

Ausubel's Meaningful Reception Learning

- Cognitive Organization in the Learner
- Processes of Meaningful Learning
 - Derivative and Correlative Subsumption*
 - Superordinate and Combinatorial Learning*
 - Assimilation Theory*
- Retention of Meaningful Learning
- Readiness for Learning

Meaningful Learning as Assimilation to Schema

- Efforts Toward an Understanding of Schema
- The Nature of Schema
- Schema-Based Processing
 - Comprehending Text*
 - Understanding Events and Guiding Actions*
 - Solving Problems*
- Schema Acquisition and Modification
- Schema Automation and Cognitive Load

Meaningful Learning, Schema Theory, and Instruction

- Activating Prior Knowledge
 - Advance Organizers*
 - Schema Signals*
 - *Box 4.1 Advance Organizer for a Lesson on the Government of the United Kingdom*
 - *Box 4.2 An Advance Organizer for Theories of Learning*
- Making Instructional Materials Meaningful
 - Comparative Organizers and Elaboration*
 - Conceptual and Pedagogical Models*
- Using Prior Knowledge in New Contexts

Conclusion**Schema and Meaningful Learning in "Kermit and the Keyboard"****Theory Matrix****Suggested Readings****Reflective Questions and Activities**

Consider these scenarios.

- **A Lesson on Democracy**

The place is a public school seventh grade social studies classroom. A lesson on democracy with a focus on American history has begun. The students have brainstormed a list of characteristics describing their understanding of government, and from their answers, their teacher Mr. Amaya has written a simplified definition of the term on the board. With this, the students prepare to discuss different forms of government (including oligarchy, democracy, fascism, etc.), following which they will focus on democracy and all its related concepts. Mr. Amaya presents a conceptual model to help students organize their growing knowledge about different forms and functions of government, and he tests their understanding with questions such as, "Does a vice-president or governor (member of the executive branch) have the right to keep secret who attended energy meetings and what was discussed when the results of these meeting may influence policy develop-