



Assimilation, Accommodation and Concept Attainment Model

CONCEPTS

Dr. Pooja
Assistant Professor
Sadbhavna College of Education for Women

Assimilation

- Assimilation is using an existing schema to deal with a new object or situation. The process of taking in new information into our previously existing schema's is known as **assimilation**. **Assimilation** which is using an existing schema to deal with a new object or situation.
- It is the process of taking in new information into our already existing schemas is known as assimilation. The process is somewhat subjective because we tend to modify experiences and information slightly to fit in with our preexisting beliefs

It's a kind of matching between the already existing cognitive structure and the environmental needs as they arise.

- Eg: A child sees a Donkey for the first time and immediately calls it a Horse. Thus, the child has assimilated into his schema that this animal is a Horse.
- Another example of assimilation would be when an infant uses a sucking schema that was developed by sucking on a small bottle when attempting to suck on a larger bottle.

ACCOMMODATION



Saw this four-legged animal for the first time



Child calls her four-legged pet "doggy"



The child called the new animal a "doggy" and the mommy told her it is a cow

Illustration:

- When the child saw a cow for the first time, she will assimilate it to her schema of "doggy" as four-legged animal.
- When the mother told her that it is a cow, she will accommodate this new information and will refer to that animal as "cow" not a "doggy."
- The child will learn that not all four-legged animal is called "doggy."



Assimilation and accommodation

- **Assimilation** is the process by which infant interprets and responds to a new experience using ways he already knows.
- In **accommodation** the infant changes existing schemes when faced with new situations or ideas.

What is the Concept Attainment Model?



The **Concept Attainment Model** is based on the research efforts of Jerome Bruner. This **model** is designed to lead students to a **concept** by asking them to compare and contrast examples that contain the characteristics or attributes of the **concepts** with examples that do not contain these attributes.

Steps in The Concept Attainment Model

- 1. The name of the concept
- 2. Develop positive and negative examples
- The first two steps should be completed by teacher prior to instruction
- 3. Introduce the process to the students
- 4. Present the example and list the attributes
- 5. Develop a concept definition
- 6. Give additional test examples
- 7. Discuss the concept with the class
- 8. Evaluate

Concept Attainment Example

Yes

$5 + 5$

$11 - 1$

2×5

No

$6 + 6$

$12 - 3$

2×4

Where would you place the following?

$12 \div 2 \mid 20 \div 2 \mid 2 + 1 + 7 \mid 3 + 2 + 5 \mid 2(2 + 3) \mid 2(4 - 1)$

Three Stages of Bruner's Concept Attainment Strategy (1967)

Phase 1

Presentation of data
and identification of
concepts (learners
compare and
contrast examples)

Phase 2

Testing attainment
of the concept

Phase 3

Analysis (learners
describe their
thoughts and discuss
hypotheses and
attributes)

Fundamental elements of Concept Attainment Model

- **Focus:** In practice, the model works as an inductive model designed to teach concept through the use of example. The three variations of model have the common target.
- **Principles of reaction:** It guide the teacher's response of the learner.
- **Support system:** Concept attainment lessons require that positive and negative exemplars be presented to the students.
- **Social system:** In the CAM, the teacher is the controller of the situation. The three major functions of the teacher are to record ,prompt and present additional data.

Merits of Concept Attainment Model

- It is helpful in developing the power of imagination of the students.
- It helps students to analyse things systematically and development of reasoning power of the students.

Limitations of Concept Attainment Model

- The concept attainment model ignores the 'social interaction,' matrix of the classroom situation. It decries expository teaching.

APPLICATIONS OF CAM IN CLASSROOM SITUATIONS

- It can be used in teaching of languages, grammar, science and fundamental of mathematics.
- This model is also known as evaluation tool.
- This model can be used with students of all grades.



Conclusion

CAM has a great relevance for teachers who intend to improve the instructional method. This model guides the teachers to go to depth of the content and also helps the students to attain new concept.

This model is really helpful for improving the teaching-learning process.



Thank You

