



**PINPOINT**



*Introductory material presented ahead of the learning task and at a higher level of abstraction and inclusiveness than the learning task itself.*

David Ausubel, originator of the Advance Organiser in the 1960s

## Marzano's Four Types

**Expository** **EFFECT SIZE 0.80**  
They describe the new topic to be covered. A teacher could write short explanations of the key parts of the topic. Students are nominated to read one of them out. Individuals read more details in the organiser.

**Narrative** **EFFECT SIZE 0.53**  
This uses the power of story telling. Personal connections are made to the real world. After the story is told, the teacher highlights the key ideas. The purpose of story telling is to tap into students' prior knowledge and the familiarity of story genres to provide a scaffold for memory.

**Skimming** **EFFECT SIZE 0.71**  
Ask students to skim read a text they are going to study. You may have to teach them how exactly to do this (reading topic sentences and so on). After they have got the gist, ask them to go back and read in more detail. You may want students to explain their initial understandings to each other.

**Graphic** **EFFECT SIZE 1.24**  
Converting overviews into a graphic organiser helps the teacher identify both the key components and their links. Present a partially formed graphic organiser to students and ask them to complete it.

## Effect Sizes

As you can see by the effect sizes, graphic organisers are by far the most effective. Do use all four approaches but always have a graphic version to hand.

## Unit Graphic Advance Organiser

An example from Lenz et al book (1994) *The Unit Organizer Routine*

7 UNIT SCHEDULE		4 UNIT MAP		
1/22	Cooperative Groups pages 201-210		<b>5 ORGANIZATIONAL STRUCTURES</b>	
1/28	Quiz			<b>6 UNIT SELF-TEST QUESTIONS</b>
1/29	Cooperative Groups pages 210-225			
	'Influential Personalities' project due			Compare/contrast
1/30	Quiz			Cause/effect
2/2	Cooperative Groups pages 228-234			
2/6	Review for test			
2/7	Review for test			
2/8	Test			

## Organiser Structure

David Scanlon, author of *The Order Routine*, says there are just four structures needed for students to understand subject content. They are:

- Descriptive
  - Compare and contrast
  - Sequential
  - Problem-Solution
- These are best represented in graphic format.

## Post Organisers Too

Use the same organiser to review learning. Four steps are:

- Teacher asks questions to help students summarise
- Teacher helps students organise key learning points
- Students ask questions to clarify their learning
- Teacher explains how today's learning will connect with the next lesson.

## REFERENCES

Lenz, Schumaker, Deshler & Bulgren, (1998)  
The Course Organizer Routine

Lenz, Bulgren, Schumaker, Deshler & Boudah (1994)  
The Unit Organizer Routine

Lenz, Marrs, Schumaker & Deshler (1993)  
The Lesson Organizer Routine

Scanlon, Deshler & Schumaker (2004)  
The Order Routine