

## APPENDIX - L

## TEACHING ANALYSIS GUIDE FOR ADVANCE ORGANIZER MODEL

This guide is designed to help you analyze the process of teaching as you practice the Advance Organizer Model. . The analysis focuses on aspects of teaching that are important to the syntax of the model, the teacher's role, and specific teaching skills.

The guide consists of a series of questions and phrases. As you observe a practice session (whether peer teaching or microteaching), analyze the teaching using the rating scale that appears opposite each question and statement. This scale uses the following items:

**Thoroughly:** This item signifies that the teacher engaged in the behaviour to the point where students were responding comfortably and fluently. Appropriateness varies from situation to situation. For example, the extensiveness of the Advance Organizer will depend on prior instruction in the subject area and the learner's age level.

**Partially:** This item signifies that the teacher engaged in appropriate behaviour, but not as thoroughly as possible. There is some doubt about whether the students are responding fully.

**Missing:** The teacher did not engage in the behaviour; there appears to be a loss in student response.

Not Needed: The teacher did not explicitly manifest the behaviour, but there is no loss. Either the behaviour was included in others or the students began to respond appropriately without being led to.

For each question or statement in the Guide, circle the term that best describes the teacher's behaviour.

Phase one: Presentation of the Organizer.

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|---|------------|-----------|---------|------------|
| 1. Did the teacher clarify the aims of the presentation?  | Thoroughly | Partially | Missing | Not Needed |
| 2. Was an advance organizer presented? If so, was it expository or comparative?   | Thoroughly | Partially | Missing | Not Needed |
| 3. Did the organizer presentation identify, clarify, or explain the essential characteristics of the concept or proposition that serves as the organizer? | Thoroughly | Partially | Missing | Not Needed |
| 4. Did the organizer presentation include examples of the organizer?  | Thoroughly | Partially | Missing | Not Needed |

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| 5. | Was the language or terms of the subsumer (organizer) repeated or otherwise emphasized?            | Thoroughly | Partially | Missing | Not Needed |
| 6. | Did the teacher prompt awareness of relevant knowledge of experience in the learners' backgrounds? | Thoroughly | Partially | Missing | Not Needed |

Phase two : Presentation of the Learning Task or Material

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|----|--|------------|-----------|---------|------------|
| 7. | Was the learning material presented?   | Thoroughly | Partially | Missing | Not Needed |
| 8. | Did the teacher develop the material in the logical order of the learning material and make the order explicit to the student - for instance, the rough outlines and explanations? | Thoroughly | Partially | Missing | Not Needed |
| 9. | Did the teacher use procedures that enhanced the organization of the presentation, such as rule-example-rule, explaining links, diagrams, and verbal makers of importance?         | Thoroughly | Partially | Missing | Not Needed |

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| 10. Did the teacher use procedures for maintaining attention, such as varying audio stimuli, using supplemental media, and inserting question into the presentation? | Thoroughly | Partially | Missing | Not Needed |
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Phase Three: Strengthening Cognitive Organization

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| 11. Did the teacher use principles of integrative reconciliation reminding students of the larger picture" summarizing the major attributes of the new material, repeating precise definitions, asking for the differences between parallel subsumers, relating learning material to subsumer? | Thoroughly | Partially | Missing | Not Needed |
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| 12. Did the teacher ask questions and make explanations that promoted active reception learning? | Thoroughly | Partially | Missing | Not Needed |
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|-----|--|------------|-----------|---------|------------|
| 13. | Did the teacher facilitate a critical approach to information (the recognition of assumptions, inferences and contradictions)? | Thoroughly | Partially | Missing | Not Needed |
| 14. | Did the teacher attempt to clarify students' misunderstandings or confusions?  | Thoroughly | Partially | Missing | Not Needed |