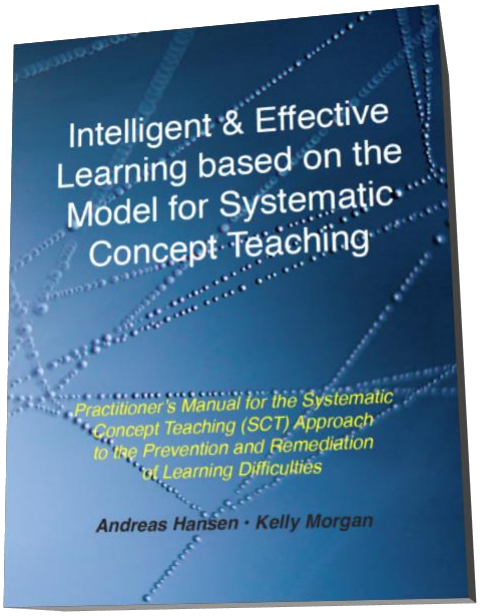
COURSE IN SYSTEMATIC CONCEPT TEACHING

-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



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 the educational and metacognitive approach 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 17th-19th of November 2021. The teacher throughout most of the course will be Andreas Hansen, co-author of the book mentioned below and an experienced practitioner and teacher in SCT. Additional instruction will be provided by Kelly Morgan, also 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.

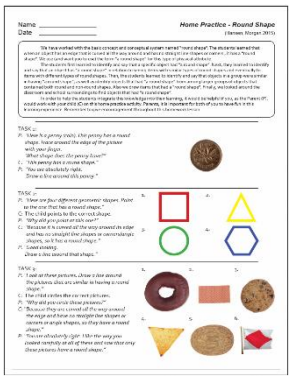
Introduction and background

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 SCTM) – and group exercises in making a shortened lesson according to the basic principles of the SCTM
- How to work in a research related and experiential evaluating way with SCTM
- On Skills and the Model for teaching/learning Skills
- The application of Analytic Coding within the lessons of the SCTM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Home Practice - Round Shape

(Hansen, Morgan 2021)

- A framework of Analytic Coding activities designed to help students aply BCSs, facilitate their understanding and use of more Complex Conceptual Systems and increase the effectiveness of their overall 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 dates and venue

Dates: 17th-19th of November 2021.

The course will be held in the central part of Odense in a short walking distance from the central station. Adress: Mødecenter (Meeting center) Odense, Buchwaldsgade 48, 5000 Odense C, Denmark. (https://goo.gl/maps/vcZyLH395HYS4a988)

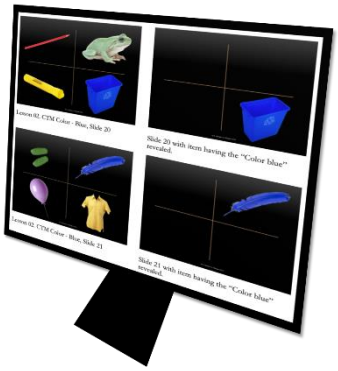
Course format

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 7500 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/32/ 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 29th of October 2021. After this date, please contact us and ask if it is still possible to sign up for the course.

Online participation option

For further information about online participation, look here: https://neuroguide.nemtilmeld.dk/33/

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.sctresourse.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 teachers

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.).

Additional course teacher

Kelly Morgan will be providing additional instruction within the course. Kelly has worked as a Speech and Language Pathologist for many years in various educational settings in the public school system in Los Angeles and Seattle in the US. He has wide experiences in implementing the SCT Model for children with moderate to severe learning problems. Together with Andreas Hansen, he co-authored Hansen and Morgan's (2019) newly published book and learning materials on the approach of SCT.

See more at: www.sctressource.com

Course organizer and provider

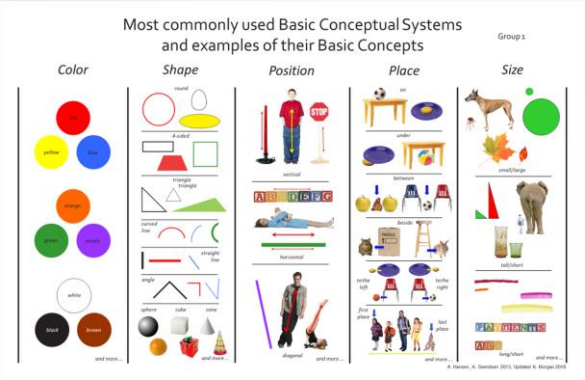
The course is provided and organized by Neuroguide.dk, psychologist Jens Wilbrandt. Jens Wilbrandt has many years of experience in the special education field and is qualified in both LPAD, DAYC, IE and CAP. He is an exponent of a development-oriented educational psychological approach and has many years 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.

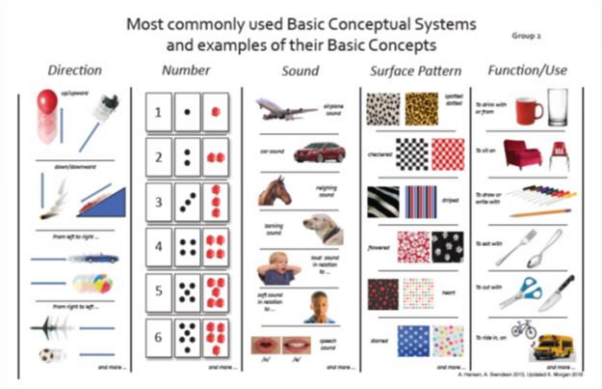
See more at: www.neuroguide.dk and www.mle.dk

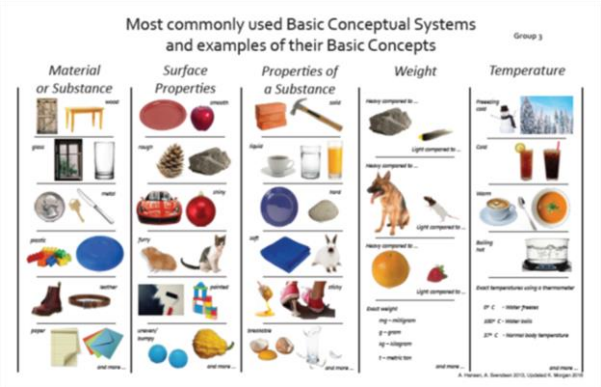
Central elements in SCT

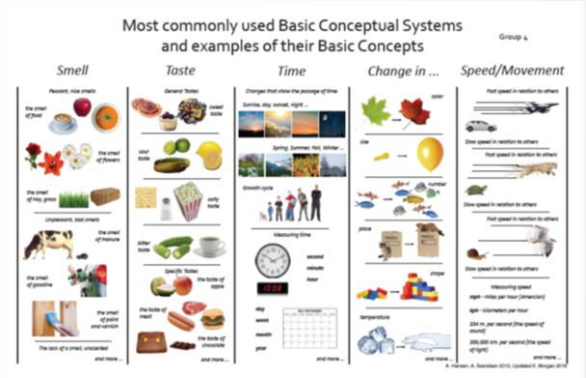
Basic Conceptual Systems

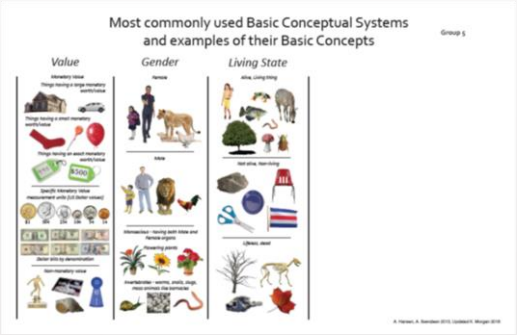
Systematic Concept Teaching refers in its first stage to the teaching of Basic Conceptual Systems (BCS)(Color, Shape, Size, Position, Place, Direction, (Surface) Pattern, Direction, Number, Time, etc.) and their related Basic Concepts (blue, round, large, vertical, on, spotted, upwards, four, hour, etc.),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







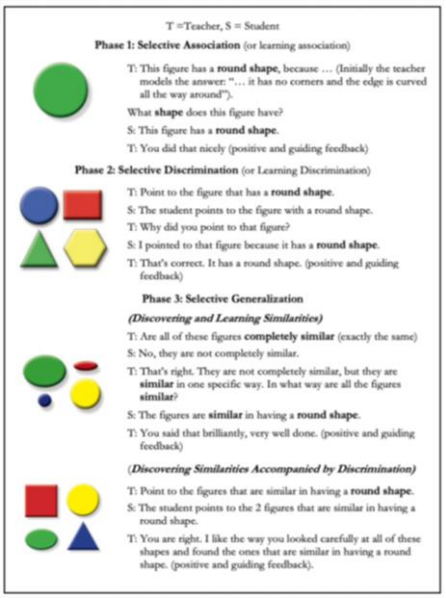




Central elements in SCT… continued

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.



T =Teacher, S = Student

Phase 1: Selective Association (or learning association)

T: This figure has a **round shape**, because … (Initially the teacher models the answer: "… it has no corners and the edge is curved all the way around").

What **shape** does this figure have?

S: This figure has a **round shape**.

T: You did that nicely (positive and guiding feedback)

Phase 2: Selective Discrimination (or Learning Discrimination)

T: Point to the figure that has a **round shape**.

S: The student points to the figure with a round shape.

T: Why did you point to that figure?

S: I pointed to that figure because it has a **round shape**.

T: That's correct. It has a round shape. (positive and guiding feedback)

Phase 3: Selective Generalization

(Discovering and Learning Similarities)

T: Are all of these figures **completely similar** (exactly the same)

S: No, they are not completely similar.

T: That's right. They are not completely similar, but they are **similar** in one specific way. In what way are all the figures **similar**?

S: The figures are **similar** in having a **round shape**.

T: You said that brilliantly, very well done. (positive and guiding feedback)

(Discovering Similarities Accompanied by Discrimination)

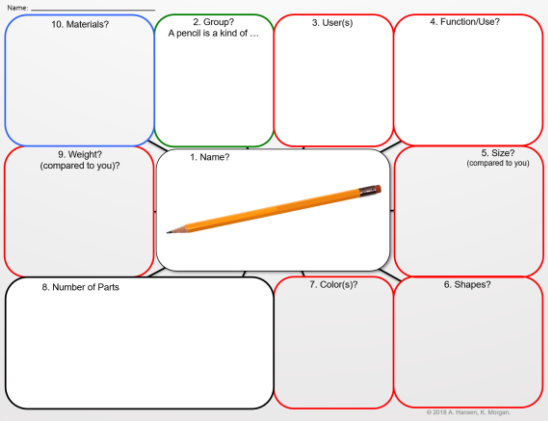
T: Point to the figures that are similar in having a **round shape**.

S: The student points to the 2 figures that are similar in having a round shape.

T: You are right. I like the way you looked carefully at all of these shapes and found the ones that are similar in having a round shape. (positive and guiding feedback).

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.



Central elements in SCT… continued

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.

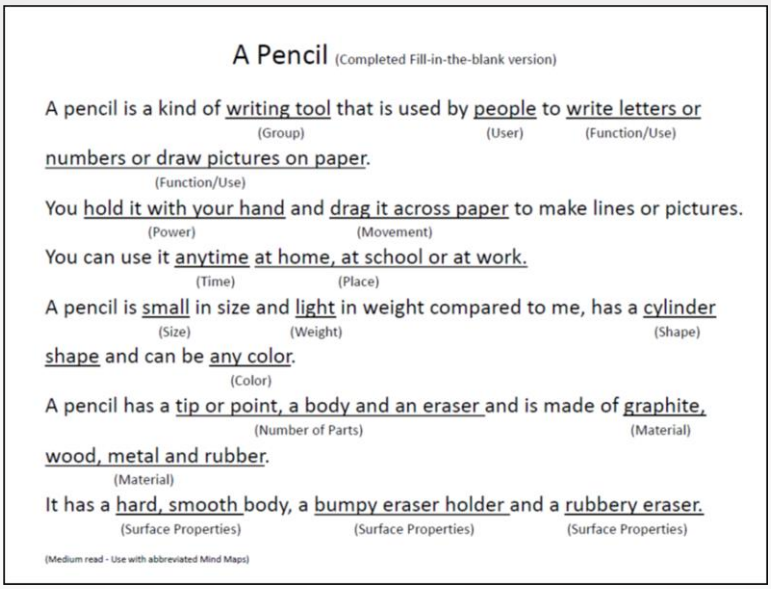
Modifiable

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.

Central elements in SCT… continued

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 (Group) that is used by people (User) to write letters or numbers or draw pictures on paper (Function/Use).

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

You can use it anytime (Time) at home, at school (Place) or at work.

A pencil is small (Size) in size and light (Weight) in weight compared to me, has a cylinder (Shape) shape and can be any color (Color).

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

It has a hard, smooth (Surface Properties) body, a bumpy eraser holder (Surface Properties) and a rubbery eraser. (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.