



ORGANIZATIONAL STRATEGIES

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CENTRAL QUESTIONS IN OBE

- What do we want our students to learn?
- Why do we want students to learn these things?
- How can we best help students to learn these things?
- How will we know that students have learned?





What knowledge is of
MOST WORTH?

CONTENT

- Aligned with outcomes
- Addresses student needs
- Structured

ALIGNMENT WITH OUTCOMES

“**high quality**, culminating **demonstrations** of **significant learning in context**” (Spady, 1994)

Deep understanding & high levels of competence

Action

Real world settings

Prominence to life roles

ADDRESSING STUDENT NEEDS

- Learning context
- Student characteristics
 - Learning styles
 - Motivations
 - Interests
 - Learning needs



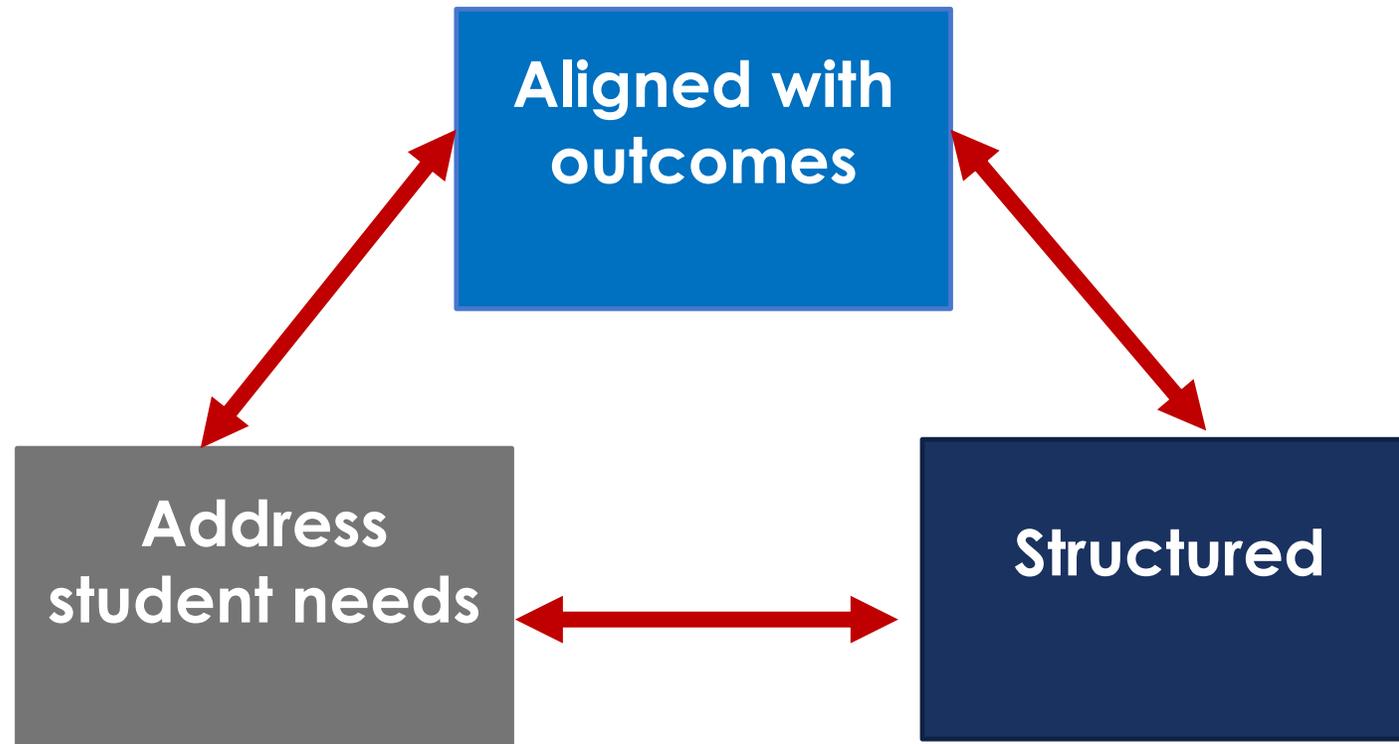
STRUCTURE

- CONTENT should have structure:
 - be sequenced (prioritizing content)
 - be broken down into manageable learning chunks

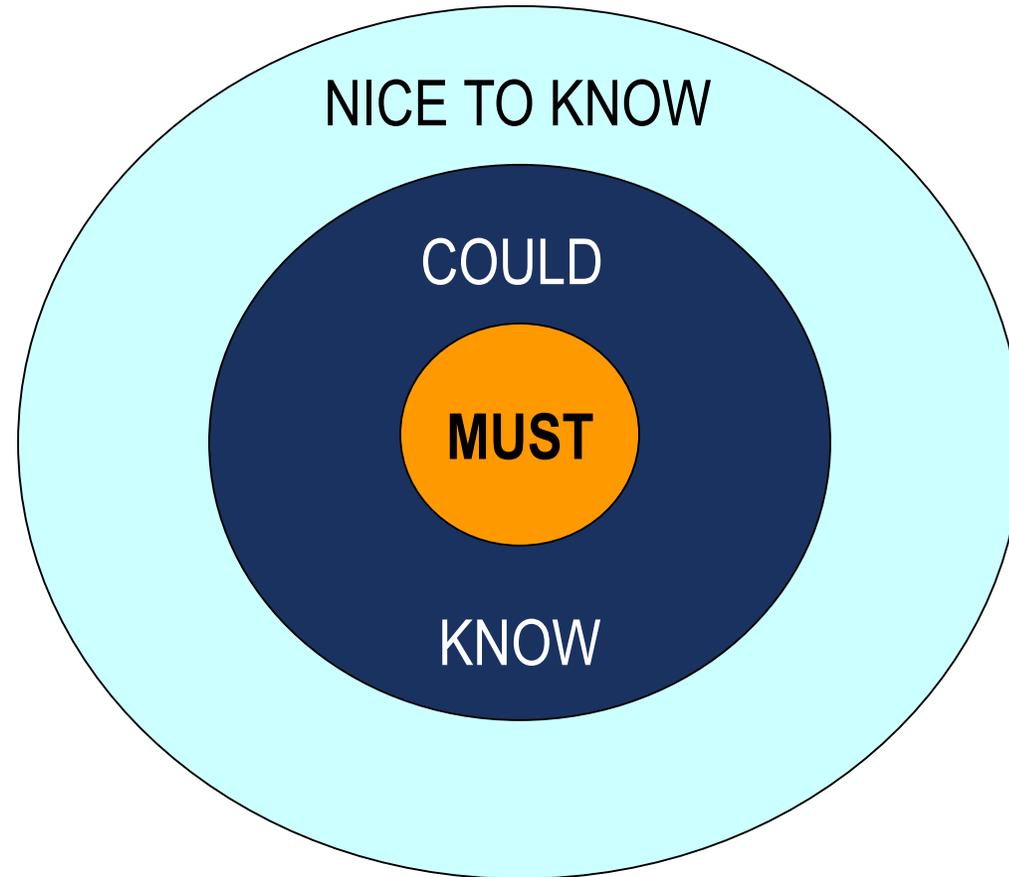
This is not quite easy because...

*there's always too much to
learn,
but never enough time!*

CONTENT



Always aim for the TARGET



ALIGNMENT WITH OUTCOMES

“**high quality**, culminating **demonstrations** of **significant learning in context**” (Spady, 1994)

Deep understanding & high levels of competence

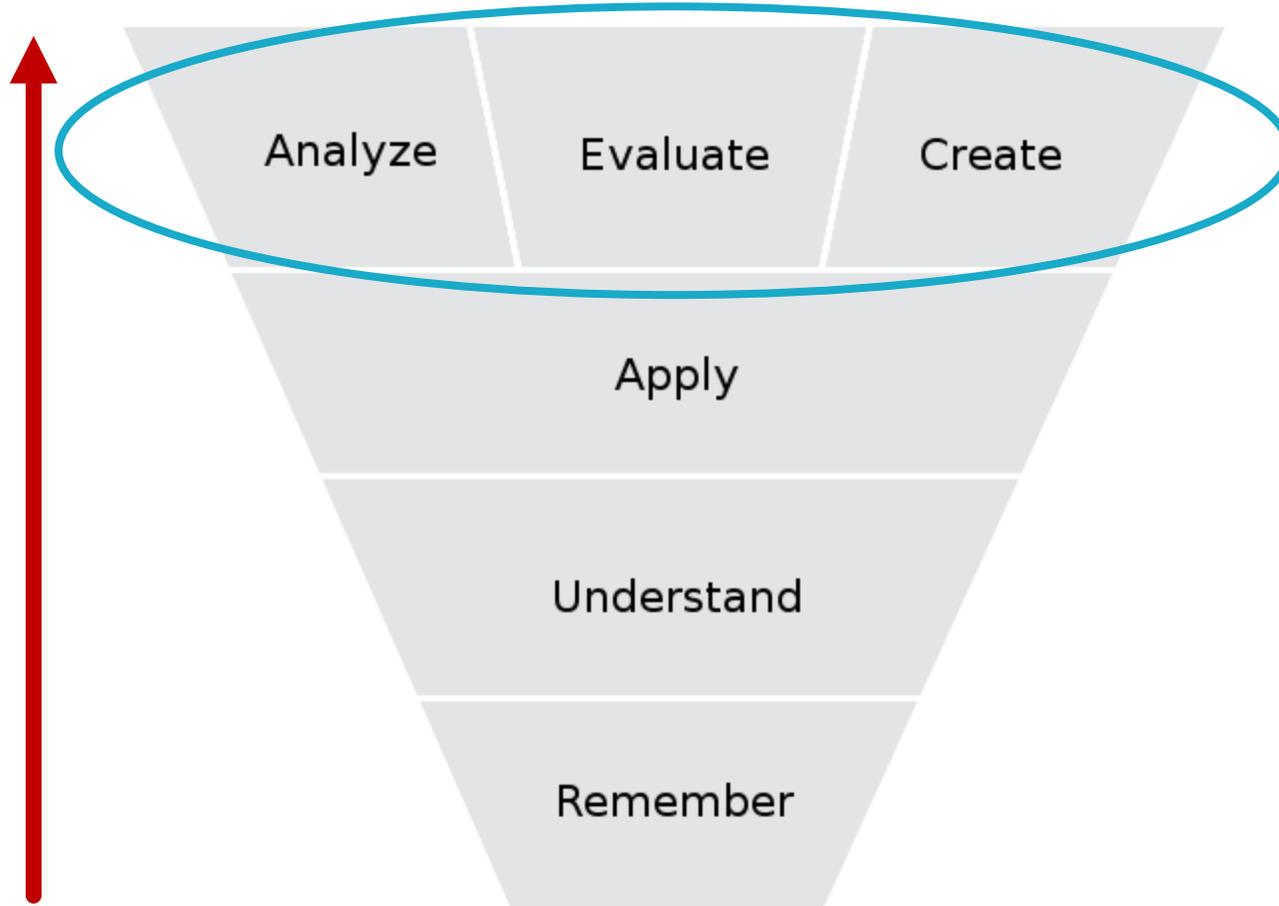
Action

Real world settings

Prominence to life roles

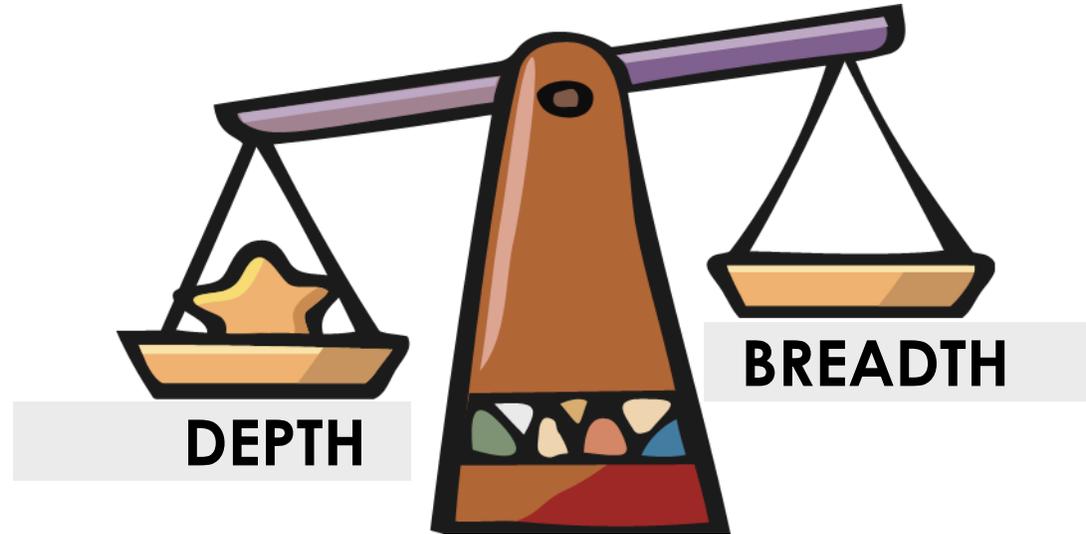


Bloom's Cognitive Domain



Higher **O**rders
Thinking **S**kills

Scope = breadth & depth of content



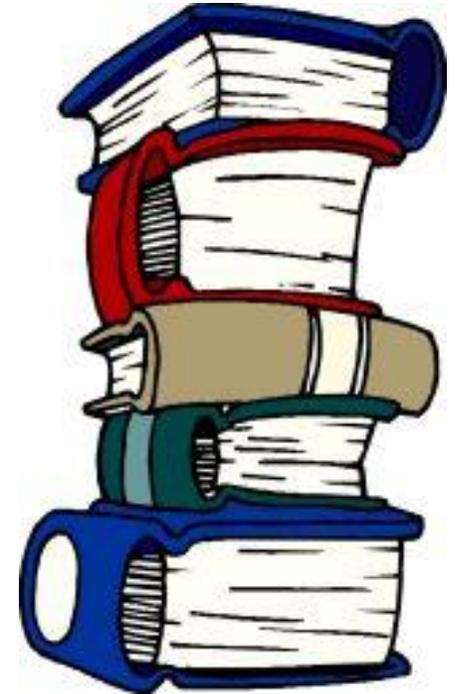
- includes all educational experiences created to achieve the objectives

APPROACHES TO GENERATING CONTENT

Intuitive Approach

Informal, unstructured, non systematic

- Examples:
 - Reviewing one's own knowledge & experiences
 - Asking other supervisors, teachers, & experts
 - Analyzing similar programs elsewhere
 - Reading textbooks, journal articles, etc.
 - Studying an examination blueprint, test questions, test results



CONTENT

Analytical Approach

- Analysis by objectives
- Competence analysis
- Task analysis
- Error analysis
- Concept analysis

ROLE:

RESPONSIBILITY 1:

	Cognitive	Psychomotor	Affective
TASK 1			
TASK 2			
TASK 3			



ORGANIZING CONTENT

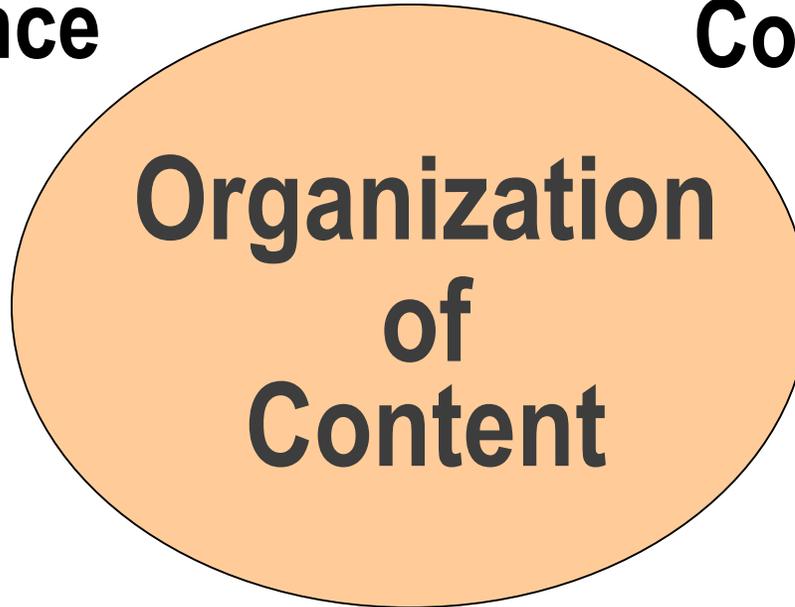


CONTENT

Sequence

Topic-by-topic
Chronological
Causal
Structural logic
Problem centered
Spiral

Linking towards a unified whole



Continuity

Appropriate assignment of weight

Balance

Articulation

Vertical & horizontal interrelatedness

ORGANIZATIONAL STRATEGIES

- **Outlines**
- **Graphic organizers** - visual display that demonstrates relationships between facts, concepts or ideas
 - Help structure the lesson or course
 - Encourage decision-making
 - Make it easy for to classify ideas and communicate these to others
 - Allow examination of relationships
 - Make it easy to brainstorm
 - Help organize essential concepts and ideas
 - Making it clear how to break apart a concept or idea into the main elements

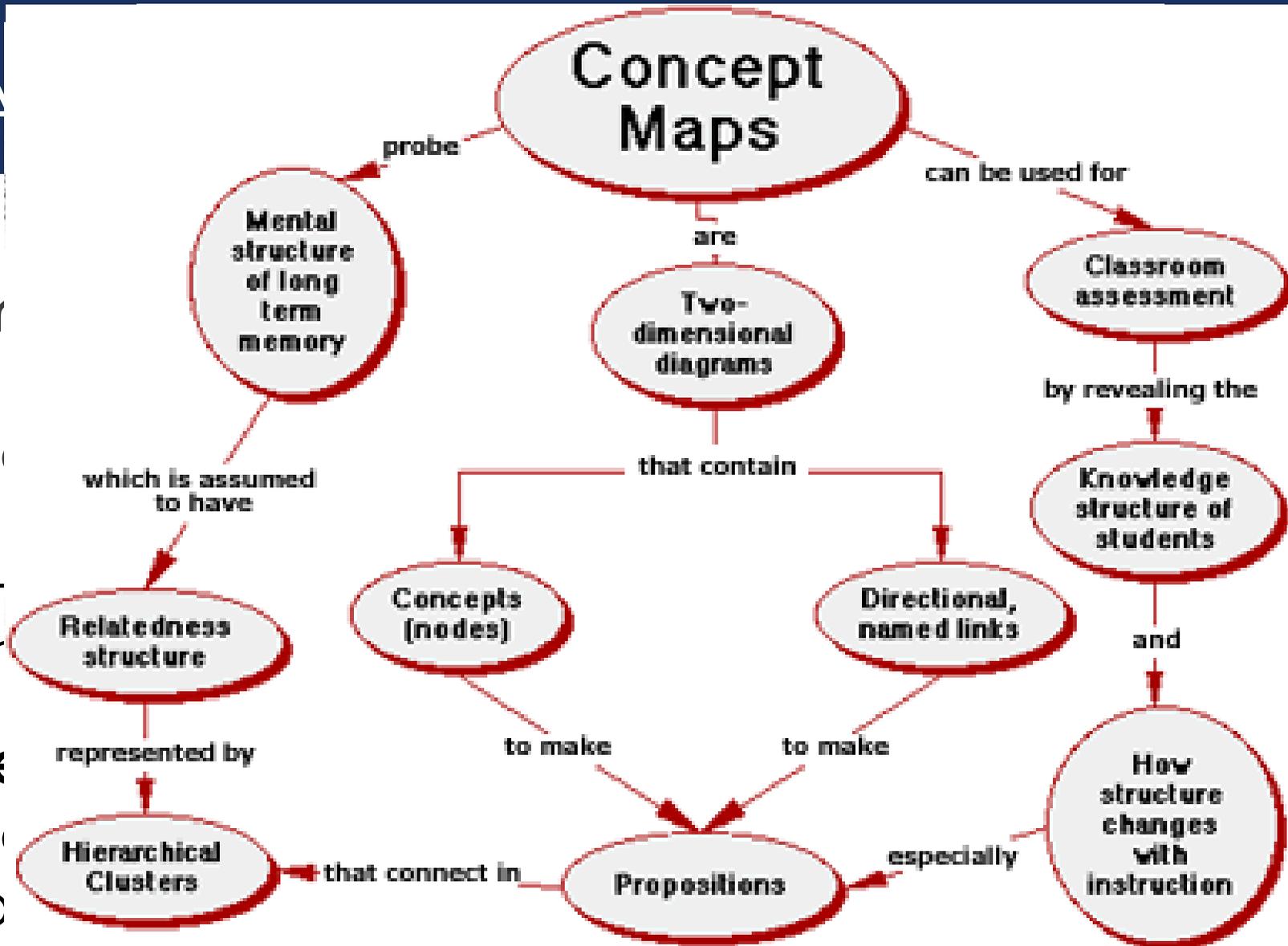


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Mind maps
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CONCEPT MAP

- used to organize and represent content areas of a subject
- begin with a **main idea** (or concept) and then branch out to show how that main idea can be broken down into **specific topics**
- consists of a set of **propositions**
- typically **hierarchical**, with the subordinate concepts stemming from the main concept or idea
- allows change and new concepts to be added
- concept positions can continuously change, while always maintaining the same relationship with other ideas

CONCEPT MAP

Benefits of Concept Mapping

- Help brainstorm and generate new ideas
- Encouraging discovery of new concepts and propositions that connect them
- Allow clearer communication of ideas
- Help integrate new concepts with older concepts



CHARACTERISTICS OF CONCEPT MAPS

Concepts

- perceived pattern in events or objects, or records of events or objects, designated by a label (Novak ,1984)
- **Words** are used as labels for concepts
- Object-type concepts: descriptive
- Events-type (occurrences or improvements): explanatory
- usually enclosed in circles or boxes of some type,

CHARACTERISTICS OF CONCEPT MAPS

Propositional Structure

- every two concepts with their linking phrase form a unit of meaning, a claim, a short sentence, or a semantic unit
- express explicitly most relevant relationships between concepts
- depicted by **linking phrases** that form propositions
- usually include a verb
- The relations between concepts can be static or dynamic

CHARACTERISTICS OF CONCEPT MAPS

- Static Relationships: describe, define, and organize knowledge for a given domain.
 - *Inclusion and common membership (Jonassen,2000)*
 - *Intersection*
 - *Similarity*
- Dynamic Relationships: describes how change in one concept affects the other concept (Thagard, 1992)
 - *Causality*
 - *Correlation/probability*

CHARACTERISTICS OF CONCEPT MAPS

Linking Words or linking phrases

- set of words used to join concepts to express the relationships
- Picking appropriate linking words is possibly the most difficult task of concept mapping

CHARACTERISTICS OF CONCEPT MAPS

Hierarchical Structure

- the most general concepts are at the "top" of the hierarchy and the more specific, less general concepts are arranged below
- concept maps tend to be read from the top, progressing down towards the bottom
- concept maps don't need to have only one "root" concept -- there could be more than one

CHARACTERISTICS OF CONCEPT MAPS

Focus Question

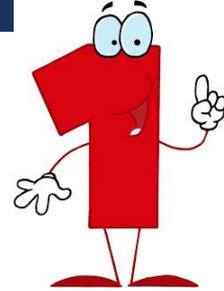
- clearly specifies the problem or issue the concept map helps to resolve
- leads to a much richer concept map

Cross-Links

- relationships or links between concepts in different segments or domains of the concept map
- help show how a concept in one domain of knowledge represented on the map is related to a concept in another domain shown on the map

BUILDING A CONCEPT MAP

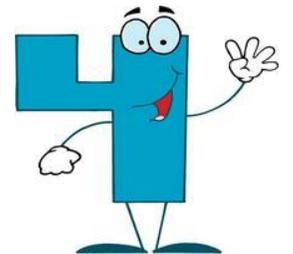
- Start with a **main idea**, topic, or issue to focus on
 - Determine the context of your concept map
- Determine the **key concepts**

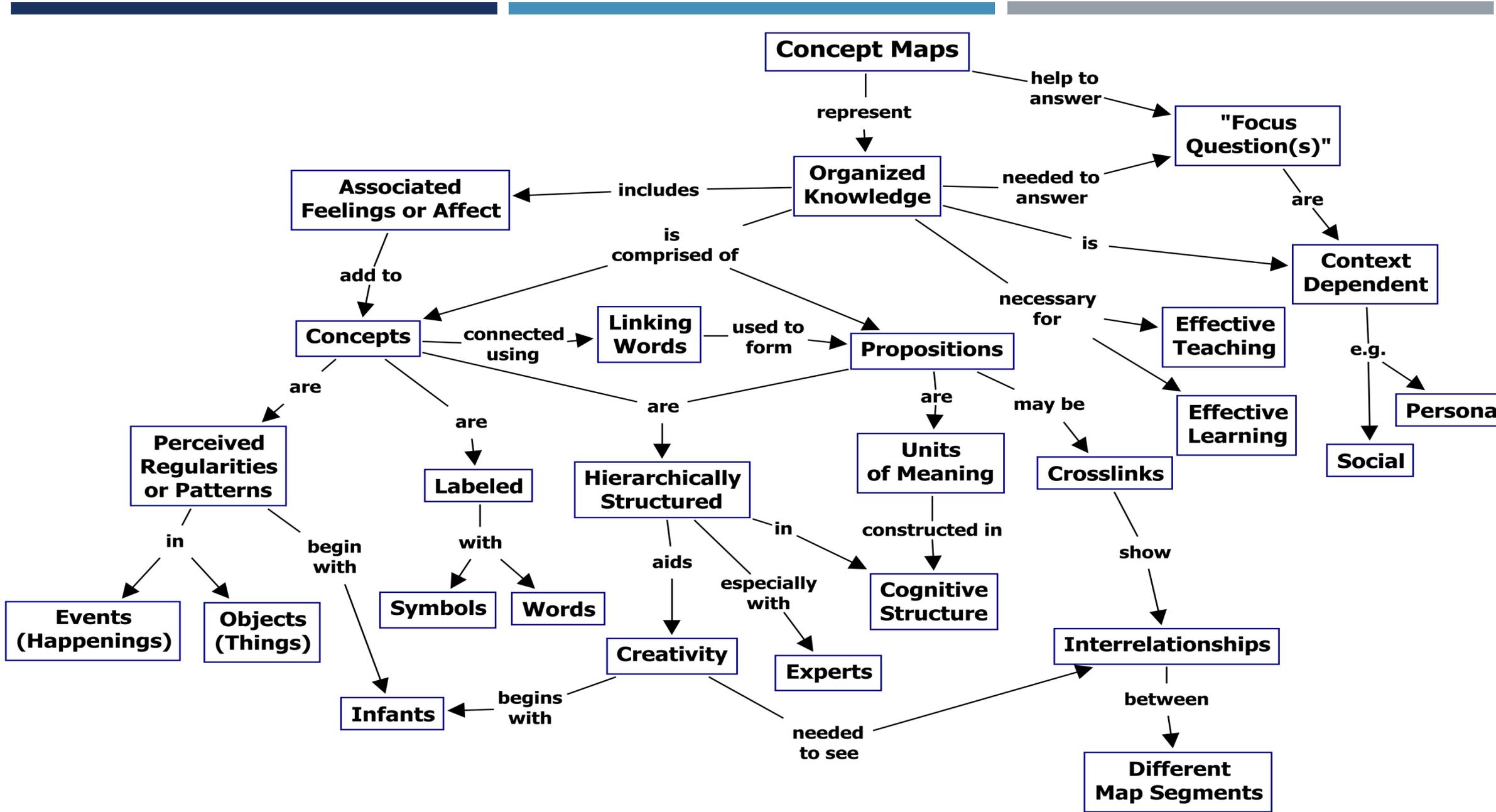


■ Find key concepts that connect and relate to your main idea and rank them from most general to more specific concepts

Create **linking phrases**

- Add **cross-links**, connecting concepts in different areas of the map, to further illustrate relationships





Concept Maps

represent

help to answer

"Focus Question(s)"

Organized Knowledge

includes

Associated Feelings or Affect

needed to answer

is comprised of

Concepts

Linking Words

Propositions

necessary for

Effective Teaching

Context Dependent

are

add to

connected using

used to form

necessary for

Effective Learning

e.g.

Personal

are

Perceived Regularities or Patterns

Labeled

Hierarchically Structured

Units of Meaning

Crosslinks

Social

in

begin with

with

aids

especially with

Cognitive Structure

show

Events (Happenings)

Objects (Things)

Symbols

Words

Creativity

Experts

Interrelationships

begins with

needed to see

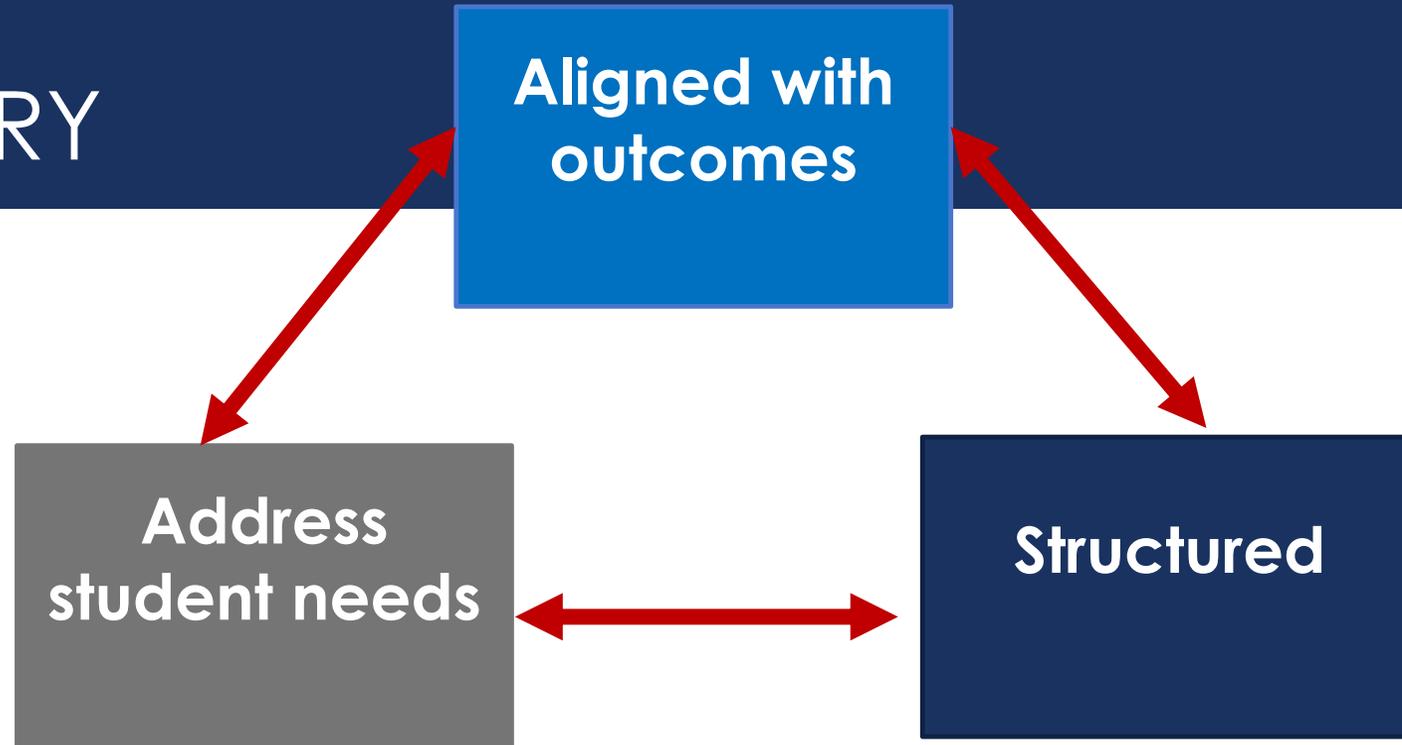
between

Infants

Different Map Segments

It is impossible to characterize any concept without its relation to other concepts. ...therefore the concept is defined by its **relations** to these other concepts. So a concept does not exist by itself, it is part of a **conceptual system** in which elements are related to each other.

SUMMARY



- Provide students with tools that will prepare them for performance
- Be **relevant and contextualized** within real-world settings and problems
- Be relevant and essential to performance of future roles as identified in the program outcomes and institutional attributes
- Stimulate deep learning and higher order thinking

SUMMARY

- Deep learning and higher order thinking can be attained when content is organized and structured well
- Outlining and using graphic organizers such as concept maps can help teachers organize and prioritize content on a deep level by emphasizing not only descriptions of concepts but more importantly relation of concepts to one another.

REFERENCES

- Teaching & Learning with Concept Maps. Inspiration Software Inc. <http://www.inspiration.com/visual-learning/concept-mapping>
- Alberto J. Cañas & Joseph D. Novak What is a Concept Map? <http://cmap.ihmc.us/docs/conceptmap.ph>