

## Organiser in Advance: Advance Organiser

### From Phase 1: Entry

Phase 1 contains methods that can be used in programmes for (recently) immigrated and refugee teachers in Higher Education to start with the topic of heterogeneity at schools. As an introduction to the topic, the methods are characterised by high openness with regard to the question of what heterogeneity actually means and what it can or should mean in the school context.

#### a) General information

**Time frame:** Altogether 15 min to prepare the Advance Organiser (A.O.) at the beginning of a lesson and for reflexions in between and at the end.

**Social form(s):** Group discussion, teacher should prepare the A.O as an expert

**Number of people:** Learning group

**Short summary:** The Advance Organiser is a tool used to introduce a new topic and to visualise the relationship between what participants already know and what they are going to learn. The A.O. can be used during teaching by having an expert present information in a way that makes it easier for participants to build connections from one concept to another, especially if the participants are currently learning the language of instruction.

#### b) Description of the method (preparation, working steps, aim)

The teacher visualises several lessons and gives an overview on what the learner has to learn. The overview must be short and can be a poster, a handout or a presentation slide. The overview should include text as well as pictures, symbols etc. to visualise the course of the following lessons. The teacher prepares this overview with symbols in connection to the written words so the learner can always refer to the topic the group is working at the moment and find it in the overview.

The working steps of the method are:

1. the lecturer is presenting the different topics or several lessons in the prepared overview (Advance Organiser),
2. the presentation should not be longer than 15 min,
3. every learner should have access to the Advance Organiser so that they can always orient themselves in the learning process,
4. at the end of several lessons the Advance Organiser should again be viewed to wrap up and connect all knowledge the participants could gather within the session of several lessons.

The Advance Organiser facilitates the linking of new knowledge with the existing prior knowledge of learners. It gives a visualised overview and links new learning areas and topics. Throughout the linking in a logical manner the learner can understand the subject matter, keeps it in mind for a longer period of time and is able to transfer the knowledge.

### **c) Reflecting questions on how to implement the methods in programmes for (recently) immigrated and refugee teachers**

#### **How can the participants and lecturers contribute their knowledge in a way that does not culturalise?**

The lecturer prepares the method in advance. But it is of course possible to make adaptations. Thus, the participants can make adjustments in communication with the teacher.

#### **What must be considered so that this method does not lead to stereotypes and/or discriminatory categorisations?**

It is important to use images that are not stereotyping, discriminatory or racist. It is possible to use symbols instead of pictures. In this way, culturalising connotations of images are more likely to be avoided.

#### **How to work with this method in a language sensitive way/how to include multilingualism?**

By using symbols and pictures, the teacher can avoid using too much text and difficult words. In addition, certain topics can be translated by the participants into their first language.

#### **How to use this method in a participatory way?**

After a brief explanation it is open for participation to bring in more topics or suitable pictures. After working several times with this structure, the participants will be able to design an A.O. by themselves.

#### **Possible variations of the method**

Variations are possible. The participants could choose the pictures themselves, which also allows a more individual design of the A.O. and can be the starting point for discussion. In this way the participants can also contribute their own pre-concepts to associations to the respective learning topic.

#### **Possible application (for other contexts, e.g. schools)**

It is easily applicable to schools. The teacher may think about an easier structure and suitable pictures and can work together with the students.

#### **Tips**

In line with the theoretical framework of the *R/EQUAL Method Toolbox*, the pictures should be selected carefully. This also implies to reflect own stereotypes.

### Examples/possible topics

In principle, the method can provide an overview on a large number of topics. Below is a brief example of an Advance Organizer on the topic of 'Heterogeneity in schools'. With the help of the illustrations, different categories of difference can be reflected in schools, whereby a critical reflection of power hierarchies and the construction of categories must accompany this process. Especially when it comes to the topic of heterogeneity, the pictures may of course be chosen or supplemented by the participants and be jointly reviewed.



Illustration 4: Visualisation of an Advance Organizer on the topic of heterogeneity in schools.

#### d) Further information

##### Further information and links, related or relevant for the method

Wahl, D. (2011). Der Advance Organizer: Einstieg in eine Lernumgebung. In: H. U. Grunder, H. Moser & K. Kansteiner-Schänzlin, Lehrerwissen kompakt, Band 2, Perspektive 1. Available at: [www.prof-diethelm-wahl.de/Textbeispiel%20Advance%20Organizer.pdf](http://www.prof-diethelm-wahl.de/Textbeispiel%20Advance%20Organizer.pdf) [29.02.20].



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