Bruner's Concept Attainment Model

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What is a concept?

- A mental representation / mental picture of some object or experience.

The **elements** of a concept are

1. Name or label: Name is that Tom or label given to the particular category for the purpose of communication.

2. Attribute (Essential & Non essential): Attributes are distinctive common feature of concept.

3. Attribute Value: Final statement of concept.

4. Exempls (Positive & Negative): The degree of particular attribute present in concept.

5. Rule or definition: An statement that tells you what you must or must not do in a particular situation.

Introduction

➢ **Bruner, Jacqueline J. Goodnow George A. Austin** developed the idea of concept attainment in their book **"A Study of Thinking"** in **1956**.

➢ Dr. Bruner a psychologist and educator at the **New York University Law School** , was a pioneer in the **cognitive revolution** in psychology as well as a **prime mover in the educational reform movement** in **1960's.**

➤ The concept attainment model of teaching belongs to the category of **information processing models**.

➤ It is also termed as **"CAM".**

➤ Teachers **provide accurate information about the nature of content** to students by using this model.

➤ This model is effectively used in the **clarification and interpretation of new concept**.

➤ "A concept is a symbol that stands for a class **of group of objects or events that possess common properties.**

➤ Concepts **greatly simplify our thinking processes**. They make free us from having to **level and categorize each new object or event we encounter."**

➤ The objective of this model is to **enhance the student's ability of inductive reasoning** and to **improve the students' concept**.

Basic assumptions of concept attainment model

1. Capacity of Concept Formation- Our environment is full of diverse things and it would have been **impossible to adjust in it if human beings had not been endowed with the capacity of discrimination and categorization** things in groups.

2. Reducing Complexities- Complexities of surrounding environment can be reduced if we **categorize the things**.

Main Elements of Concept Attainment Model

(1) Focus—The main objective of this model is to develop students' **inductive reasoning**.

Its **basis is psychology**. Under this, students **get the knowledge of various concepts on the basis of thinking ability** by **dividing various events**, **persons and goods,** etc. into different sections.

Bruner have outlined the following **four objectives** of this model—

- (a) To provide students the **knowledge about the nature of concepts** so **they can gain the efficiency to categorize on the basis of their qualities and characteristics**.

- (b) To make students **able so that right concepts can be developed** in them.

- (c) To **develop specific concepts** in students.

- (d) To **develop strategies related to thinking** in students.

(2) Syntax—In syntax, skills are developed in **four steps/phases**. These are—

Phase 1 : Presentation of data and identification of concept

- Teacher presents **labeled examples**
  - Students compare attributes in positive and negative examples
  - Students **generate and test hypotheses**
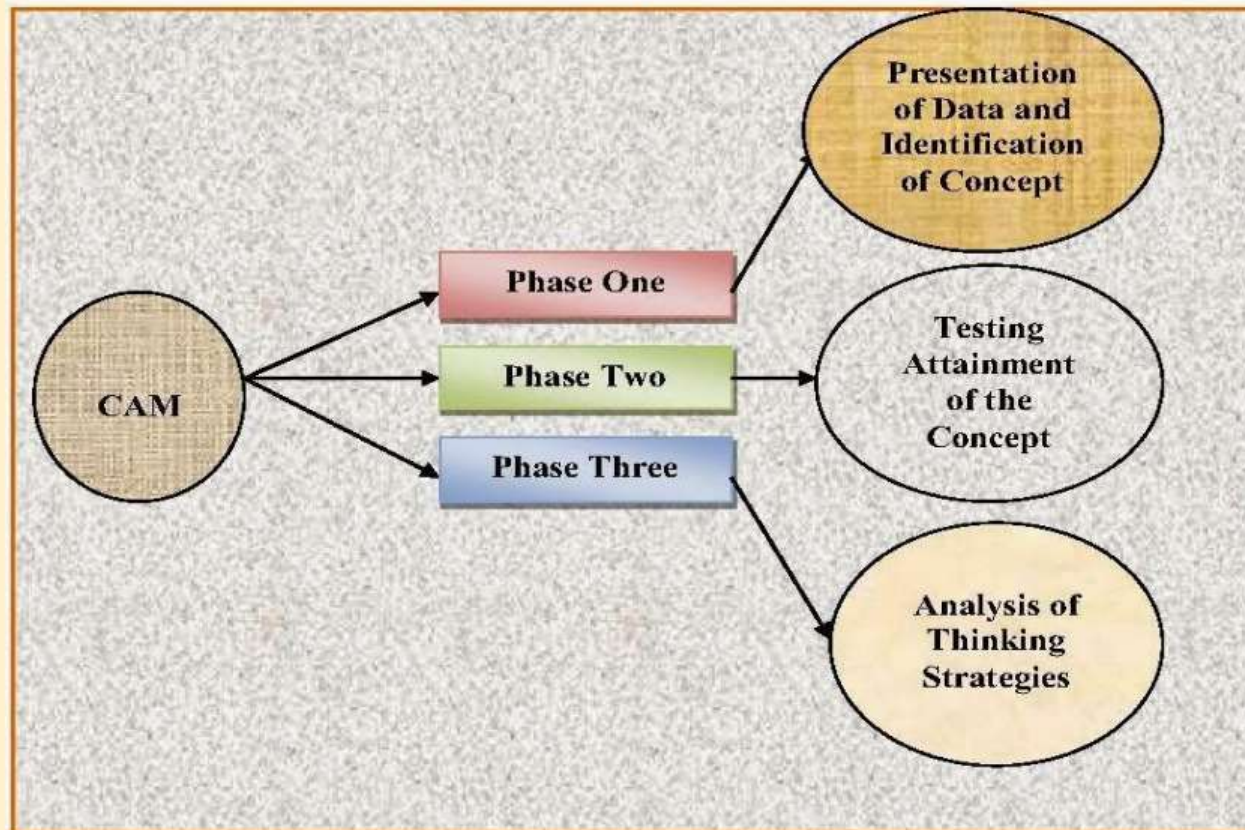- Students **state a definition** according to the essential attributes

Phase 2 : Testing attainment of the concept

· Students identify additional **unlabelled examples** as yes or no

· **Teacher confirms** hypotheses, names concept, and the restates definitions according to essential attributes

· **Students generate examples**

Phase 3 : Analysis of thinking strategies

· Students **describe thoughts**

· Students discuss **role of hypotheses and attributes**

· Students discuss type and no. of hypotheses

Diagram 1
Syntax of the Concept Attainment Model

CAM

Phase One → Presentation of Data and Identification of Concept

Phase Two → Testing Attainment of the Concept

Phase Three → Analysis of Thinking Strategies

Phases of Concept Attainment Model

| Phase	Outline	Activity
Phase One	Presentation of Data and Identification of Concept	1. Teacher present labeled examples. 2. Students compare attributes in positive and negative example. 3. Students generate and test hypotheses. 4. Students state a definition according to the essential attributes.
Phase Two	Testing Attainment of the Concept	Students identify additional unlabeled examples as yes or no. Teacher confirms hypotheses, names concepts and re-states definitions according to essential attributes. Students generate examples.
Phase Three	Analysis of Thinking Strategies	Students describe thoughts. Students discuss role of hypotheses and attributes. Students discuss type and number of hypotheses.

➡ (3) Social System—**Teacher motivates the students and guides** them in **analysis and origin of concepts**. **Teacher** has an **important role** in this model because he <mark>puts the data in front of students</mark>, <mark>creates plan</mark> and <mark>guides students</mark>.

➡ (4) Evaluation System—In the evaluation of this **model essay type and objective exams are used** and information is provided by them **through evaluation, correction and modification**.

Characteristics of Concept Attainment Model

➢ This model is **more productive** when concepts are **tried to learn and understand on the basis of examples**.

➢ This model is more useful for **learning languages**.

➢ The language-learner attains the linguistic structure, grammar or the syntactic structure of every language.

➢ It tries to make understand the **fundamental principles of maths and science in a simple and easy way**.

➢ This model is **more productive in all subjects** in which there are more chances of **concept formation**.

➢ Using this model is **founded successful for all subjects**.

➢ This model has proved **useful at all stages.**

➢ While using it for **little children, easy concepts and their simple illustrations should be used**.

➢ The concept attainment model can be used to establish the **fundamental ideas which are at the root the difficulty.**
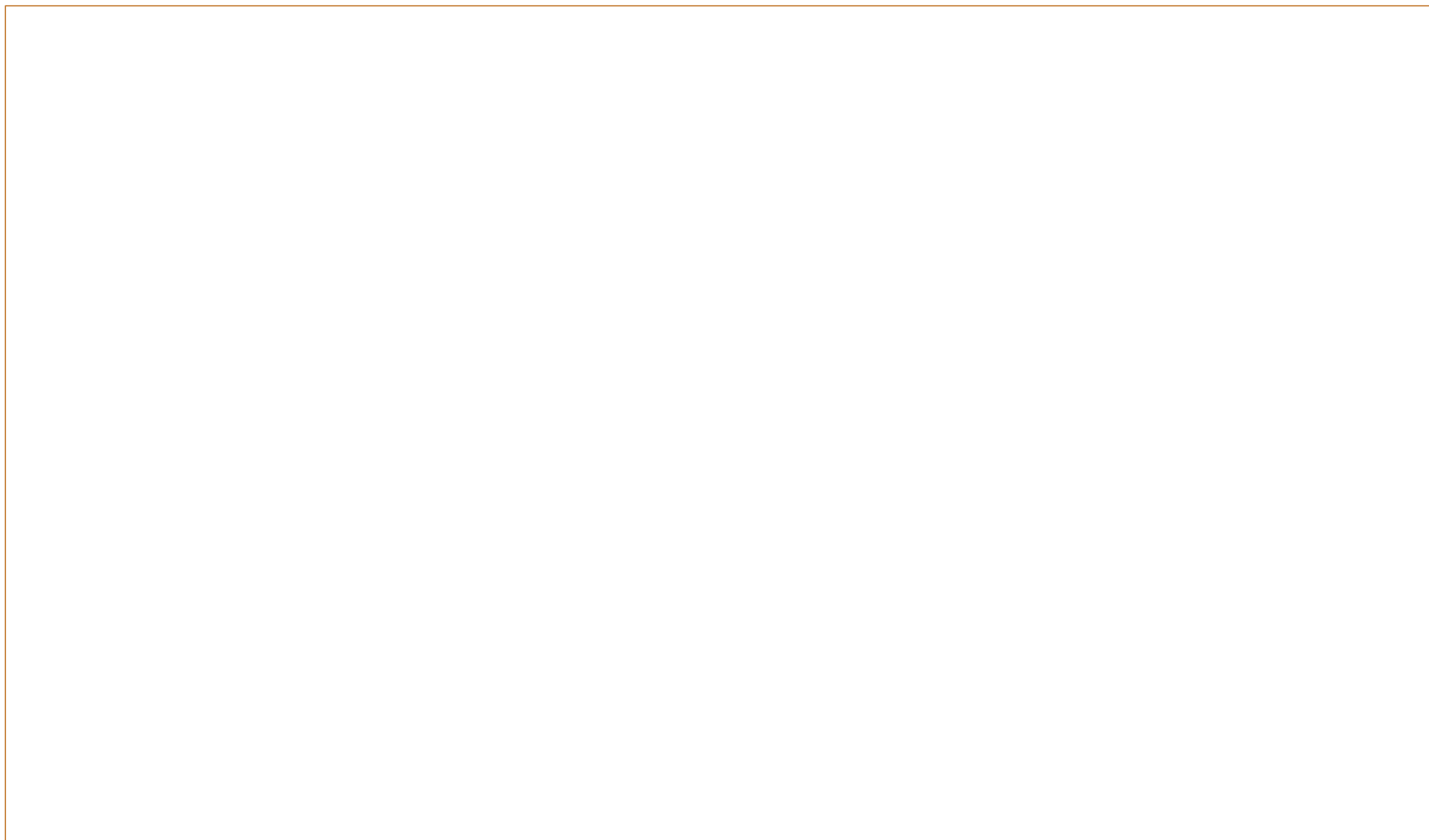
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