# A REVIEW: ADVANCE ORGANIZER MODEL - AN EFFICIENT MODEL OF TEACHING AND LEARNING

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## Abstract

Teachers can use an advance organizer model (AOM) to assist pupils understand, retain, and remember new learning content. It is intended to introduce the lesson topic and show the connection between what the pupils are about to learn and what they have already learned. Many studies were undertaken by educational scholars to evaluate the usefulness of the advance organizer model in the teaching learning process. Some of these researches are discussed in this article. All investigations concluded that the Advance organizer model of learning outperformed the standard technique. This methodology is extremely beneficial for teaching courses such as science, social science, mathematics, and English. The advance organizer model aids in the development of curiosity and the habit of exact thinking.

*Keywords:* Advance organized model, learning, teaching, pupils, content.

## INTRODUCTION

A breakthrough in technology and science have had an impression on composition of society, leading to a swift change in the human canvas. Taking into account the transforming human depiction, scholastic changes, as well as technical and hi-tech improvement, have become indispensable.

In a time when the application of technology in everyday life is endlessly leaping up, systematic usage of educational technology has been mushroomed. (Alkan, 1998). Because philosophical concepts are repeatedly utilized to elucidate essence and natural occurrences in scientific courses, technological help has become necessary.

For upgrading students' learning ambience, it is of utmost importance to boost their visual and cognitive engagement via technology, especially when clarifying abstract and daring ideas. Over and above that the application of technology gives the resources to students to have an insight into experiences in scientific disciplines in a multifaceted way, to scrutinize the content in effective way, further to retain their emphasis on the subject. (Akpinar, Aktamis, & Ergin, 2005). Learning technologies put into service for teaching of science function to augment the competence of scientific courses via productive projects of science, refine pupils' analytical skills in science disciplines, lend a helping hand to students in perceiving the knowledge, escalate their abilities to unravel various problems, and have a discussion on difficult-to-perceive circumstances which are complicated to accept in everyday life. (Karamustafaoglu, Cakir, & Topuz, 2012). It is inevitable to deliver technological teaching facilities for science discipline students' and rearrange environments for learning to in agreement with learner' needs, giving the learners green light for gaining an understanding via activity and practical knowledge.

Learning in the present-day society entails students' capacity to apprehend and bring into effect the abilities they have procured in their studies to real-world situations by availing oneself of the technologies they are familiarized with to cultivate ingenuity and innovation. To pander to the learning needs of this era, learning must be ameliorated to allocate students with the requisite skills and information to be in harmony with the content of the eight concerns. This encompasses creating a learning environment that lift the spirits of pupils to think innovatively while also advancing creativity and ingenuity. As a result, the contemporary world learning should be customized so that students can employ their knowledge and comprehension of the subject matter in their classes.

**Concept of Meaningful Learning**

Students should be made ready to encounter the trials and tribulations of the twenty-first century through suitable learning episodes. Ausubel (2000) described meaningful learning which surfaces when data is linked to prevailing cognitive framework in a vague and impulsive manner. Vague

learning requires students to over-learn in order to regain taught material from memory. They must be diligent to learn since they do not appreciate the connection between concepts, rules, and propositions. Subsequently, pupils encounter learning as a trouble. Memorization bores students and avert them from thinking analytically. Teachers should have the means to open this door for their pupils' thinking abilities. Just meaningful learning promotes thought, creativity, and invention. To abstain from rote learning in children, teachers can endorse the Advance Organizer Model, that is accordant with meaningful verbal learning.

## Advance Organizer Model

The Ausubel learning model is a course of action of getting hold of new knowledge that is connected to former experience in learning. (Widiyowati, 2015). Advance Organizer gear one's cognitive foundation of learning for learning experiences (Jamaluddin et al., 2020). The model incorporates three stages namely syntax that further is composed presentation of Organizers, where the activities advanced serve a purpose to elucidate the learning goals, presenting advance organizers and

stimulate perception of pertinent information; (2) Display of learning materials, (3) Reinforcing intellectual structures. (Joyce & Weil, 2009)

Cognitive structure is one of the key components utilized for determining the mindfulness of recently developed comprehension and how productively it may be hold on to in students' reservoir of memory. Meaningful learning come off if the information furnished has a link or is set aside in the intellectual set up of students. (Hamdanillah et al., 2017; Harjono et al., 2018).

## Why Advance Organizer Model?

The arrangement of an advance organizer can aid to conform to the necessity for cognitive structure. Employing principles of Advance organizer, a tiny quantity of vocal, visual, graphic, or textual data is furnished to students beforehand of recently developed content to be taught during an educational session. (Githua & Rachel, 2008). Correspondingly, the organizer will coordinate learners' attention all through the instructional process and revitalize all learners to contribute in all of the activities desired for developing their psychological state and cognitive mind.

Advance organizers make use of innumerable techniques to convey ideas into the design process, bridging them with visuals or information. Advance organizers are devised by systematizing ideas, giving a synopsis of the process, and scrutinizing the results. The usage of advance organizers extends an outline of the content, data relationships, and sphere of the challenge that the designer has explained as a model of work or innovation (Jariyapoom et al., 2017; Joyce & Weil, 1996). Education and training exercising advance organizers is grouped into four stages: conceptual preparation, structure and modelling, linking presentation, and knowledge structuring summary (Jariyapoom et al., 2017). To uplift achievement and retention, teachers and tutors need to be buck up to use advance organizer teaching strategies.

## REVIEW FROM OLD LITERATURE

Patel (2023) gauged the effects of the Concept Achievement Model (CAM) and the Advance Organizer Model (AOM) on upper primary students' scientific achievement. Finding out how well CAM, AOM, and traditional teaching methods worked to improve learner achievement as well as retention in science classes for upper primary kids was the principal objective of the study. Purposive sampling was implemented to select 102 eighth-grade Gujarati medium pay center students from group Shala, Badalpur, as the study's sample. Based primarily on their prior academic accomplishments in the science course, the students were placed into three equal groups—two experimental and a single control. Participants in experiment group-1 followed CAM to teach science, experiment group-2 used AOM to teach science, and students in the control group used the conventional method of instruction to teach science. The current study adopted an experimental approach and was empirical in character. The study's conclusions showed that, with regard to students' performance and retention in science, the CAM and the AOM outperformed conventional teaching techniques. When it comes to student achievement, gender, and retention in science classes, AOM and CAM were found to be equally efficient.

Majeed (2021) carried out a study to check effectiveness of Ausubel Model's based teaching approach on secondary

students' performance in Mathematics. The sample comprised of 30 students. The investigators concluded that no significant difference could be found between the performances of students in treatment and control groups participating in the study at pre-test but achievement of students under experimental setting found be much better than that of control group at post-level. This ultimately bring to light that Advance Organizer teaching approach highly affected student's academic performance in Mathematics.

Elfeky, Masadeh and Elbyaly (2020) evaluated the effect of advance organizers usage in Flipped Classroom through Learning Management System to enlarge pupils' skills of Integrated Science Process. The study concluded that those learners outperformed who took instructions via Flipped Classroom lectures coupled with organizers and were far superior than their counterparts under conventional settings where they were taught without usage of any advance organizer.

Kapri (2017) explored the effectiveness of AOM over other methods of teaching of science. For his study, 76 IX class students who were studying in secondary schools in Faridabad, Haryana were taken as population sample. The results confirmed that there do exist significant differences if we see achievement scores in pre-test and post-test of science which further led to the conclusion that AOM was more valuable in teaching science concepts as compared to traditional methods of science.

Prakash and Hooda (2016) accomplished experimental research to deduce the outcome of Science Enquiry, Advance Organizer and Regular Method of teaching in achievement in Biology. The population sample comprised of 180 IX standard students of D.A.V. Centenary Public School, Sirsa. The sample pool was segregated into three groups namely Treatment Group - I and Treatment Group - II and Conventional Group involving 60 students in every group. The findings of the research specified that Science Enquiry Model and Advance Organizer Model produced productive results for the students and had revealed notable refinement in the achievement in Biology than their counterparts who were taught through Conventional Method. Furthermore, it was

evident that the chunk of students who studied Biology via Advance Organizer Model demonstrated strikingly high rise in their achievement as compared to the students who studied Biology through Science Inquiry Model.

**Conclusion**

The advance organizer technique is particularly beneficial for teaching disciplines such as science, social science, mathematics, and English. The improvement and further growth of the conceptual concept of advance organizers would lead to the modification of educational material within standards of learning by selecting from pre-organized procedures and activities to tackle educational tasks of varying degrees of complexity.

The use of advanced organizers in the internet-based learning process will be beneficial to enhancing the extent of individualization and differentiation of the educational process; increasing students' motivational attitudes towards the learning process; and achieving a higher level of functional literacy by providing them with opportunities to address problems with practical application of theoretical knowledge.

The capability to contrast outcomes of the learning process between students from one class, school, city, and even countries, as supplied by advance organizers, would convert them into measurement techniques of the degree of individual school growth and achievements.

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