According to Ausubel (2000), "the most important single factor influencing learning is what the learner already knows". Therefore meaningful learning, which implies longer retention than memorizing, occurs when humans relate new concepts to pre-existing familiar concepts. Then changes are produced in our cognitive structure, concepts are modified and new links are created. It is a useful tool because it enables real learning, it generates greater retention and it facilitates transferences to other real situations. During meaningful learning, learners should “seek a way to connect or integrate new concepts or ideas with related ideas in the cognitive structure”, which facilitates adding existing knowledge from prior experiences to cognitive structures as well as refine the existing ideas (Novak, 2002). Continuing the discussion on meaningful learning, Ausubel (2000) provides a specific model with three main phases: using an advanced organizer, presenting the learning tasks or materials, and strengthening cognitive organization. In the first phase, it is important that the teacher clarify the objectives of the lesson, present the lesson, and relate the learner’s existing knowledge to the new input. Secondly, task-based activities should be utilized to cognitively engage the learner. It is also pivotal to note that meaningful learning is for explicit instruction so that learners can logically organize their knowledge, examples, and new discoveries. Finally, learners can advance their active learning by promoting mental processes.

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