

# Ausubel meaningful learning



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meaningful reception learning learners actively interpret their experiences using internal, cognitive operations reception learning content presented in final form

ON AUSUBEL MEANINGFUL LEARNING SPECIFICALLY FOR YOU FOR ONLY \$13.90/PAGE Order Now Discovery learning rote memorization 3 conditions for meaningful learning material is meaningful, new knowledge relates to prior knowledge, students must want to learn cognitive structure learners integrated body of knowledge made up of sets of ideas organized hierarchically by them Anchoring ideas entry points for new ideas into cognitive structure. enables students to construct meaning with new information information can be added in 3 ways subordinate, superordinate, coordinate subordinate added thru subsumption. new information is subsumed under more general and inclusive anchoring ideas superordinate a new concept is learned that allows already established ideas to be subsumed under it. coordinate new information is not specific to an anchor but is relevant to a broad background of information. combinatorial learning 2 types of subordinate learning derivative and correlative subsumption derivative subsumption learning new examples of established concepts correlative subsumption elaboration, extension or modification of ideas factors affecting learning previous knowledge, well organized cognitive structures, teach in concrete ways, culture impacts due to diff life experiences and prior learning

ausubel's learning theory prior knowledge defines learning and differences in learners such as age, culture, development should be taken into consideration

Meaningful receptive Information is connected to what the learner already knows, is relevant to the learner and is learned with the intent to understand. All information is presented in its final, most efficient and coherent form. Meaningful discovery information is connected to what

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the learner already knows, is relevant to the learner and is learned with the intent to understand. Information is presented through a variety of experiences for the learner with the intent of the learner generating anchoring ideas and/or key aspects of the information as discovered by the learner

**Rote receptive** Information is retained in memory for the sole purpose of storing it in the learner's memory. Few, if any, connections are made to what the learner already knows. All information is presented in its final, most efficient and coherent form

**Rote discovery** Information is retained in memory for the sole purpose of storing it in the learner's memory. Few, if any, connections are made to what the learner already knows. Information is presented through a variety of experiences for the learner with the intent of the learner generating anchoring ideas and/or key aspects of the information as discovered by the learner

**Types of learning** meaningful and rote

**Learning situations** receptive and discovery