

Assimilation Theory

General

Assimilation theory (sometimes referred to as *subsumption theory* or *theory of advance organizers*) is one of the [cognitivist learning theories](#) developed by an American educational psychologist [David Ausubel](#) during 1960s. This theory offers an explanation of human cognitive structure and suggests ways instruction should be organized in order to facilitate meaningful learning. Cognitive structure is, in Ausubel's words "*hierarchically organized in terms of **highly inclusive concepts** under which are **subsumed less inclusive subconcepts** and informational data*". Learning, according to Ausubel's theory, occurs through **development of new cognitive structures** that will hold newly acquired information.

What is assimilation theory?

Ausubel defines **cognitive structure**, the central term in his theory, as "*individual's organization, stability, and clarity of knowledge in a particular subject matter field at any given time*". The cognitive structure, if well organized, **enables faster learning** in terms of adding new ideas and structures to it and therefore is the key aspect of learning. If cognitive structure is unorganized or badly connected, the acquisition of new information will be more difficult.

Knowledge in assimilation theory is organized hierarchically in a **pyramidal shape** where more **general ideas** and concepts appear **at the top** of the pyramid and get more and **more specific to the bottom** of it. **New knowledge is assimilated** in this hierarchy **by anchoring** to already existing more general concepts. The closer to the top of the pyramid an idea is, the more general it is and the longer is its life time.

Ausubel distinguishes between *meaningful* and *rote learning*. **Meaningful learning** is learning that is well **anchored and integrated** in the cognitive structure. It occurs when learner can find meaning in the information. **Rote learning** on the other hand represents knowledge that **remains** unrelated and **unanchored to existing concepts** and is therefore easily forgotten. Meaningful learning won't occur unless the new ideas are presented in a clear way that enables their relating with other ideas, unless the learner already possesses those other ideas he can relate the new ones with and unless the learner actually makes an attempt to do so. If those conditions are satisfied, new ideas will remain anchored in his knowledge and if not, learning will remain rote.

As a result of a successful meaningful learning, the **new idea** will remain **anchored** to a so called **subsumer**. That of course doesn't mean that the learned idea can't be forgotten: this process, referred to as *obliterative subsumption*, happens as more specific idea becomes less and less distinctive from its subsumer until it is finally said to be forgotten.

Another important and rather controversial part of Ausubel's theory are the **advance organizers**: introductory material presented "*in advance of the learning material itself*" and "*at a higher level of abstraction, generality, and inclusiveness*" than the learning material¹⁾. Purpose of advance organizers is to **help replace the missing concepts** necessary for successful acquisition of new information by providing a link between the new material and the learner's established cognitive structure. Organizers help the learner realize where the new material fits in relation to the prior knowledge

about the material.

Advance organizers should be of greater help to students with less organized cognitive structures, since organized cognitive structures already possess developed anchoring ideas. Organizers can be most productive when closely related topics or unitary topics need to be learned and when learners prior knowledge can be assessed. Advanced organizer can include various types of material like pictures, verbal descriptions, prequestioning techniques, and cultural background knowledge²⁾. So far no significant differences in effects of this types of organizers have been reported³⁾.



What is the practical meaning of assimilation theory?

Meaningful learning suggested by Ausubel's assimilation theory presents a valuable method for educational process, in which **rote learning examples** can today be found more frequently. **Foreign language learning** often requires learning by heart numerous exceptions or grammatical structures (like German strong verbs). This rote learning would be easier and longer lasting in case of **connecting new material with already learned language concepts**. Link to known concepts (like a sentence with newly learned verb or a story composed of them) should be suggested by teachers but is often not easy to find so it remains ignored.

A successful **instructional process** is **dependent both on learner and teacher**. In order to fulfill meaningful learning requirements **learner has to have crucial higher level concepts** that will serve as anchoring sites (**subsumers**) or has to be provided with appropriate organizers. **The teacher** then first has to **present learning material in an organized and structured manner**, continue with sufficient amount of practice in form of applications of learned material in order to facilitate its assimilation.

Criticisms

Critics of Ausubel's theory often reflect the fact that he doesn't describe construction of organizers so different researches provide different results of their efficiency.

Keywords and most important names

- **Association learning theory, cognitive structure, concepts, subconcepts, hierarchy, anchoring, obliterative subsumption, meaningful learning, rote learning, subsumer, organizer**
- [David Ausubel](#)

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