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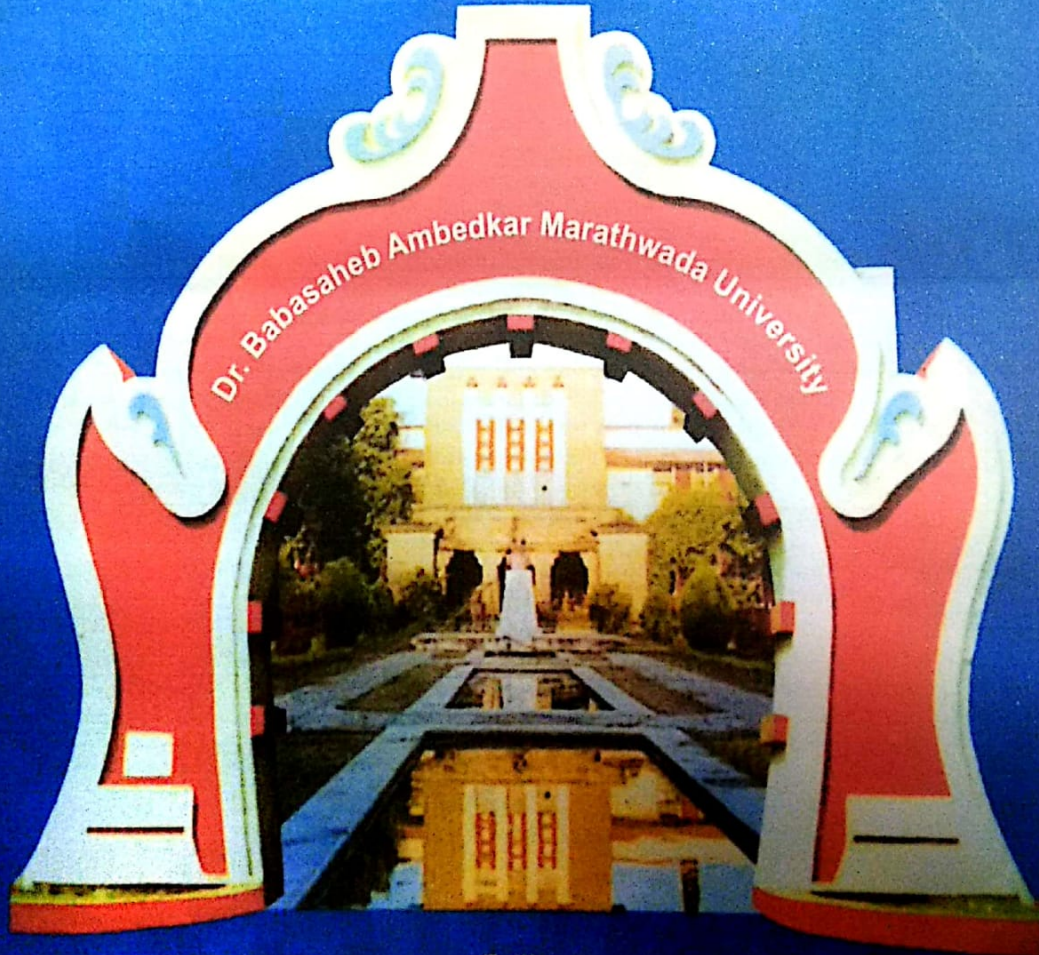
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ADVANCE ORGANIZERS: ACTIVATING & BUILDING SCHEMA FOR EFFECTIVE LEARNING

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ABSTRACT -

Inductive method, experience based method of teaching are though effective, it is not possible for each and every content to apply them. For high school and higher education, depth of the content is broad. Also it is observed that a student learns the answers of question without understanding the concepts. David Ausubel put forth Advance Organizer model of teaching which is based on his meaningful verbal theory. It can be used in all subject areas with all age groups persons. AOM provide a structure for students thinking. It engages students in active learning, add them to the existing lecture and other potentially passive activities that are offered in classroom. So stress should be give in teachers training program for developing skills of teachers for this model. So attempt of this article is to focus on meaning, use and importance of advance organizer model (AOM) of teaching.

INTRODUCTION -

Models of teaching are designed for specific purposes. The teaching of information concepts, constructing knowledge, the study of social values, ways of thinking, information, ideas, skills and so on.

Bruce Joyce and Weil have described two dozen models of teaching, grouped into four distinct families. The different models, addresses different aspects of learning and have different effects. The more models a teacher uses, the better teacher he or she becomes. For e.g., growth in teaching skill is the increasing mastery of a variety of models of teaching and the ability to use them effectively. A highly skilled teaching performance blends the variety of models appropriately. (Joyce and Weil 1986:15) The more models teacher uses the more satisfaction he obtains from teaching. (Joyce and weil 1986:25). From Joyce and weil's teaching models, information processing family is the one which focus on intellectual capacity. It is concerned with the ability of learner to observe, organize data, understand information, form concepts, employ symbols, solve problems. One of the model from this family is Advance organizer model [AOM] of teaching.

GOALS AND ASSUMPTIONS

Ausubel's primary concern is to help teachers convey large amounts of information as meaningful as possible. His theory is applicable to situations where the teacher plays the role of a lecturer. His purpose is to help students to acquire subject matter. The learner's job is to receive ideas and to internalize it. AOM is designed to strengthen the cognitive structure of the students. By cognitive structure Ausubel means "a person's knowledge of a particular subject matter at any given time and how well organized, clear and stable it is" (Ausubel, 1963: 27) The goals for an Ausubel lesson depend mainly upon background of the learner and material.

CHARACTERISTICS OF RECEPTION LEARNING

Ausubel denies has developed AOM on the basis of meaningful verbal theory. Meaningful learning implies that what the learner has learned is intellectually, linked and understood in the context of the previously learned. The learner has to be quite active in this type of learning. They must relate the new material to existing knowledge judging which concept or proposition to catalogue the new knowledge under. Ausubel talks about the learner struggling with the material looking at it from different angles, reconciling it with similar or contradictory information and finally translating it into his own frame of reference. An AOM is a deductive Information Processing Model.

- INSTRUCTIONAL EFFECT -**
1. Strengthen the concept structure
 2. Meaningful reception of ideas and information.
- NUTRIENT EFFECT-**
1. Develops interest in enquiry
 2. Develops habits of accurate thinking

SYNTAX OF THE AOM OF TEACHING - There are three phases of activity

- Phase-**
- A) Clarify aims of lesson
 - B) Present organizer

Advance organizer is presented at the beginning of the lesson. It is a technique proposed by Ausubel for aiding learning and retrieval of information. It acts as a connection between the material to be learned and the learner's cognitive structure.