

COURSE IN SYSTEMATIC CONCEPT TEACHING

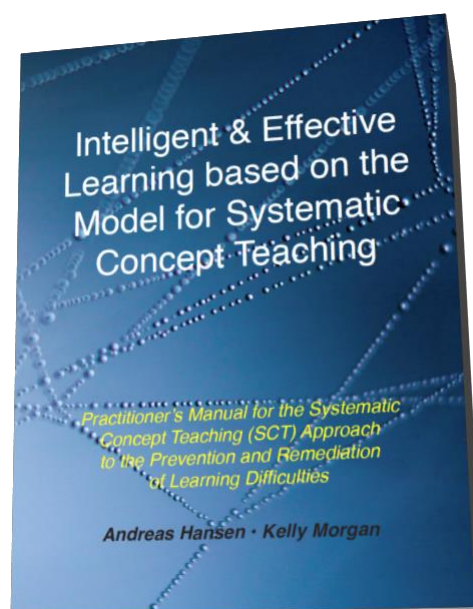
-Teaching basic conceptual systems as a foundation for cognitive development and learning

*Illustrations reproduced with permission from Hansen & Morgan (2019)
Original materials can be found at www.sctresource.com*

[SIGN UP ONLINE FOR THE COURSE HERE](#)

[SEE FULL COURSE DESCRIPTION HERE](#)

Conceptual tools play an essential role in cognition as a tool for attention, thinking, learning and communication. We are happy to offer a course that conveys the method and training materials of Systematic Concept Teaching (SCT), newly developed by Andreas Hansen and Kelly Morgan. Building on the foundational work of Magne Nyborg, they have developed an amazing and comprehensive hands-on material ready to use in the work from preschool and up for a wide range of children and adolescents. The course will be held 28th-30th of September 2020. Teacher throughout the whole course will be Andreas Hansen, co-author of SCT and an experienced practitioner and teacher in SCT. The course includes full access to the digital book “Intelligent and Effective Learning Based on the Model for Systematic Concept Teaching” and the accompanying ready-to-use teaching and training materials.



Introduction and background

Conceptual knowledge and understanding has, for many years, been known to be crucial to cognitive development and learning - not only regarding communicative skills but equally important in gathering information about the world, comparing and organizing and as a foundation for thinking skills and learning. In despite of that, systematic methods of teaching these skills have received little attention and teachers, parents and consultants often miss effective methods for supporting conceptual development. Based on the work of Magne Nyborg, this newly developed learning materials introduces a systematic and comprehensive method for teaching all the basic conceptual knowledge and a didactical approach that supports deep learning.

Course content

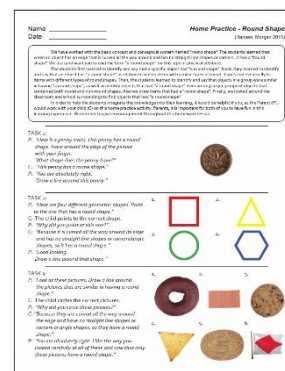
This basic course on Systematic Concept Teaching will give a thorough introduction of the what, how and why of the SCT-approach, including a first presentation of a theoretical model of a learning person – the PSI-model (Person-Situation-Interactions during learning), which is a representation of the central aspects of Nyborg’s theory of teaching/learning. The course will further concentrate on the following main points:

- The inventory of Basic Conceptual Systems (BCSs) and their related basic concepts
- The difference between numerals, words and other symbols – and concepts of classes in SCT terminology
- Analytic Coding by means of Basic Conceptual Systems (BCSs), and the difference and relation between BCSs and Academic concepts

- The Model for Systematic Concept Teaching (The CTM) – and group exercises in making a shortened lesson according to the basic principles of the CTM.
- How to work in a research related and experiential evaluating way with SCT
- On Skills and the Model for teaching/learning Skills
- Summaries and comments at the end of the course

Course materials

Included in the course package will be a digital copy of the book by Hansen & Morgan's (2019): "Intelligent and Effective Learning Based on the Model for Systematic Concept Teaching" and the comprehensive accompanying digital materials for teaching, assessing and using SCT. This book will be referred to and made use of on different occasions during the course. An introduction to the materials and buying options can be found see www.sctresource.com.



Course venue

The course venue is in the center of Copenhagen with convenient and short public transport distance from Central Station and Copenhagen Airport. The name and address of the course venue is: Danhostel Copenhagen Amager, Vejlands Allé 200, 2300 København S (<https://goo.gl/maps/XsM8pLv5MznpAgCL9>)

Course format

The course is a non-residential course (accommodation not included). It is conducted as a combination of presentation, exercises, video examples and discussion. Course participants will be supplied with useful introductory articles prior to the course.



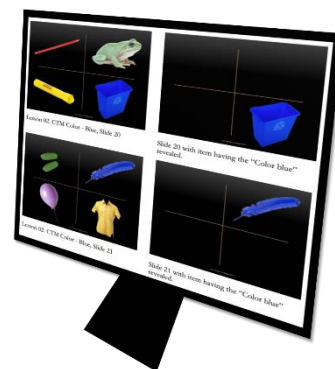
Course language

The course is an international course and teaching will be in easily understandable English

Price

Course price for international participants is 7'500 DKK (Danish currency). For Danish participants, there will be added 25 % local VAT. Course price includes:

- Teaching
- The book "Intelligent and Effective Learning Based on the Model for Systematic Concept Teaching"
- Comprehensive online digital learning and teaching materials
- Breakfast, lunch, tea and coffee during the day



The course price does not include accommodation.

Registration and further information

You can sign up for the course online through this link: <https://neuroguide.nemtilmeld.dk/14/> or you can write an email to course organizer: Neuroguide.dk, psychologist Jens Wilbrandt, email: info@neuroguide.dk You will then get an invoice with bank transfer information. Or you can call phone +45 22 32 44 01 if you want to ask or discuss anything. Please note, that you are only sure of course admission when you receive a confirmation of payment. In case of cancellation of the course, due to few participants, teacher illness etc. the full course fee will be repaid.

Last deadline for enrollment is 15th of August 2020. After this date, please contact us and ask if it is still possible to sign up for the course.

Participant eligibility

The course is aimed for teachers, educational consultants, psychologists, speech and language therapists and other professionals working with supporting children's and adolescent's cognitive and communicative knowledge and skills. Parents with prior knowledge on teaching and cognitive training are welcome to sign up for the course.

Learning Objectives and Outcomes

1. To make the participants familiar with Nyborg's framework for Systematic Concept Teaching (SCT) consisting of four models for educational thinking, planning, and practice.
2. To develop insight into the importance of Basic Conceptual Systems (BCSs) and related basic concepts and how these can be used to perform Analytical Coding (AC) as a basis for learning more complex knowledge and skills at ever-increasing and higher levels.
3. To learn about how SCT can help improve the content and organization of knowledge, skills as well as motivational and emotional dispositions in Long Term Memory, thus forming the basis for a more well-functioning perception and more efficient short-term memory / working memory processes as a basis for subsequent thinking, learning and problem-solving.
4. To learn how to use SCT in a research-related and experiential evaluating way
5. To make the participants aware of how SCT can be applied from a preventive perspective, in special education as a remedial measure as well as in a combination of special education and ordinary education
6. To make the participants aware of the literature and teaching materials developed for the SCT approach, with emphasis on Hansen and Morgan's (2019) book on Intelligent and effective learning ... and their web site (www.sctresource.com) containing a large number of complementary materials for SCT

The course is an introductory course. To learn more extensively about SCT in theory and practice, including how to apply BCSs and Analytic Coding to teach reading, writing, mathematics and other school subjects and skills of different kinds, is not covered in this first module.

Course organizer and teacher



Teacher throughout the course

Andreas Hansen is teacher during the entire course. He did his Master and Doctoral thesis on themes related to Systematic Concept Teaching and have collaborated with Magne Nyborg and his wife and Ragnhild Hope Nyborg. Presently he is working as a private consultant, and is often engaged by the Artic University of Norway, Campus Harstad, to run courses at Master level in Special Education including courses on Systematic Concept Teaching (SCT).

Andreas previously worked as a teacher and for many years as an educational psychologist in the Educational-Psychological services and later in the National Support System for Special Education in North-Norway. He has wide experiences with various projects on SCT for children with and without learning problems. He has participated in several European projects on learning, special education and inclusive education. Moreover, he has participated in a long term project on SCT in Seattle together with Kelly Morgan, with whom he co-authored Hansen and Morgan's (2019) newly published book and learning materials on SCT.

Andreas has written several articles, booklets and books mainly on Systematic Concept Teaching over the years, however, mostly in Norwegian; for instance about SCT as a preventive measure, SCT in relation to language problems, in relation to problems with reading and writing, including dyslexia, problems with mathematics, etc.).

See more at: www.sctresource.com

Course organizer and provider

The course is provided and organized by Neuroguide.dk, psychologist Jens Wilbrandt. Jens Wilbrandt has many years of experience in the special education field and is qualified in both LPAD, DAYC, IE and CAP. He is an exponent of a development-oriented educational psychological approach and has many years of experience as a facilitator, lecturer and course teacher in the neuropsychological, and educational psychological field. In addition to carrying out a wide range of continued professional development tasks, he works with dynamic assessment, cognitive training and counseling in relation to children and adolescents with extensive learning and development issues, both in relation to school, home and home care.

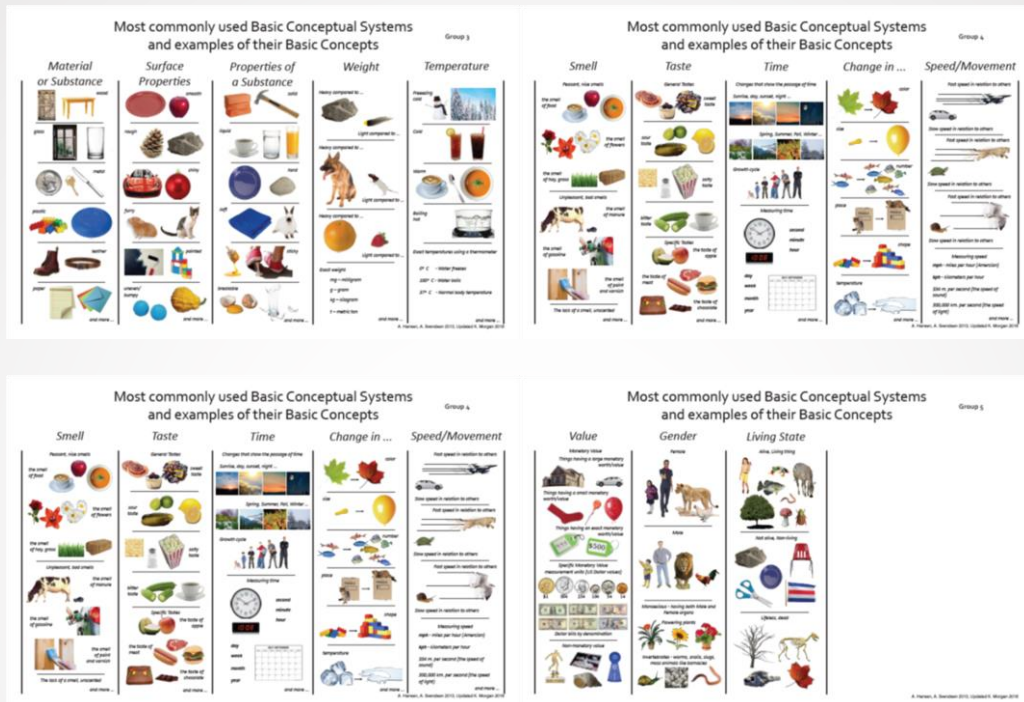


See more at: www.neuroguide.dk

Central elements in SCT

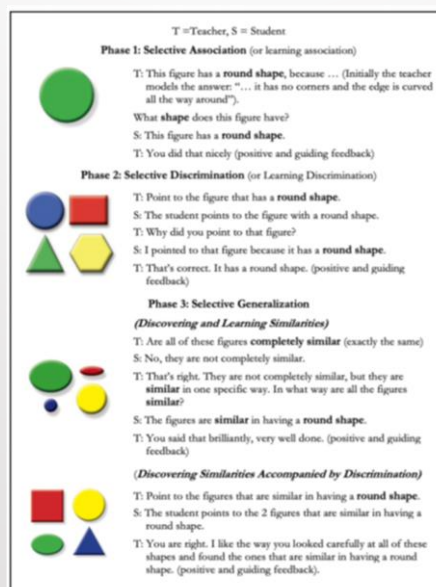
Basic Conceptual Systems

Systematic Concept Teaching refers in its first stage to the teaching of Basic Conceptual Systems (BCS)(Color, Shape, Size, Position, Place, Direction, (Surface) Pattern, Direction, Number, Time, etc.) and their related Basic Concepts (blue, round, large, vertical, on, spotted, upwards, four, hour, etc.), which are made verbally conscious to the student by means of oral language skills.



Concept Teaching Model

These Basic Conceptual Systems and their related basic concepts (conceptual vocabulary) are taught by means of the Concept Teaching Model (CTM), which was initially developed by Dr. Magne Nyborg from Norway and developed further by Dr. Andreas Hansen.




Central elements in SCT... continued

Analytic Coding

Systematic Concept Teaching trains students to take control of and direct their attention by means of words for Basic Conceptual Systems, equipping them with the tools to describe and analyze things and information in a comprehensive way called Analytic Coding.

Name: _____

10. Materials?	2. Group? A pencil is a kind of ...	3. User(s)	4. Function/Use?
9. Weight? (compared to you)?	1. Name?		
5. Size? (compared to you)			
8. Number of Parts	7. Color(s)?	6. Shapes?	

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Positive expectations towards their own learning

Concept Teaching aims to help students develop positive expectations towards their own learning.

Learning more effectively

Another important aim of Systematic Concept Teaching is to teach students how to learn more effectively, which can be looked on as an outcome of some of the other points.

Precise and Decontextualized Language

Systematic Concept Teaching guides students in how to apply a precise and decontextualized language when needed to communicating, thinking, learning. Through SCT, one aims at teaching a more common conceptual basis for a precise communication represented by “a language” consisting of words and sentences that function and convey meanings across situations or contexts.

Modifiable

Systematic Concept Teaching is recommended for use in a modified manner with children/students from the age of 4–5 years and upward, according to the individual needs of the students, in Pre-school, Elementary School and Secondary School and even into adulthood if needed.

Tools for Teaching School Subjects

In the final stage of SCT, both Basic Conceptual Systems and more Complex Conceptual Systems with their related conceptual vocabulary are deliberately applied as tools for teaching school subjects and skills of different kinds at increasingly higher levels.

A Pencil (Completed Fill-in-the-blank version)

A pencil is a kind of writing tool that is used by people to write letters or numbers or draw pictures on paper.

(Group) (User) (Function/Use)

You hold it with your hand and drag it across paper to make lines or pictures.

(Power) (Movement)

You can use it anytime at home, at school or at work.

(Time) (Place)

A pencil is small in size and light in weight compared to me, has a cylinder shape and can be any color.

(Size) (Weight) (Shape) (Color)

A pencil has a tip or point, a body and an eraser and is made of graphite, wood, metal and rubber.

(Number of Parts) (Material)

It has a hard, smooth body, a bumpy eraser holder and a rubbery eraser.

(Surface Properties) (Surface Properties) (Surface Properties)

(Medium read - Use with abbreviated Mind Maps)

SCT and mediated learning experience

Many MLE training programs emphasizes the importance of verbal tools for all phases and domains of cognitive functioning. SCT offers a rarely seen comprehensive and systematic way of teaching (and evaluating) this foundation for cognition. Throughout the program and the book on SCT, the interrelations with cognitive training tasks and MLE in general is highlighted, making it an excellent extention and deepening of understanding achieved from MLE approaches and programs.