Research: The Lesson Organizer Routine

Overview

The purpose of this study was to evaluate the effects of the use of the Lesson Organizer Routine on students' acquisition of information during a lesson. Seven general education teachers and seven secondary students with LD participated. Once a teacher had volunteered for the study, one student with LD was randomly selected in one of the teacher's classes to participate. The teachers taught a variety of English, history, and science courses. The students were in grades 10 through 12. A multiple-baseline across-students and across-teachers design was used. The repeated measure for the teachers was the percentage of lesson organizer components the teacher presented at the beginning of a lesson. The repeated measure for the students was an oral interview at the end of each observed class period where each student was asked to report what he/she learned during the lesson.

Results

The results of the study showed that during baseline, before they had received professional development, the teachers presented an average of three of the twelve organizer components at the beginning of lessons. After professional development, they presented an average of nine of the twelve components.

With regard to student retention of information, during baseline, Students 1 - 4 made an average of 14 correct statements about the lesson, and Students 5 -7 made an average of 22 correct statements. After the teacher training, Students 1 - 4 made an average of 19 correct statements and Students 5 - 7 made an average of 27 correct statements per lesson. After the students were taught to attend to the lesson organizer components. Students 1 - 4 made 29 correct statements and Students 5 - 7 made an average of 34 correct statements after each lesson.

Conclusions

This study showed that teachers can learn to present lesson organizer components within a short period of time (less than 3 hours). It also showed that students with LD retain more information when their teachers use several lesson organizer components than when their teachers use few components. Students especially retain more information after they are instructed in how to attend to their teachers' use of organizers.

Reference

Lenz, B. K., Alley, G. R. Schumaker, J. B. (1986). Activating the inactive learner: Advance organizers in the secondary content classroom. Learning Disability Quarterly. 10, 53 – 67.

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