



ENTER



C:\ Command.exe



Mindsoft Information System Tecknowledgey
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With Ibe Crawley, M.ED, D.D.D.M. (Ibe Arts)

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PAREN(TEACHER)[™] LEARNING PLATFORM

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/* By logging in to Mindsoft you accept
[the Terms of Use and Service Agreement](#) */

C:\> [_Login \(Boot Home Screen\)](#)

[SetUp \(Install\)](#)

[LogOut](#)



Welcome to

infoSystems

PAREN(TEACHER)TM
EDITION

I'm Anty, your System
Administrator.



Use this icon
to advance
to next slide.



Installation Wizard



Mindsoft info Systems

is a brand of graphical, text-based PDF programs that support student competency development and other approaches to learning at home and on your own.








These are “*mind software command prompts*”, or instructions, that you can use to facilitate learning in yourself and others.



It's pedagogy for parents teaching from home and autodidacts (self-driven learners).



You must orient this
program to your device.



To use this program,
Get Adobe Reader,
Open this File > and
View in Full Screen Mode to
navigate using the graphical/
text/command-line
Interface.



ENTER

Use this icon
to return to
desktop.



ns

Shell Console

newSyllabus

info Systems

INTEL SERVICE



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C:\ Command.exe\Terminal



C:\>_Hello 😊

GoTo [paren\(teacher\)](#)

c:\info.sys\parent(teacher)>Directory

Directory of parent(teacher)

[Foreword](#)[Vision](#)[Knowledge](#)[Understanding](#)[Application](#)[Recycle](#)[Innovation](#)ns[™]



PAREN(TEACHER): "Parent as Teacher"
A Curriculum for Learning

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Public school education delivered at home, at the kitchen table,
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In order for parents to carry out the function of the "teacher", they must understand the learning process and their child's approach to learning.



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Public school education delivered at home, at the kitchen table, can be stressful for parents and children.

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In order for parents to carry out the function of the “teacher”, they must understand the learning process and their child’s approach to learning.

This pedagogical approach to “facilitating learning” (or “teaching”), enables the learning-facilitator to develop and maintain a culture of intellectual excellence and academic success among students.





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Such a source can be a remote storage location, database, or other memory-storage device.





The facilitator need only produce a
state of learning within the student.

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This pedagogical model, or "methodology", deemphasizes the "didactic", or unilateral, lecture-based approach to teaching.

When the didactic teaching method is deemphasized, learning-facilitators are free to put the "teacher"-persona to the side, instead allowing learning to take place freely between equally-engaged partners in scholarship.





A student needs a parent (then a teacher) ...

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A student needs a parent (then a teacher) ...

PAREN(TEACHER)

ns™



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PAREN(TEACHER)

Paren(teachers) successfully facilitate learning at the kitchen table when they have access to curriculum goals and resources.

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Paren(teachers) successfully facilitate learning at the kitchen table when they have access to curriculum goals and resources.

Paren(teachers) have confidence that they can prepare their students to meet the learning objectives.



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=====

IBe' Arts Education presents PAREN(TEACHER)[™],
a curriculum guide and resource
to facilitate learning (teach)
and improve student outcomes.

Developed in partnership
with New Syllabus, DISIS.





PAREN(TEACHER)TM LEARNING PLATFORM
AUTODIDACTUS (SELF-TEACHING) PROGRAM





PAREN(TEACHER)TM LEARNING PLATFORM
AUTODIDACTUS (SELF-TEACHING) PROGRAM

(teacher) = to teach ; or, to self-teach (teach oneself) ;





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The Objective of the (teacher) with respect to the student is to:

Be trustworthy :
students can rely on you
to know or find answers.

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The Objective of the (teacher) with respect to the student is to:

Be trustworthy :
students can rely on you
to know or find answers.

Be capable of determining students'
skills and needs.

Be resourceful
when addressing educational needs.

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Read (content

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```
Read ( content = code ; to [en]code :  
      to process meaning ( to [de]code ) = "semantics"
```





```
Read ( content = code ; to [en]code :
```

```
  to process meaning ( to [de]code ) = “semantics”
```

```
    visual interpretation of symbols
```

```
      visual manipulation of sign-symbols
```

```
      conceptual manipulation of sign-symbols
```



```
Read ( content = code ; to [en]code :
```

```
  to process meaning ( to [de]code ) = “semantics”  
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      visual manipulation of sign-symbols  
      conceptual manipulation of sign-symbols  
    auditory interpretation of phonemes  
      verbal manipulation of sign-symbols
```

```
)
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```

```
)
```

```
Write ( form
```



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```

```
)
```

```
Write ( form = script ; to scribe :
```

```
  letters = bit = indivisible unit of sign-symbol  
  word = byte = meaningful unit of signs  
  sentence = statement = verbal(command)  
  grammar = syntax
```



```
Read ( content = code ; to [en]code :
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```
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```

```
  letters = bit = indivisible unit of sign-symbol  
  word = byte = meaningful unit of signs  
  sentence = statement = verbal(command)  
  grammar = syntax  
    order of sign-symbols  
    use of punctuation
```

```
)
```





Think (

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Think (

Do (process [information])

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```
Think (
```

```
  Do ( process [ information ] )
```

```
    Knows = Gnose
```

```
      Dia(gnosis) = to find knowledge
```

```
      Co(gnosis) = to consider
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```
      Pro(gnosis) = to foreknow
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```
)
```

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Think (

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Solve Problem\s (





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Do (process [information])

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Solve Problem\s (

IF x, THEN y =

IF (there is a problem), THEN (why?)

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Solve Problem\s (

IF x, THEN y =

IF (there is a problem), THEN (why?)

∴ the solution to the function (process[x]) =
to solve for y (why?).

)

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Make sense of (x = any matter in question)

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Make sense of (x = any matter in question)

Find facts >

Draw conclusions

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Make sense of (x = any matter in question)

Find facts >

Draw conclusions

Increase vocabulary.



Make sense of (x = any matter in question)

Find facts >
Draw conclusions

Increase vocabulary.

Tell a story.



Make sense of (x = any matter in question)

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Tell a story.

Follow logic



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Follow logic

Grammar and Syntax :



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Follow logic

Grammar and Syntax :

noun (object/subject) ;

verb (action/motion) ;

adjective/adverb (qualifier/quantifier) ;

synonym (same) ; antonym (opposite);

participles (verb used as adj. or n.)

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Build on.

Sort out.

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C:\ Command.exe\Application\page\1



Talk it out ; work it out :

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Talk it out ; work it out :

Put together (“coagula”).

Take apart (“solve”).

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Talk it out ; work it out :

Put together (“coagula”).

Take apart (“solve”).

Drawing (out) lines (between ; across ; etc) ideas, concepts
Timelines
Lifetimes



Talk it out ; work it out :

Put together (“coagula”).

Take apart (“solve”).

Drawing (out) lines (between ; across ; etc) ideas, concepts

Timelines

Lifetimes

Unit of Society

Individual (Self)

Family (Nuclear)

Local (Regional) Community

National (Economic) Community

International (Global) Community



Talk it out ; work it out :

Put together (“coagula”).

Take apart (“solve”).

Drawing (out) lines (between ; across ; etc) ideas, concepts

Timelines

Lifetimes

Unit of Society

Individual (Self)

Family (Nuclear)

Local (Regional) Community

National (Economic) Community

International (Global) Community

Themes

Life ; Liberty ; Justice ; Civic Duty ;
Community

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Real world application of math and science:

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Real world application of math and science:
as a language of logic ;

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Real world application of math and science:

as a language of logic ;

as manipulation of sign-symbols ;

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Real world application of math and science:

as a language of logic ;

as manipulation of sign-symbols ;

based upon a certain matter (x):

nsTM



Real world application of math and science:

as a language of logic ;

as manipulation of sign-symbols ;

based upon a certain matter (x):

e.g., x =

weather

sports

speed

cost

dosage

interest

discounts

space (real property)

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C:\ Command.exe\Recycle\page\1



Compare two different ideas ;

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Compare two different ideas ;

Resolve conflicts between adversarial or opposing forces ;



Compare two different ideas ;

Resolve conflicts between adversarial or opposing forces ;

Identify the unity within the struggle of opposites ,
e.g.,
yin and yang ; black and white ; rich and poor.

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Compare two different ideas ;

Resolve conflicts between adversarial or opposing forces ;

Identify the unity within the struggle of opposites ,
e.g.,
yin and yang ; black and white ; rich and poor.

Make Connections ;

Compare.

nsTM



Compare two different ideas ;

Resolve conflicts between adversarial or opposing forces ;

Identify the unity within the struggle of opposites ,
e.g.,
yin and yang ; black and white ; rich and poor.

Make Connections ;

Compare.

Record

nsTM



Compare two different ideas ;

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Make Connections ;

Compare.

Record

storehouses/databases/repositories/disciplines:

nsTM



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yin and yang ; black and white ; rich and poor.

Make Connections ;

Compare.

Record

storehouses/databases/repositories/disciplines:

History
Literature
Math
Science
Arts

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C:\ Command.exe\Innovation\page\1



Create something new.

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Create something new.

Challenge the status quo.

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Create something new.

Challenge the status quo.

Solve a problem in a new way.



Create something new.

Challenge the status quo.

Solve a problem in a new way.

e.g.:

Digital Storytelling ;

Build a model city/community/world .



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END OF CONTENT

