

Effectiveness of Advance Organizer Model (AOM) of Teaching Education at Higher Education

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Abstract: Advance Organizer Model is based upon the Learning Theory of Meaningful Verbal Learning formulated by David P. Ausubel, Advance organizer model is a very useful model for teachers to help students in the classroom to understand, retain and remember new learning material. It is a tool used to introduce the lesson topic and illustrate the relationship between what the students are about to learn and the information they have already learned. The most general ideas of a subject are presented first and then progressively differentiated in terms of detail and specificity. Instructional materials are used to integrate new material with previously presented information through comparisons and cross-referencing of new and old ideas. An experimental study was conducted to know the effectiveness of Advance Organizer Model over traditional methods of teaching of education. The findings of the study show that there is significance difference between pre-test and post –test achievement of Education. In the actual teaching situation, the primary way of strengthening cognitive structure and enhancing retention of new information is through the use of Advance Organizer.

Keywords: Advance Organizer Model, Traditional Method, Education, Achievement, Higher Education, Advance Organizer.

1. INTRODUCTION:

An Advance Organizer is a frame used by a learner in order to organize and target new knowledge to be learned prior to learning such information. The approach was proposed by Devid P. Ausubel and there is a famous instruction example based on it. An advance organizer is considered to be effective for a kind of learning called Meaningful Receptive Learning. The Meaningful Learning is not rote learning where students memorize meaningless matters automatically, but leaning which treats matters familiar with students (namely meaningful matters). Classroom situation is the main component in the field of education. Teaching is not up to the mark without the wide knowledge of teaching methodologies. It is necessary for a teacher to keep pace and compete with world. The methods which are used by a teacher if not appropriate cannot be effective teaching. Teacher must know individual differences and should set a link between teaching-learning process for personality and cognitive development of an individual. One of the major problems in the field of education is low level of cognition. Educational Technology has been proved to be a boon and given a specific place in the national policy of Education 1986. Knowledge of instructional strategies corresponding to psychology of human learning is one of the major considerations of Educational Technology. Models of teaching which are based on human psychology are a component of Educational Technology. Researches like Carl Roger, Erik Erikson, Abraham Maslow, B.F. Skinner, David Ausubel, J.S. Bruner, Jean Piaget, John Dewey etc. developed theories of learning. In other words various models of teaching were developed by these educationists and researchers for effective classroom teaching. Joys and well (1972) were the first to select the models out of the large numbers of models put forth by Psychologists, sociologists, system analysts, educators and others. They discarded those models which were too vague to provide general models that could be communicated to concern people working in the field of education. The researcher has selected the present topic as he wants to see the difference between traditional ways of teaching and output of Advance Organizer Model when it is used in the field of education.

Advance Organizer Model:

Advance Organizer Model is given by David Ausubel (1960) who is one of the educational psychologists. This theory of meaningful verbal learning deals with three concerns:-

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

David Ausubel believed that learning proceeds in a top-down, or deductive manner. His theory consists of three phases, presentation of an advance organizer, presentation of learning task or material, and strengthening the cognitive organization. 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.

Advance Organizers:

Advance Organizers are materials presented at a high level of abstraction, generality and inclusiveness that can serve as anchoring ideas for the information to be learned. These are specially providing necessary subsumes for meaningful incorporation of new ideas and to enhance learning retention.

The Advance Organizer may be defined as concepts which are presented prior to learning and which contain a system for organizing logically the incoming into unified structure and the organizer may be either abstract or concrete.

2. SIGNIFICANCE OF THE STUDY:

The main aim of education is to bring all- round development in a student which is not possible with traditional methods of teaching. The teacher adopts conventional methods of teaching because either they do not have knowledge of innovative and modern methods of teaching or they are afraid of adopting new innovative and effective methods of teaching. The Advance Organizer Model given by David Ausubel is one of them. He has focused on meaningful learning which is not possible by traditional methods. The model helps in overall development of children and provides better way of retaining knowledge useful means of applying them in their daily life situation and above all it helps in making better citizen of our country who will have a broad and clear vision and will have scientific attitude towards life. Panda (1986), Rajoria (1987), Senapathi Sanjuka (1986), Noon Kil (1982), Pachauri, D. (2007) have pointed out the effectiveness and usefulness of this Advance organizer model. In order to occur the meaningful learning and harmonious development among learners the researcher has selected the present topic as he wanted to see the difference between traditional ways of teaching and output of Advance Organizer Model when it is used in the field of Education.

3. OBJECTIVES OF THE STUDY:

The objectives of the present study are as follows:

- 1) To study the achievement of B.A, Part-III, Honours standard students in Education.
- 2) To study the achievement of B.A, Part-III, Honours standard students in Education when they were taught by traditional method of teaching.
- 3) To study the effects of Advance Organizer Model on the achievement in Education of class B.A, Part-III, Honours students.
- 4) To construct the Instructional material for class B.A, Part-III, Honours students for teaching education by Advance Organizer Model and traditional method.
- 5) To compare the achievement in Education of class B.A, Part-III, Honours students while using Advance Organizer Model and traditional teaching methods.

4. NULL HYPOTHESIS:

H₀. There exists no significant difference between achievement in education of class B.A, Part-III, Honours students while using Advance Organizer Model and Traditional Method of teaching.

5. METHODOLOGY:

Sample:

The sample consisted of 74 students studying in B.A, Part-III, Honours class in Barasat College located at North 24 Parganas district of West Bengal state. The school was selected by purposive sampling technique and the students were selected by cluster sampling technique. The sample was divided into two groups as per the strength. Group (A) consisted of 32 students taken as experimental group which was taught through Advance Organizer Model and Group (B) consisted of 42 students named as controlled group was taught through traditional Methods.

Tools Used:

For the purpose of data collection the researcher constructed two achievement tests (Pre and Post-test) from the selected four topics of science. Pre-test was conducted to know the depth knowledge of higher secondary level students about Education. Post- test was based on the content material of selected four topics of class B.A, Part-III, Honours in Education taught.

Procedure of Data Collection:

In the present study experimental design was used. First achievement test (Pre-test) was administrated to class B.A, Part-III, Honours students to know their achievement in education before treatment. Then both the group was taught selected four topics of science taught for a period of three months. One of them known as controlled group was taught by the traditional method of teaching and the second group known as experimental group was taught by using Advance Organizer Model. After the treatment of three months an achievement test in education from the selected four topics was constructed and administered on the sample of both the groups. The scores obtained by each student of both controlled group and experimental group were analysed and interpreted by using descriptive and inferential statistics.

6. DELIMITATIONS OF STUDY:

The study was delimited in the following aspects.

- 1) The study was confined to 74 students of class B.A, Part-III, Honours.
- 2) The study was further restricted to four selected concepts of Education.
- 3) The present study was conducted on B.A, Part-III, Honours class students of Barasat College located at North 24 Parganas district of West Bengal.

7. ANALYSIS AND INTERPRETATION:

The sample was consisted of two groups. Group (A) consisted of 32 students taken as experimental group which was taught through Advance Organizer Model and Group (B) consisted of 42 students named as controlled group was taught through traditional methods.

Comparison of pre-test Achievement in Education between Control and Experimental Group:

Table 1: Shows descriptive statistics of achievement in Education of pre-test.

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Groups	Number	Mean	Std. Error	Std. Deviation	t-value	Remarks
Control	42	30.70	.980	6.29	0.95	Insignificant
Experimental	32	32.08	1.09	6.38		

Interpretation: No significant difference was found between control and the experimental groups at pre-test achievement in education as calculated t-value was found to be 0.95 which is not significant at 0.01 and 0.05 levels of significance. Thus, it can be concluded that there is no significance difference of achievement in education between Control and Experimental Group. The result shows homogeneity of the sample.

Comparison of post-test Achievement in Education between Control and Experimental Group:

Table -2: Shows descriptive statistics of achievement in Education of Post test

Table 2: Shows descriptive statistics of achievement in Education of Post test.						
Groups	Number	Mean	Std. Error	Std. Deviation	t-value	Remarks
Control	42	30.71	.990	6.28	5.80	Significant
Experimental	32	38.20	1.14	6.40		

Interpretation: A significant difference was found between control and the experimental groups at post-test achievement in education as calculated t-value between control and the experimental groups at post-test was found to be 5.80 which is significant at 0.01 and 0.05 levels of significance. Thus, it can be concluded that there is significance difference of achievement in education between Control and Experimental Group at post-test. The result shows that Advance Organizer Model was better than the traditional methods of teaching education.

Comparison between pre-test and post-test Achievement in Education of Control Group:**Table 3: Shows descriptive statistics of pre-test and post –test achievement in education of control group**

Table 3: Shows descriptive statistics of achievement in Education of pre-test.						
Groups	Number	Mean	Std. Error	Std. Deviation	t-value	Remarks
Pre-test	42	29.99	.961	6.38	1.99	Insignificant
Post-test	42	40.96	1.09	6.16		

Interpretation: No significant difference was found between pre-test and post-test achievement in education of control group as calculated ratio was found to be 1.99 which is not significant at 0.01 level of significance. Thus, it can be concluded traditional teaching method is not effective method of teaching education.

Comparison between pre-test and post-test Achievement in Education of Experimental Group:**Table 4: shows descriptive statistics of pre-test and post –test achievement in Education of experimental group**

Table 4: Shows descriptive statistics of achievement in education of pre-test.						
Groups	Number	Mean	Std. Error	Std. Deviation	t-value	Remarks
Pre-test	32	30.92	.997	6.30	7.13	Significant
Post-test	32	41.14	1.08	6.41		

Interpretation: A significant difference was found between pre-test and post-test achievement in education of experimental group as calculated ratio between pre-test and post-test achievement in education was found to be 7.13 which is significant at 0.01 and 0.05 levels of significance. Thus, it can be concluded that Advance Organizer Model was very effective for teaching education.

8. MAJOR FINDINGS OF THE STUDY:

- 1) The Teaching of Education by the Advance organizer Model is better than by the traditional methods of teaching of Education.
- 2) Advance organizer Model of teaching appealed to the students very much and they felt encourage to learn the subject matter with interest which was present to experimental group during the experiment. The results of the experimental design prove the superiority of Advance organizer Model over the traditional method.
- 3) The mean achievement score of the experimental groups were highly significant than the Mean score of the controlled group at post –test which could have not come by chance. It is statistical proof of the superiority of the experimental method.
- 4) Not only the mean scores were higher on the whole achievement test out they were significantly higher on the test items based on the material presented through the Advance organizer Model. This observation suggests that the traditional method presenting the subject matter to the students in hackneyed and require reorientation.

9. SUGGESTIONS FOR FURTHER STUDY:

The following suggestions may be suggested:

- 1) As the present study was confirmed to a small group, it is recommended that the experiment may be conduct on a large sample.
- 2) The experiment can be taken with pupils of different levels of intelligence at the different levels.
- 3) The experiment can be replicated for long period to see the impact of Advance organizer Model on cognition of the students.
- 4) Only one model was selected for the study, other models can also be studied.

10. IMPLICATION OF THE STUDY:

From the study, Advance Organizer Model deals with these concern, how teacher can apply ideas about curriculum and learning when they present new material to student. This model is designed to strengthen student's cognitive structure. The Advance Organizers provide concepts and principles to the students directly. In this study teacher is responsible for organizing and presenting what is to be learned.

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