

GRUNNLAGET

The Nyborg concept teaching model

Helping children learn is basic for inclusion. Basic concepts for thinking facilitate adapting to new situations, engaging in social interactions and learning in general. **It works. You can do it.** The following processes are involved in concept learning.

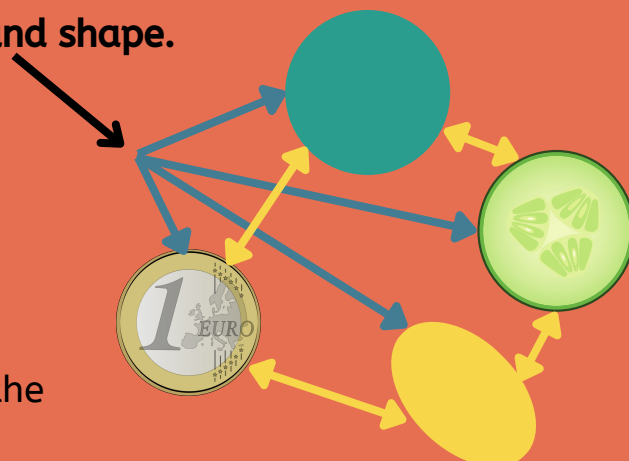
Selective associations

Vygotsky: Naming

The association is

- (1) between the verbal expression „a round shape“ and each object.
- (2) between different objects belonging to the category.

It has a round shape.



This figure has a round shape.



This figure has a round shape.



That part of the letter d has a round shape.

The coin has a round shape.



Selective discriminations

Piaget: Disequilibrium

The discrimination is between objects belonging to the category of round shapes and objects that do not belong.

Selective generalizations

Vygotsky: Significant word function

The generalization is based on discovering partial similarities among all possible objects belonging to the actual category.



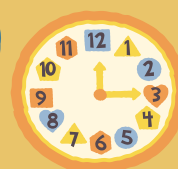
These figures are similar.



These figures are similar in having round shapes.



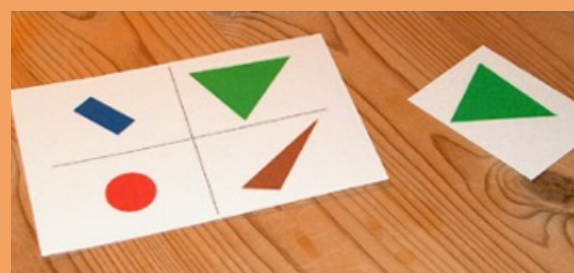
They are similar in having round shapes.



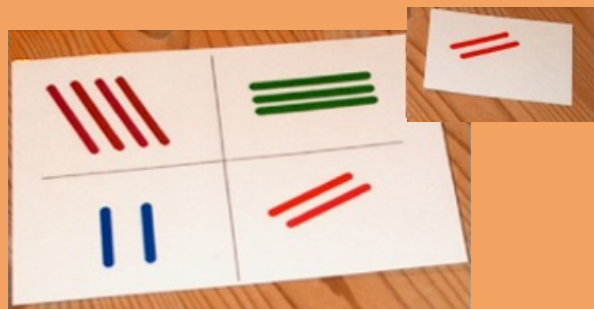
They are similar in having parts with round shapes.

Analytic coding process: directing the attention

"Who has the figure with a triangle shape and a green colour?"



„Who has figures with straight line shapes, the number two, sloping position and a red colour?“



Basic concepts and conceptual systems

Based on Nyborg's analyses (1985, 1993, 1994)

Shapes

Colours

Positions

Places

Sizes/Lengths/Heights

Functions

Numbers

Wholes/parts of wholes

Sounds

Materials

Properties of materials

Patterns

Temperatures

Weights

Tastes

Smells

Motions/directions/speeds

Changes

Time

Value

Alive/not alive