CONCEPT ATTAINMENT MODEL

The Concept attainment model is designed to help students to learn concepts and help them to become more effective in learning concepts It has been based upon the studies made by Jerome S Bruner and his associates Jacqualine Good now and George Austin.

What is a Concept ?

Concept is mental representation or a mental picture of some objects or experience. It represents a category of objects which share common properties.

Elements of a concept.

According to Bruner a concept includes five elements.

They are:

a. Name
b. Exemplars
c. Attributes
d. Attribute value
e. Rule

1. **Name:** It is the term or label given to a category.
2. **Exemplers** : Exemplars are instances or items that could be used in the process of categorization.

They are of two types , positive examples and negative examples.

The items that are positive examples contain all essential cues used for categorization leading to the concept as well as negative items that donor satisfy all the cues of a positive example ,but are needed for making the grouping meaningful

3. **Attributes :** The features or characteristics on the basis of which a number of items could be categorised into particular group or class that represent the concept.
4. **Attribute values**: Each attribute may have its value range.
5. **Rule:** It is the definition formed to describe a concept on the basis of the essential attributes.

Description of the Model

Syntax

Phase 1 : Presentation of Data and Identification of Concept

Teacher presents labelled exemplars. students compare attributes and generate hypothesis ,attempts a definition.

Phase 2 : Testing the Attainment of concept

Teacher presents unlabelled examples as Yes or No. Teacher confirms hypothesis , gives the name and helps arrive at the restatement of the definition . Students generate more examples.

Phase 3: Analysis of thinking strategies

Discussion of the process.The pupil recollect how they attain the concept.

Social system

Teacher care fully prepares in advance exemplars and non exemplars and labels them and sequences them Teacher provides additional example.

system is highly

Principles of reaction

Teacher acts as a guide ,motivator, facilitator etc. Teacher supports the pupils hypothesis and create dialogue. Encourages different strategies

Support system

Materials mainly in form of positive and negative examples

Instructional effects

- Getting a clear notions about nature of concepts
- Developing skills in using appropriate concept building strategies
- Attaining the specific concepts
- develop skills in inductive reasoning
- **Nurturant effects**
- sensitivity to logical reasoning
- Tolerance to ambiguity
- Sense of using alternative perspectives.

Thank You!