information Processing Models</th>
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<tbody>
<tr>
<td>MODELS</td>
</tr>
<tr>
<td>Inductive thinking</td>
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<tr>
<td>(classification-oriented)</td>
</tr>
<tr>
<td>Concept attainment</td>
</tr>
<tr>
<td>Mnemonics (Memory assists)</td>
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<tr>
<td>Advance Organizers</td>
</tr>
<tr>
<td>Scientific inquiry</td>
</tr>
<tr>
<td>Inquiry training</td>
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<tr>
<td>Synectic</td>
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</tbody>
</table>
Personal Models

The personal models deal with the individual and the development of self-hood. The emphasis is on developing the individual into an integrated, confident and competent personality. For stimulating creativity and self expression, a number of models have been developed by counsellors and therapists in this family. These models stress on the self-hood of individuals and help to understand themselves better, assume responsibility, learn to reach beyond our current ability to become stronger, more sensitive and more creative in life. The non-directive model designed to promote self understanding and independence is a basic model for the entire educational programme. Abraham Maslow (1962) and Carl Rogers (1961) focussed their theories on development of individuals self and"self concepts. These personal growth models have helped to understand and deal with individual differences in response to the physical and social environment.

Table -2.2

Personal Models

<table>
<thead>
<tr>
<th>MODELS</th>
<th>DEVELOPERS (Re-developers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-directive teaching</td>
<td>Carl Rogers</td>
</tr>
<tr>
<td>Enhancing Self-esteem</td>
<td>Abraham Maslow (Bruce Joyce)</td>
</tr>
</tbody>
</table>
The social interaction models emphasize the relationship among the individuals and group interaction. The students learn to undertake group assignments and develop skills to identify problems either academic or social nature. The phenomenon of synergy i.e. collective energy evolved as a result of group-cohesion and working together is taken care in the social models of teaching. Group investigation directs the development of interpersonal relationships among learners and the idea has been shaped in models evolved by John Dewey (1916) and Herbert Thelan (1960). Role playing models designed by Fanie and Shaftel (1962) helps the students shape their social values, deal with social issues to form empathy with others and gives scope for improving their social skills. The Jurisprudential model (Shaver, 1995) is designed with a view to study and analyse social issues at community, state or national levels. The legal education, and the rights and responsibilities under the legislation are presented to the learners through the Jurisprudential models.

*Table 2.3*

<table>
<thead>
<tr>
<th>MODELS</th>
<th>DEVELOPERS (Re-developers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners in Learning</td>
<td>David Johnson, Roger Johnson</td>
</tr>
<tr>
<td>Positive Interdependence</td>
<td>Margarita Calderon, Elizabeth Cohen</td>
</tr>
<tr>
<td>Structured inquiry</td>
<td>Robert Slavin, (Aronson)</td>
</tr>
<tr>
<td>Group investigation</td>
<td>John Dewey, Herbert Thelan</td>
</tr>
<tr>
<td></td>
<td>(Shlomo Sharan), (Bruce Joyce)</td>
</tr>
<tr>
<td>Role playing</td>
<td>Fannie Shaftel</td>
</tr>
<tr>
<td>Jurisprudential Inquiry</td>
<td>Donald Oliver, James Shaver</td>
</tr>
</tbody>
</table>
Behaviour Modification Models

Behaviour modification models attempt to develop efficient systems for sequencing learning tasks and shaping behaviour through re-inforcement. These models were basically developed on Skinner's theory of Operant Conditioning. The behaviour modification models train in self-control, stress reduction, de-sensitization and change in behaviour of the individuals.

The models have a definite structure and the operation of each of these models is described within the structure of syntax, the social system, and principles of reaction and effects of the model. The effects of the models results in two types the instructional effects which are direct and result from the content and skills on which the activities are based. The nurturant effects are implicit and indirect based on the learning environment. The models of teaching give ample opportunities for the teacher to adapt them for the classroom requirement. An effective teacher can apply these models resourcefully and creatively and achieve maximum benefit from the teaching-learning process.
The above mentioned models under different models of teaching aim at the development of different aspects of human personality that is social, personal, informational and behavioural. Since education is meant for all-round development of child’s personality, no single model can be selected for his or her development. All of them will have to be employed according to the requirements of the situation, i.e., if some information is to be given, models of the first family would be required; if creativity is to be developed in the child, synectic model would be needed, and if the objective is to eliminate anxiety and stress, Desensitization models of Walpe would be needed, and if the objective is the development of the social skill then model like group investigation model of Herbert Thenlen would be required. The selection of model can be dependent on curriculum requirement, for example a biology teacher may need the Inductive Model of Hilda.
Taba and Concept attainment model of Bruner and social studies teacher who proposes to teach about values would need Role playing model of Fannio Shaftel and George Shaftel. This motivates to inquire into personal and social values. Some situations would require an application of a combination of models, i.e., In a social studies class the teacher may have inductive thinking model to help children master map skills and group investigation model for criticising social issues.

Components of Models of Teaching

The model of teaching consists of the following components

  i) Syntax;

  The Syntax or phasing of the model describes the model in action. We describe Syntax in terms of sequence of activities called phases, each model has a distinct flow of phases.

  ii) Social system;

  This describes student and teacher roles and relationships and the kind of norms that are encouraged. The leadership role of the teacher varies greatly from model to model.

  iii) Principles of Reaction:

  This tells the teacher how to regard the learner and how to respond to what the learner does. It provides the teacher with rules of thumb by which to tune in the student and select model appropriate responses to what the students does.
iv) Support system;

Here we describe the supporting conditions necessary for the existence of the model. Books, films, self-instructional systems, travel arrangements could be the support system.

**Advance Organizer Model**

One cannot question the validity of Bruner’s firm faith in the efficacy of discovery learning. Undoubtedly personal first-hand experience always remains superior to listening to verbal instruction in the class. For example, a young lady in a scooter garage picks up the “know-how” of cleaning the spark-plug, changing tyres and vulcanising the punctured tube by doing than hearing. We learn gardening not by reading books but actually soiling our hands and fingers. Does it mean that every bit of knowledge one acquires is always the result of first-hand experience?

**Verbal Instruction**

Is there no need for verbal instruction in class? Can we convert a school into a laboratory, wherein pupils would become discoverers? Are we not laying the foundation of listening comprehension among pupils by which we not only enlarge their vocabulary but also make learning meaningful? Do we passively listen to a lecture or actively assimilate what the speaker is expounding? Perhaps one who has discovered a truth might share his/her findings with a gathering of scientists through verbal presentation. Of course, now and then one might demonstrate, use the black board, over-head projector, slides
and so on. But, he does rely on his capacity to explain verbally what he has discovered. It is in this context we need to consider the contribution of David Ausubel, an American educator.

As students ascend to higher levels of education, they realise they have a lot of things to learn within a shorter period of time. During the foundational stages curriculum is limited and hence discovery learning is desirable and feasible. At the same time students acquire a number of concepts along side direct discovery. Thus, they have at their disposal an expanded, enriched cognitive map. This becomes useful to them to ‘understand’ and ‘assimilate’ verbal knowledge equally meaningfully. Teachers have the responsibility of conveying large amounts of information meaningfully within a time-frame. They need to perfect their skill in lucid presentation. Ausubel calls this expository method resulting in ‘Meaningful Reception Learning’.

Rote Learning - Contrasted

Ausubel contrasts receptive learning with rote learning or blind memorization. Whatever is acquired by students without adequate comprehension is not assimilated. It is soon forgotten. It is possible for a student to carry out a number of activities in the laboratory mechanically. Apparently it resembles learning by discovery. The student may not understand the purpose of the experiment; hence it does not lead to meaningful learning.
Table - 2.5

Distinction between receptive and rote learning

<table>
<thead>
<tr>
<th>Receptive learning</th>
<th>Rote learning</th>
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</thead>
<tbody>
<tr>
<td>Intellectually linked to what we have learned previously. Able to transform this new knowledge and apply it creatively in novel situations.</td>
<td>Lacks conceptual and critical approaches to the information we acquire. Does not prepare to transform this knowledge or to apply it in new contexts. Highly subject to forgetting.</td>
</tr>
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</table>

Receptive Learning and Discovery Learning

Receptive learning is an organisation of the events of instruction that relies primarily on the teacher, or on resource materials to instruct the learner - to direct his attention, form relationship for him, select information for him, and even tell him answers - at each step of the learning sequence.

Discovery learning organises the events of instruction with relatively less apparent teacher direction. This organisation causes learners to form their own intuitive guesses or insights about objects, events of problem situations i.e., to discover ideas by themselves.

Receptive learning follows deductive method while discovery learning employs inductive method of acquiring knowledge. Of course, both modes result in understanding and developing Knowledge through instruction. Learning through lectures is usually receptive in nature. Tutorials, laboratory sessions, discussing groups form the instructional models for a discovery approach.
It has been argued that discovery learning is active whereas receptive learning is passive. In this view, learners using discovery learning are pictured as actively and meaningfully practising what they are learning. Learners using receptive approach are described as not practising but rather passively and rotely absorbing what they learn.

One might conclude that greater transfer might result from discovery learning than from receptive learning. This is opposed by Ausubel. He says that meaningful discovery learning may result in greater learning, retention and transfer than meaningful receptive learning. However it is neither necessary nor desirable to arrange the events of instruction so that learners discover everything they learn. It is simply too time-consuming to do so. Receptive learning also can be meaningful. Ausubel points out that in meaningful receptive learning, the learner actively associates the substance of new chains, concepts and so forth with relevant components of previous learning.

Verbal Learning

Influenced by the theory of cognitive development by Jean Piaget, Ausubel was active during 1950’s to 1970’s and developed his instructional models based on cognitive structures. According to him verbal learning is involved with the learning of large amounts of ‘meaningful’ material from textual lessons in school which is in contrast to theories developed based on laboratory learning. The main features of meaningful verbal learning are the following.
• The most important single factor influencing learning is what the learner already knows.

• A primary process in learning is subsumption in which new material is related to relevant ideas in the existing cognitive structures.

• A major instructional mode proposed by Ausubel in the use of Advance Organizers.

• Ausubel emphasizes that advance organizers are different from overviews and summaries which simply emphasizes key ideas and details in an arbitrary manner. Organizers act as a “subsuming bridge” between new learning material and existing related ideas. The key to meaning involves solidly connecting the new learning material with existing ideas in the learner’s cognitive structure.

• A meaningful learning set implies that the learner must be ready to comprehend and relate what is being presented, rather than to memorize it verbatim.

• Ausubel describes the mind is an information processing and information storing system that can be compared to the conceptual structure of an academic discipline.
Ausubel uses the same term that was used by Piaget and Bruner. An individual is likely to form on the basis of experiences a structure of thought, namely cognitive structure. This structure originates as a simple one like, ‘A ball thrown above falls on the ground”, “A spoon of salt, added to water gets dissolved”. “Ice-cream exposed to air-temperature gets melted in a few minutes”. Every such observation builds in a student some fundamental concepts. As one studies various subjects in school curriculum, one notices individual structures for Physics, Botany, and Chemistry and so on.

Hierarchy of organisation in every discipline broad and abstract concepts are placed at the top. Subsidiary, elemental concepts are placed lower; depending upon the levels of complexity of sort of pyramidal structure is formed. When the teacher introduces a new concept, an information processing exercise arises and a cognitive mapping takes place. When there is a ‘potential fit’ between the existing cognitive structure and the new structure of a discipline, understanding takes place, resulting in expansion and enrichment of the thinking process. Therefore, while presenting information verbally, a teacher has to employ words so skilfully that the
learner will not encounter any difficulty in hooking the new knowledge. The knowledge does not remain new any more because it merges with the existing structure. While learning by discovery helps one to evolve a cognitive structure, verbal presentation also accomplishes the same purpose within a shorter time frame. Whatever is verbally presented gets converted into meaningful knowledge when the learner processes the information. Expository teaching emphasis the part of communication. It is by experience a teacher learns the art of conveying information in a lucid style.

Figure - 2.1
Cognitive Structure

![Diagram of Cognitive Structure]
Advance Organizer Model

David P. Ausubel is one of the few educationists to address simultaneously to learning, teaching and curriculum. The meaningful verbal learning deals with three aspects namely....... a) How does the mind work to process new information? (learning)

b) How can teachers apply these ideas about curriculum and learning when they present new material to students? (Instruction)

c) How is knowledge organised? (curriculum/content).

Paradigm of Advance Organizer Model

Advance Organizer Model is based on theory of Meaningful Verbal (reception) Learning. Learner must be ready to comprehend and relate what is being presented, rather than to memorize it verbatim. Material is meaningful if learner has in his knowledge and experience, ideas to relate the new material too. Language is the medium for communication. Change in cognitive structure is considered as learning in Advance Organizer Model. Old information is stored in hierarchical order in mind, the goal being to develop cognitive domain.

Assumptions of Advance Organizer Model

• Information should be meaningful

• Communication should be through language

• Information should have linkage with previous information, i.e. the existing cognitive structure.
Advance Organizers - Principles of Subsumption

Ausubel, like Bruner believes that people learn by organising new information, placing it into coding systems. Ausubel calls the general concept at the top of the coding system the subsumer as all other concepts are subsumed under it. Meaningful learning is most likely to occur when there is a potential fit between the student’s cognitive structure and the material to be learned. Advance Organizer is defined as introductory material at a higher level of abstraction, generality and inclusiveness than the learning passage itself. Advance organizers are introductory statements of high level concepts that are broad enough to encompass the information that will follow. They are sufficiently fundamental, abstract, and inclusive that they can subsume and serve as anchoring ideas for the information to be learned.

Purpose of Advance Organizer

- They direct attention to what is important in the upcoming material
- They highlight relationship among ideas that will be presented
- They remind you of things you already know that will be relevant when you encounter the new material.
- They would refer to fundamental concepts and principles learned in the previous lessons and would relate them to the new material.
• They provide a kind of scaffolding for the raw material by encompassing the areas to be covered under which the rest of the information can be subsumed.

• This kind of stable and clear organization reduces the need for students to learn material by Rote memorization.

• The purpose of an advance organizer is to connect what is known and unknown.

• It is a way to use student’s prior knowledge about material and to see how they have organized the information.

• The process of using advance organizers allows students to reflect on what they know and assist students in comprehending the new knowledge.

Strategy behind Advance Organizer

The strategy behind the advance organizer is to organize new material for presentation by outlining, arranging and sequencing the main idea of the new material based on what the learner already knows.

Characteristics of Advance Organizer

According to Mayor

• Short set of verbal or visual information

• Presented prior to learning a large body of to be learned information

• Containing no specific content from to be learned information
• Providing a means of generating logical relationship among elements in the to be learned information influencing the learners encoding process

According to Ausubel

• Higher level of abstraction, generality and inclusiveness than learning material
• Linkage between cognitive structure and new information

According to Weil and Joyce

• Be at a higher level of abstraction, generally and inclusiveness than the learning material
• Explore the essential features of the concept
• Overview all major similarities and differences between issues and new ideas before they are encountered
• Provide examples
• Link the student’s previous background or experience to the organizer
• Link the student’s previous background or experience to the organizer
• Emphasize the terminology or language of the concept or proposition

Types of Advance Organizers

There are two types of Advance Organizer

(a) Expository organizer
(b) Comparative organizer
Expository Organizers: are used when new learning material is completely unfamiliar. It provides a broad generalization within which a number of sub-classes or species are presented.

For e.g.: Before discussing specific types of Mechanical energy, such as potential and kinetic, one should build an expository organizer around the concept of Mechanical energy, describing what it is and how it functions and providing several examples.

Comparative organizers: are designed to integrate new concepts with similar concepts found in the cognitive structure. They also help a learner to discriminate between the familiar and new concepts. Two concepts may have similarities as well as differences.

For e.g.: when the learner is being introduced to long division, a comparative organizer might be used that would stress the similarity, and yet the difference of division facts and multiplication, the multiplier and multiple and can be reversed without changing the product that is 3 times 4 can be changed to 4 times 3- the division and dividend cannot be reversed in division without affecting the quotient that is, 6 divided by 2 is not the same as 2 divided by 6. Comparative organizer can help the learner see the relationship between multiplication and division.

It is used when the new learning material is relatively familiar or relatable to previously learned ideas.
Use of Advance Organizers

Advance Organizers are used for Concept definition, Generalizations, and Analogy.

Concept definition: It should be used when the material to be taught is new or unfamiliar to the student. The defining statement should possess the characteristics of a concept definition i.e. it states the concept, a super ordinate concept, and characteristics of the concept.

For e.g. “Land forms (the concept) are variations in the land mass (super ordinate concept) with characteristics sizes and shapes (attributes)

Definitions are most valuable when they utilize terms which are already know to students.

Generalizations: Because of their ability to summarize large amounts of information, generalizations can be effectively used as advance organizer.

For e.g. Each concept in the generalizations is understood by the student i.e; they know them before hand.

“The more technology and knowledge that man acquires the less limiting are the influence of the physical environment on man’s life” In this statement students know what technology, limiting and physical environment meant”.
Analogy: It is effective because it can be customized to fit the background of a particular student population. It depends upon two factors.....

1. The familiarity of the analogy to students.
2. The degree of overlap between the ideas to be taught and the analogy used.

For e.g. “Red blood Cells are our bodies Oxygen rail road”

“A novel is like a movie in that it has a plot which usually tells on a story. ”

“The structure of the atom is like a solar system. ”

“White blood cells are like guards.”

“Teaching is like gardening. ”

Forms of Advance Organizers

1. VERBAL - Spoken or written
2. VISUAL - Picture, graph, diagram

Classroom Applications of Advance Organizer

• It can be used for developing instructional material
• It can be used during lecturing.
• They facilitate the learning of factual material more than they do the learning of abstract materials. Since abstraction in a sense contains their own built in organizers.
• They are more necessarily used with less abstract and less organized material rather than highly organized abstract materials.

Steps in developing Advance Organizer Model

1. Identifying Goals

The general goals or objectives of the content to be taught should be identified based on the domains of learning i.e. cognitive, affective and psychomotor.

2. Hierarchical Structuring of Content

Ausubel’s ideas about subject matter and cognitive structure have important and direct implications for the organization of curriculum and for instructional procedures. He uses two principles, progressive differentiation and integrative reconciliation, to guide the organization of content in the subject fields in such a way that the concepts become a stable part of a student’s cognitive structure and to describe the student’s intellectual role.
**Progressive differentiation** means that the most general ideas of the discipline are presented first, followed by a gradual increase in detail and specificity.

**Integrative reconciliation** simply means that new ideas should be consciously related to previously learned content.

In other words, the sequence of the curriculum is organized so that each successive learning is carefully related to what has been presented before. If the entire body of material has been conceptualized and presented according to progressive differentiation, integrative reconciliation follows naturally, though it requires the learner’s active cooperation. Gradually, as a result of both principles, the discipline is built into the mind of the learner.

**Formulation** of Advance Organizer

The Advance Organizer is not just a brief, simple statement it is an idea in itself and the learning material must be explored intellectually.

Many of us begin our instruction by asking students to recall what we did last week or last year or by telling them what we are going to do tomorrow. We give them a context or orientation for our presentation.

We may ask students to recall a personal experience and then acknowledge that what we are about to say resembles that situation or will help students understand a previous experience. We may also tell
them the objectives of the session what we hope they will get out of
the presentation or discussion.

None of the above techniques are advance organizers. However, all of them are part of a well-organized presentation and
some of them reflect principles that are central to Ausubel’s theory of
meaningful verbal learning and are part of the model of teaching.

Suppose, for example, a teacher wants students to acquire
information about current energy problems. The teacher provides
learning material containing data about possible power sources,
general information about country’s and economic growth ad
technology, and alternative policies on the energy crisis and future
planning. The learning task for the students is to internalize the
information - that is, to remember the central ideas and perhaps the
key facts. Before introducing students to the learning material,
however, the teacher provides introductory material in the form of an
advance organizer to help them relate to the new data.

In this example, the concept of energy might be used as the
basis of the organizer, and related concepts such as energy efficiency
and energy conservation can provide auxiliary organizers.

The most effective organizers are those that use concepts,
terms and propositions that are already familiar to the learners, as well
as appropriate illustrations and analogies.
Syntax of Advance Organizer Model

Phase 1: Presentation of Advance Organizer

• Clarify aim of the lesson
• Present organizer
• Relate organizer to student’s knowledge
• Identify defining attributes
• Give examples
• Provide multicontext
• Prompt awareness of relevant knowledge

Phase II: Presentation of Learning Task

• Make the organization of the new material explicit.
• Make logical order of learning material
• Present material and engage students in meaningful learning activities.

Phase III: Strengthening Cognitive Organization

• Relate new information to advance organizer
• Promote active reception learning

2. Social System

In this model the teacher retains control of the intellectual structure, as it is continually necessary to relate the learning material to the organizers and to help students differentiate new material from previously learned material.

3. Principles of Reaction

The teacher’s solicited or unsolicited responses to the learner’s reactions will be guided by the purpose of clarifying the meaning of the new learning material, differentiating it from and reconciling it with
existing knowledge, making it personally relevant to the students, and helping to promote a critical approach to knowledge.

4. Support System

Well organized material is the critical support requirement of this model. The effectiveness of the advance organizer depends on an integral and appropriate relationship between the conceptual organizer and the content.

**Instructional** and **Nurturant** Effects of Advance Organizer Model

The probable instructional values of this model seem clear - the ideas themselves that are used as the organizer are learned, as well as information presented to the students. The ability to learn from reading, lectures, and other media used for presentations is another effect, as are an interest in inquiry and precise habits of thinking.

*Figure-2.3*

Instructional and Nurturant Effects of Advance Organizer Model