

Concept Attainment by Platinum Stars

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According to Jerome Bruner, concept attainment is "the search for and listing of attributes that can be used to distinguish exemplars from nonexemplars of various categories" (Bruner, Goodnow, & Austin, 1967, p. 233). It can be seen as an indirect instructional theory and the structured inquiry process is what drives the theory.

What is great about concept attainment is it leaves a lot of room open for ambiguity which allows students to explore different ideas and encourages students to use their critical thinking skills. Concept attainment also encourages students to use Creative thinking skills, communication skills and independent learning skills.

H. Klausmeier and K. Feldman conducted an experiment on 4th graders as to the effectiveness of examples of a concept on learning. This was in the concept attainment method. The experiment tested retention of material alone, with a definition, a definition and one set of examples, or a definition and three sets of examples. Students given a definition and three sets of examples performed better than their peers. This confirms that when utilizing the concept attainment method, it is good to use a definition, but also, the more examples utilized the better the understanding of material on the behalf of the student.

Klausmeier, Herbert J.; Feldman, Katherine V.

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Concept Attainment. (n.d.). . Retrieved September 27, 2011, from <http://www.usask.ca/education/coursework/mcvittiej/methods/conatt.html>