



6. "Study of the effectiveness of Advance Organizer Model on students learning"

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ABSTRACT

The purpose of the research was to investigate the effectiveness of Advance organizer model on the students of science. The sample consisted of 32 students of class 6th from Ashoka Universal School. Firstly the pre test was given to the students i.e. the sample was provided and then the treatment were given to sample and after it post test was provided to the sample and onwards Data has been collected and analyzed .

The findings of the programmed instruction were:

Students were able to attempt, all the general questions during pre test.

- ✓ Self study was effective for the students.
- ✓ They were more confident about their answers in post test.
- ✓ After self study they got the maximum marks.
- ✓ They introspect them self and come to know about their achievement.
- ✓ All the students learn in a very effective way.
- ✓ Learning in the sequential way helps the students to achieve their desire goals.
- ✓ The conclusion of the research was that the advanced organizer model was effective for the development of the student for learning science subject.

INTRODUCTION:

Advance Organizer, according to Woolfolk (2001), is "a statement of inclusive concepts to introduce and sum up material that follows".

Ausubel (1960) defined advance organizer as "a cognitive instructional strategy used to promote the learning and retention of new information"; Anderson (2004) defined it as "a method of bridging and linking old information with something new".

An advance organizer is information that is presented prior to learning that can be used by the learner to organize and interpret new incoming information (Mayer, 2003).

Advance organizer as a concept was developed and systematically studied by David Ausubel who was greatly influenced by the teachings of Jean Piaget (Geier, 1999).

Advance organizers are helpful in the way that they help the process of learning when difficult and complex materials are introduced. This is satisfied through two conditions.

The student must process and understand what the information present on the organizer; this increases the effectiveness of organizer itself.

The organizer must indicate the relation among the basic concepts and terms that will be used.

REVIEW:

Clawson and Barnes (1973) attempted to determine the effects of different types of advance organizers. Their work showed that advance organizers with pictorial, graphic, and manipulated materials were more effective than verbal and expository advance organizers.

Khale and Nordland (1975) investigated the differential effect of an advance organizer on the meaningful learning of information presented to the learner in a structured programme of individualized instruction. The results of their study indicated that advance organizers did not function to increase meaningful learning.

Lucas and Fowler (1975) examined the effects of three types of advance organizers on learning.



The experimental groups were exposed to audio, video and written advance organizers while the control group was exposed to a history passage. The results showed that there were no significant differences between the experimental and control groups on any of the factors.

Watkins (1983) examined the effects of using different modes of advance organizer on the performance in music by some non-music majors. The results showed that both the advance organizer and the modes of it did not show any significant effect on the performance of the students. But the advance organizer models when compared with the advance organizer alone revealed improved performance for each of the treatment interventions.

NEED AND IMPORTANCE:

According to David P. Ausubel there is a parallel between the subject matter organized and the way in which the learners organize the knowledge in their mind especially cognitive structure. Every discipline has a structure of concepts that is organized hierarchically such as

1. Simple to difficult
2. Concrete to abstract
3. Known to unknown

Models of teaching are very important in enhancing the achievement of students in different subjects. There are many models of teaching to improve instructional effectiveness. Now a days the teachers are following conventional method in teaching Science Subject.

Keeping these views there is need to implement Advance Organizer model in improving academic achievement in Science Subject. So the researcher selected Advance Organizer model to improve academic achievement in Mathematics of secondary school students.

STATEMENT OF PROBLEM:

“To Study the effectiveness of Advanced Organizer Model on students learning.”

OBJECTIVES:

1. To study the achievement levels of the students in science subject.
2. To study the effectiveness of advanced organizer model on students in science learning.

HYPOTHESIS:

NULL HYPOTHESIS:

There will be no significant difference on the learning of science on the student.

ASSUMPTIONS:

1. Advanced organizer model helps in understanding the science subject.
2. Advanced organizer model helps to encourage the students.
3. Advanced organizer model helps in development of skills.
4. Advanced organizer model provides the meaningful units.

SAMPLING:

The total number of students in class 6th is about 190 in Ashoka Universal School out of which the researcher has taken 32 students for the research randomly.

SCOPE:

This research is related to Advanced Organizer Model of science subject.

LIMITATIONS:

1. It is only for science subject.
2. Only 32 students of AUS of class 6th are taken for the present research.
3. This research is limited for the year 2016-2017.

RESEARCH METHODOLOGY:

The researcher has used the Experimental Method for this research, for this random method has been chosen.

RESEACH PROCEDURE:

1. A pre-test is given, or the initial behaviour is stated for the sample.
2. A post-test is provided to the sample.
3. The materials have been tried out and revised according to results (developmental testing).
4. The materials are constructed according to a predetermined scheme (stimulus control).



5. The material is arranged in appropriate steps for the samples.
6. The learner has to respond actively.
7. Arrangements are made for responses to be confirmed (knowledge of results).
8. The teaching medium is appropriate for the subject-matter and the students.
9. The materials are self-paced or presented in a manner which suits the learner.

DATA COLLECTION TOOL:

The researcher has used PRE TEST AND POST TEST as a data collection tool for the research.

DATA ANALYSIS:

No. of students	Marks of Pre-Test	Marks of Post-Test
1	16	20
2	17	20
3	16	17
4	15	18
5	19	20
6	14	17
7	13	16
8	14	18
9	16	17
10	14	16
11	12	16
12	11	15
13	16	19
14	12	14
15	15	16
16	14	16
17	14	15
18	16	19
19	9	12
20	14	19
21	11	15
22	10	12
23	15	17
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27	12	16
28	13	14
29	12	15
30	16	19
31	6	10
32	11	16

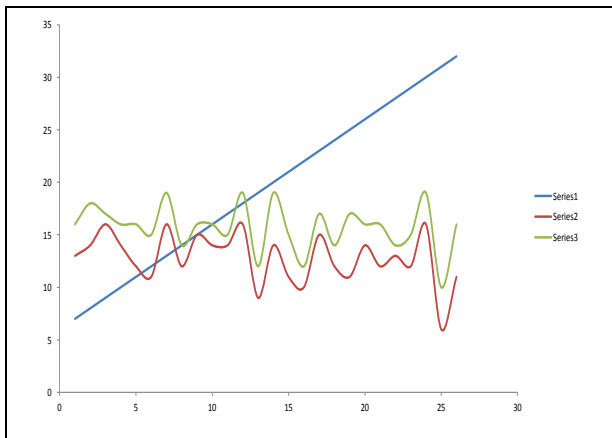
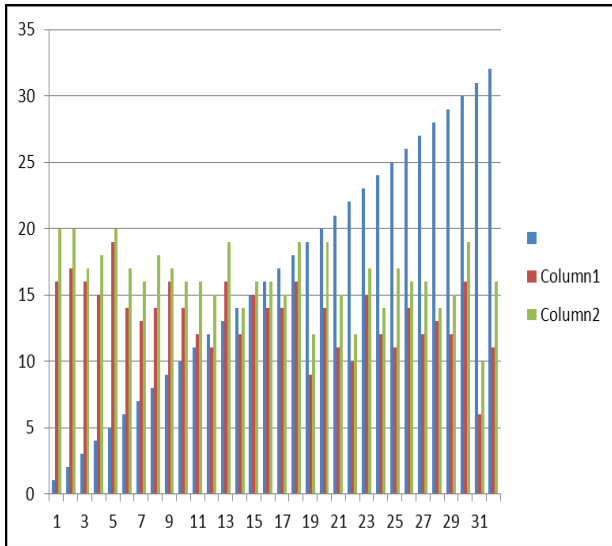
STATISTICAL TOOL:

Researcher has used Mean, standard deviation and 't' value, used as a data analysing tool for this research.



DATA ANALYSING TABLE:

TEST	MEAN	STANDARD DEVIATION	't' VALUE	CALCULATE D VALUE	SIGNIFICANCE DIFFERENCE
PRE TEST	M1=12.1	SD1=7	2.03	2.5	0.47
POST TEST	M2=1405	SD2=10			



FINDING:

- ✓ Students were able to attempt, all the general questions during pre test.
- ✓ Self study was effective for the students.
- ✓ They were more confident about their answers in post test.
- ✓ After study they got the maximum marks.
- ✓ They introspect them self and come to know about their achievement.
- ✓ Students were learning by themselves for the test.
- ✓ Learning in the sequential way helps the students to achieve their desire goals.

CONCLUSION:

- ✓ The null hypothesis is rejected and was significant difference was on the learning of science student.
- ✓ This research shows that student can score good marks as there is significance difference in the pre and post test marks.

References:

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