

APPENDIX - K

THEORY CHECKUP FOR THE ADVANCE ORGANIZER MODEL

Instructions: Circle the response that best answers the question or complete the statement, check your answers with the key that follows the exercise.

1. Ms Warren, a science teacher, was presenting the topic of potential energy to a physics class. She said to her students, "Remember last week we talked about kinetic energy. Well, today we are going to discuss another kind of energy - potential energy". This is not an example of an Advance Organizer because
 - a. the knowledge hierarchy was incorrect.
 - b. she did not present the organizer (define, explain and illustrate).
 - c. the organizer is too factual.
 - d. the organizer should have been mechanical energy.
2. Which of the following statements would Ausubel disagree with? Meaning depends on
 - a. the method of teaching.
 - b. the learner's readiness.
 - c. the learners prior experience and information.
 - d. the material.
3. Presenting the most inclusive general ideas in a discipline first is called.
 - a. integrative reconciliation.
 - b. progressive differentiation.

- c. curriculum sequencing.
 - d. deduction.
4. Three categories of teaching skills, each with several possible techniques, have been discussed as facilitating meaningful verbal learning. List the three sets of teaching skills.
- a.
 - b.
 - c.
5. Which of the following illustrates the use of an advance organizer?
- a. Telling students the goals of the lesson.
 - b. Reminding them of the previous lesson.
 - c. Discussing a concept related to the ideas in the new learning material.
 - d. Defining the new ideas.
6. Which of the following is not characteristic of the learner's role in reception learning?
- a. Making up mnemonics for remembering the information.
 - b. Comparing the material to similar ideas that were previously learned.
 - c. asking for clarification.
 - d. Reflecting on the learning material.
7. An elementary teacher is presenting the topic of subtraction to her students. During the lesson, she compares subtraction with addition, a skill the

students have previously learned. This is an example of

- a. comparative organizer.
- b. discrimination learning.
- c. integrative reconciliation.
- d. knowledge hierarchy.

8. While explaining the concept of weightlessness

Ms Jones asked her students to think of times when they felt weightless and to describe the experience to the class. Ms Jones was using one technique for promoting

- a. integrative reconciliation.
- b. active reception learning.
- c. strengthening cognitive structure.
- d. a meaningful learning set.

9. In the example of Question 8, another technique Ms Jones could have used to accomplish her goal would be

- a. reminding students of the 'larger picture'.
- b. asking students to recognize the assumptions of the idea.
- c. asking students to identify ideas that are uneven and dispelling their confusion.
- d. asking students to construct a knowledge hierarchy.

10. Which of the following is a set of teaching skills designed to discriminate students' prior knowledge from new learning material?

- a. Progressive differentiation.
- b. Advance Organizer.

- c. Taking a critical approach.
 - d. Strengthening cognitive structure.
11. Another term for meaningful verbal learning is
- a. discrimination learning.
 - b. lecturing.
 - c. reception learning.
 - d. representational learning.
12. The Advance Organizer Model is designed to accomplish which of the following goals?
- a. Improve inductive thinking.
 - b. Teach students how to organize information.
 - c. Give information.
 - d. Link new information to existing knowledge.
13. Ausubel believes that students can take an active role in reception learning. One of the ways they do this is
- a. taking notes.
 - b. developing a critical approach to new information.
 - c. studying.
 - d. using advance organizers.

Theory Checkup key :

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| 1. b. | 4. Active reception learning. Developing a |
| 2. a | critical approach. Strengthening |
| 3. b | cognitive structures. |
| 5. c | 10. d |
| 6. a | 11. c |
| 7. a | 12. d |
| 8. b | 13. b |
| 9. c | |