

PAREN(TEACHER)TM

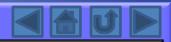
ENTER







C:\ Command.exe



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PAREN(TEACHER)™ LEARNING PLATFORM

Version...20.05.26.00 Date.....26 May 2020

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newsyllabus.org
director@newsyllabus.org

/* By logging in to Mindsoft you accept
the Terms of Use and Service Agreement */

C:\>_LogIn (Boot Home Screen)

SetUp (Install)



Welcome to

info Systems

PAREN(TEACHER)™

EDITION

I'm Anty, your System Administrator.

Use this icon to advance to next slide.



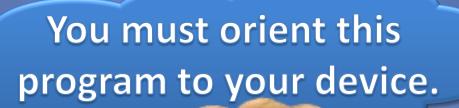


is a brand of graphical, text-based PDF programs that support student competency development and other approaches to learning at home and on your own.

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).



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.







ns























Mindsoft

System THEORY











C:\ Command.exe\Terminal











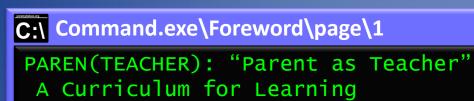
GoTo paren(teacher)

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

Directory of parent(teacher)















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

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



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It doesn't have to be stressful.



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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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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.

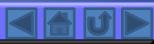




We envision a model of self-driven learning in which a student works out problems under the guidance of a facilitator, whether the facilitator be a parent, a student, or oneself.



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The facilitator of learning supports students ("learners") by engaging their information-processing capabilities.



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The facilitator "inducts" knowledge content into the student through inquiry, dialogue, and feedback, or "dialectic".



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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 can be accomplished by driving the development and operation of the student's cognitive "information-processing" capabilities.



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



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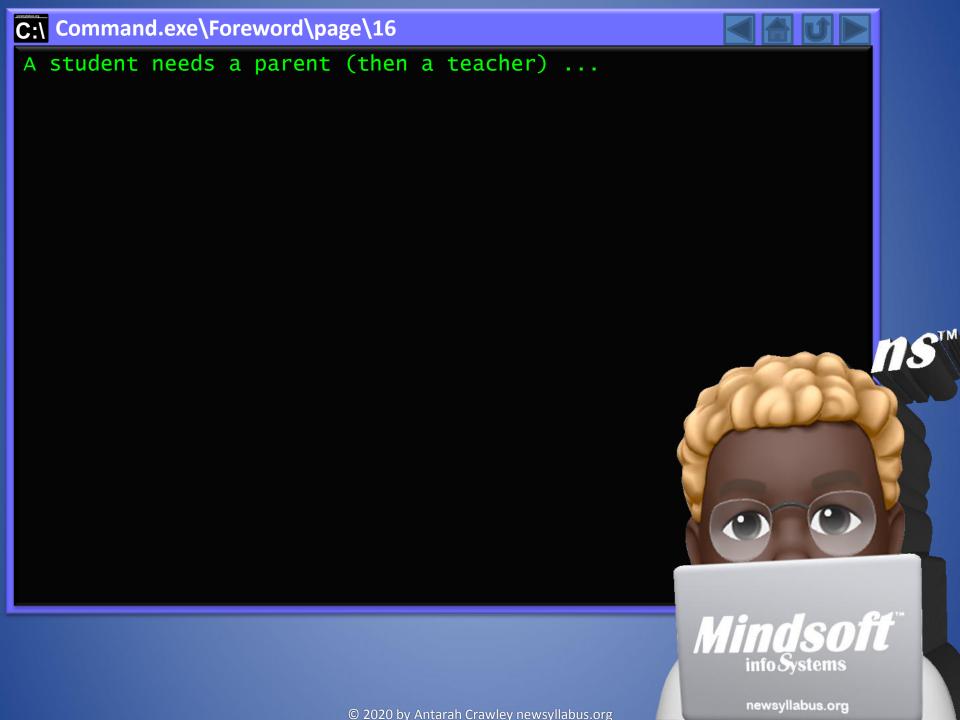
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This pedagogical model, or "methodology", deemphasizes the "didactic", or unilateral, lecture-based approach to teaching.

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) ...

PAREN(TEACHER)



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

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(TEACHER)

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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PAREN(TEACHER)

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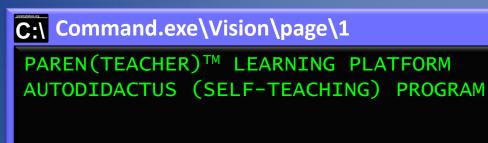
Paren(teachers) have confidence that they can prepare their students to meet the learning objectives.

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.









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PAREN(TEACHER)™ 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:







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





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Be capable of determining students' skills and needs.





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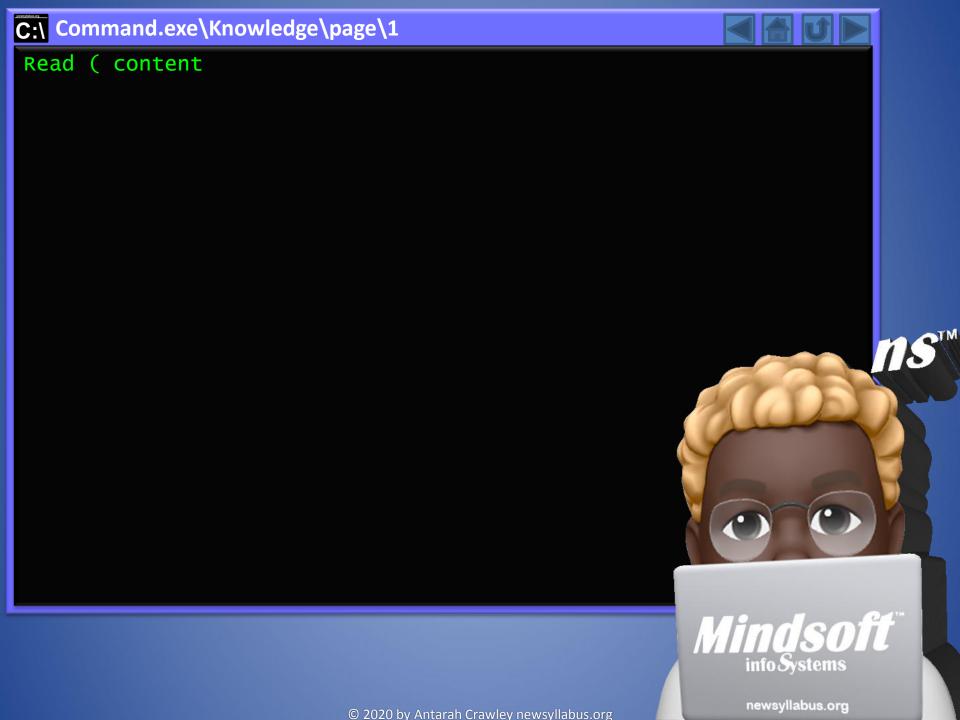
to know or find answers.

Be capable of determining students' skills and needs.

Be resourceful when addressing educational needs.



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C:\ Command.exe\Knowledge\page\2



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



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C:\ Command.exe\Knowledge\page\3

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
```



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C:\ Command.exe\Knowledge\page\4

```
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
            auditory interpretation of phonemes
            verbal manipulation of sign-symbols
```



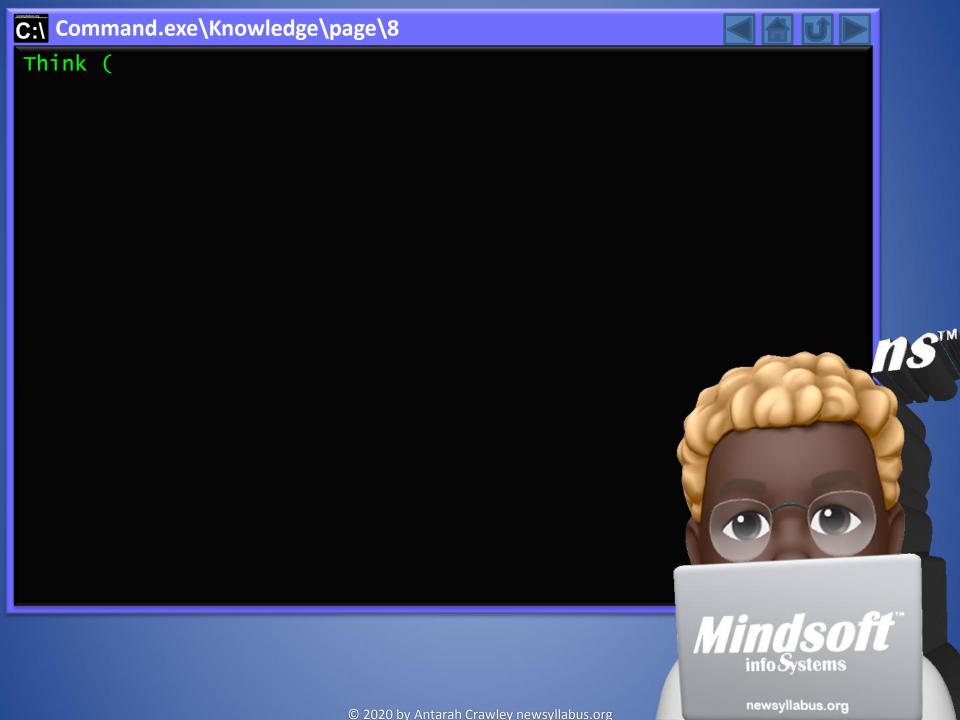
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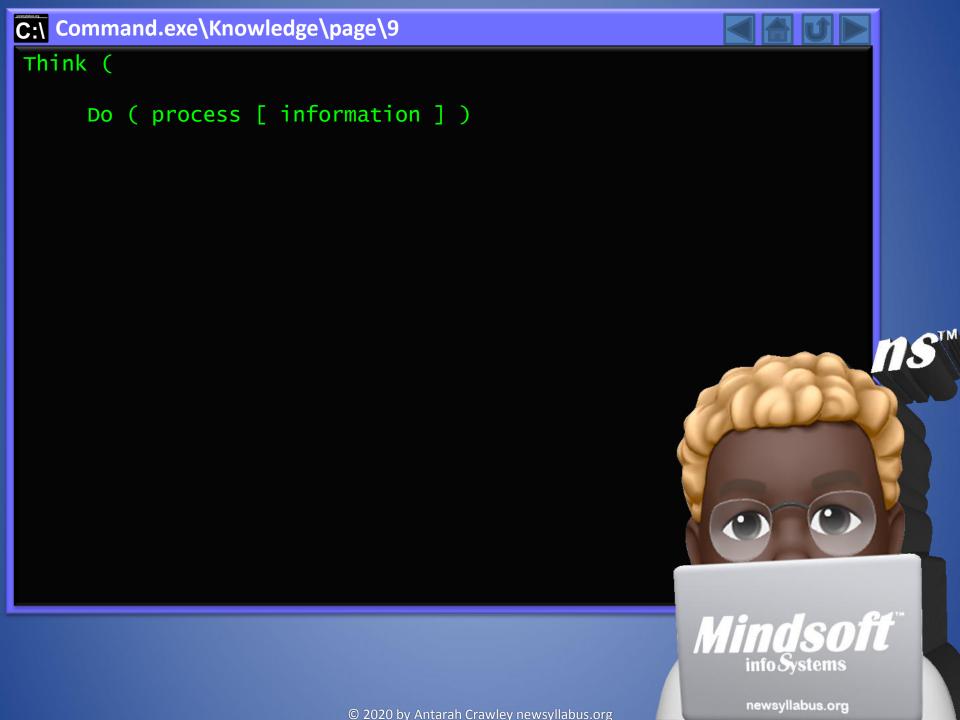
C:\ Command.exe\Knowledge\page\5 Read (content = code ; to [en]code : to process meaning (to [de]code) = "semantics" visual interpretation of symbols visual manipulation of sign-symbols conceptual manipulation of sign-symbols auditory interpretation of phonemes verbal manipulation of sign-symbols Write (form



```
C:\ Command.exe\Knowledge\page\6
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
          auditory interpretation of phonemes
               verbal manipulation of sign-symbols
Write ( form = script ; to scribe :
     letters = bit = indivisible unit of sign-symbol
      word = byte = meaningful unit of signs
       sentence = statement = verbal(command)
        grammar = syntax
                                                     Mindsoft
                                                         info Systems
```

```
C:\ Command.exe\Knowledge\page\7
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
          auditory interpretation of phonemes
               verbal manipulation of sign-symbols
Write ( form = script ; to scribe :
     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
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                                                          info Systems
```





```
C:\ Command.exe\Knowledge\page\10
```

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

    Knows = Gnose
    Dia(gnosis) = to find knowledge
    Co(gnosis) = to consider
    Pro(gnosis) = to foreknow
)
```



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```
C:\ Command.exe\Knowledge\page\11

Think (

    Do ( process [ information ] )

    Knows = Gnose
        Dia(gnosis) = to find knowledge
        Co(gnosis) = to consider
        Pro(gnosis) = to foreknow
)

Solve Problem\s (
```



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```
C:\ Command.exe\Knowledge\page\12
Think (
    Do ( process [ information ] )
    Knows = Gnose
        Dia(gnosis) = to find knowledge
        Co(gnosis) = to consider
        Pro(gnosis) = to foreknow
)
Solve Problem\s (
```

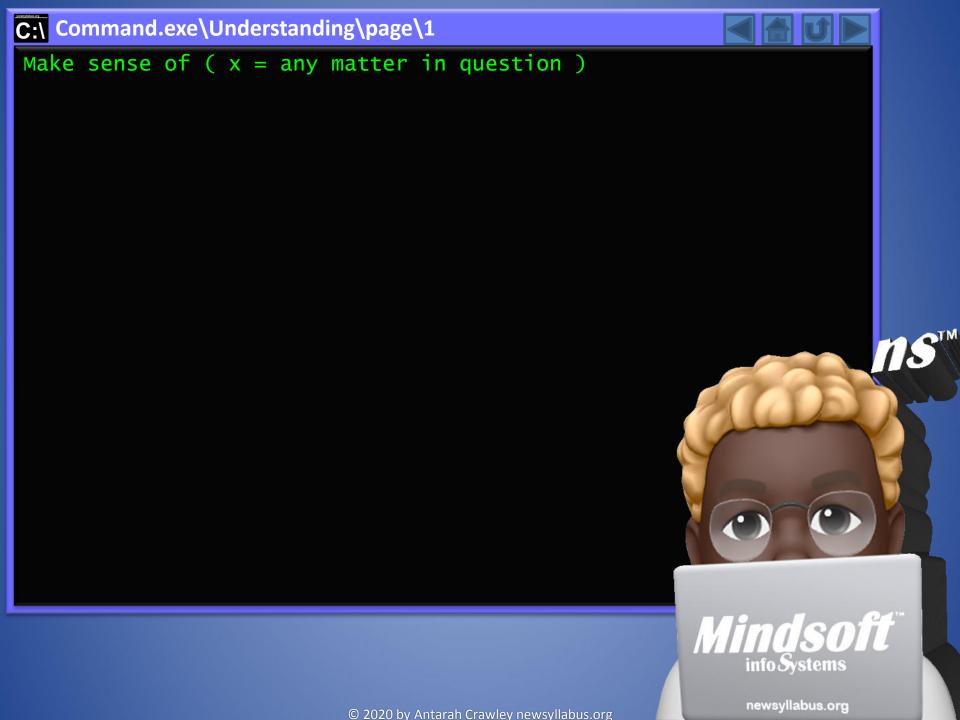
```
IF x, THEN y =
    IF (there is a problem), THEN (why?)
```

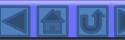




```
C:\ Command.exe\Knowledge\page\13
Think (
     Do ( process [ information ] )
           Knows = Gnose
                Dia(gnosis) = to find knowledge
                Co(gnosis) = to consider
                Pro(gnosis) = to foreknow
Solve Problem\s (
     IF x, THEN y =
           IF (there is a 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)

Find facts >
 Draw conclusions

Increase vocabulary.



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```
Make sense of ( x = any matter in question )
```

Find facts > Draw conclusions

Increase vocabulary.

Tell a story.



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Make sense of (x = any matter in question)

Find facts > Draw conclusions

Increase vocabulary.

Tell a story.

Follow logic











Find facts > Draw conclusions

Increase vocabulary.

Tell a story.

Follow logic

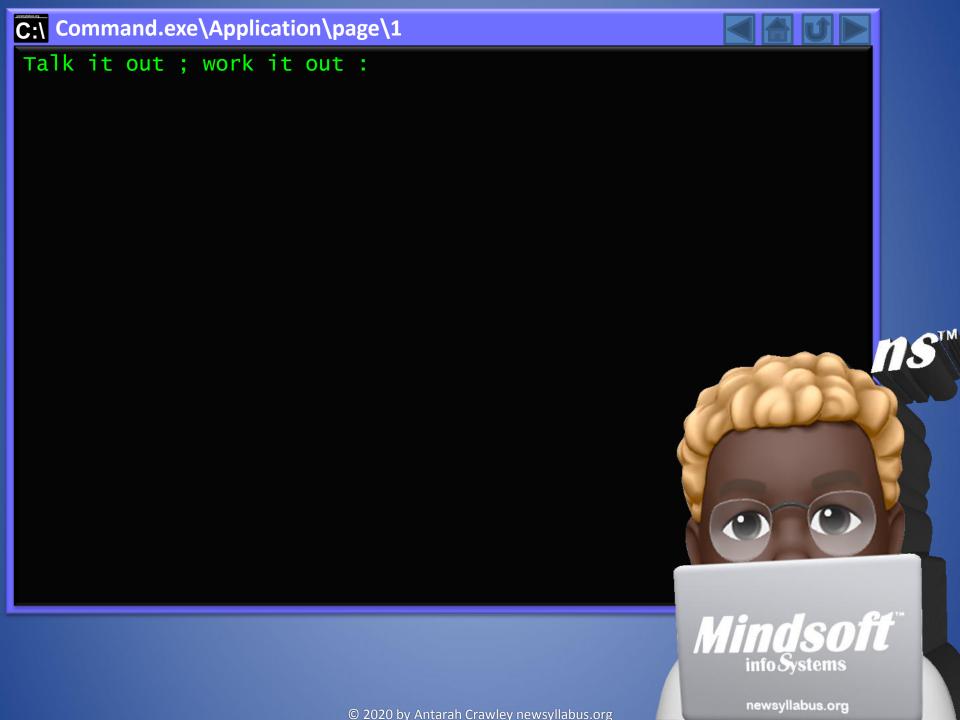
Grammar and Syntax:



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```
C:\ Command.exe\Understanding\page\7
Make sense of (x = any matter in question)
     Find facts >
          Draw conclusions
     Increase vocabulary.
     Tell a story.
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.)
                                                     Mindsoft
                                                         info Systems
```

```
C:\ Command.exe\Understanding\page\8
Make sense of (x = any matter in question)
     Find facts >
           Draw conclusions
     Increase vocabulary.
     Tell a story.
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.)
Build on.
Sort out.
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                                                           info Systems
                                                           newsyllabus.org
```









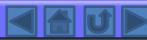
```
Talk it out; work it out:
```

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
```

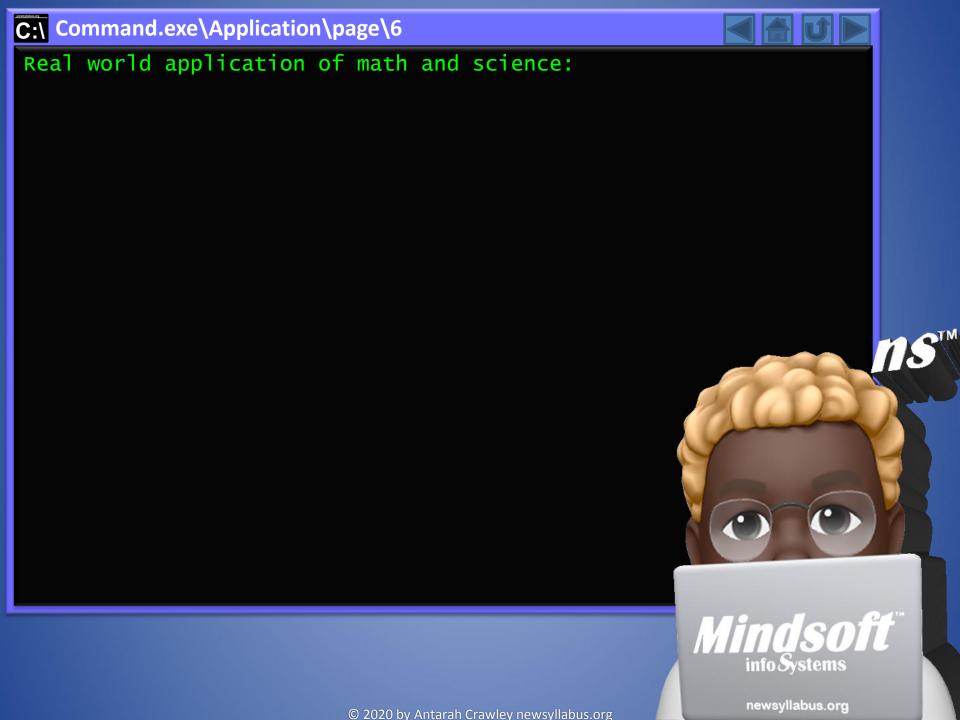


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```
C:\ Command.exe\Application\page\4
Talk it out; work it out:
     Put together ("coagula").
     Take apart ("solve").
     Drawing (out) lines (between; across; etc) ideas, concepts
          Timelines
          Lifetimes
          Unit of Society
               Individual (Self)
               Family (Nucelar)
               Local (Regional) Community
               National (Economic) Community
               International (Global) Community
                                                     Mindsoft
                                                         info Systems
```

```
C:\ Command.exe\Application\page\5
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 (Nucelar)
               Local (Regional) Community
               National (Economic) Community
               International (Global) Community
     Themes
          Life; Liberty; Justice; Civic Duty;
          Community
                                                    Mindsoft
```

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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):
```



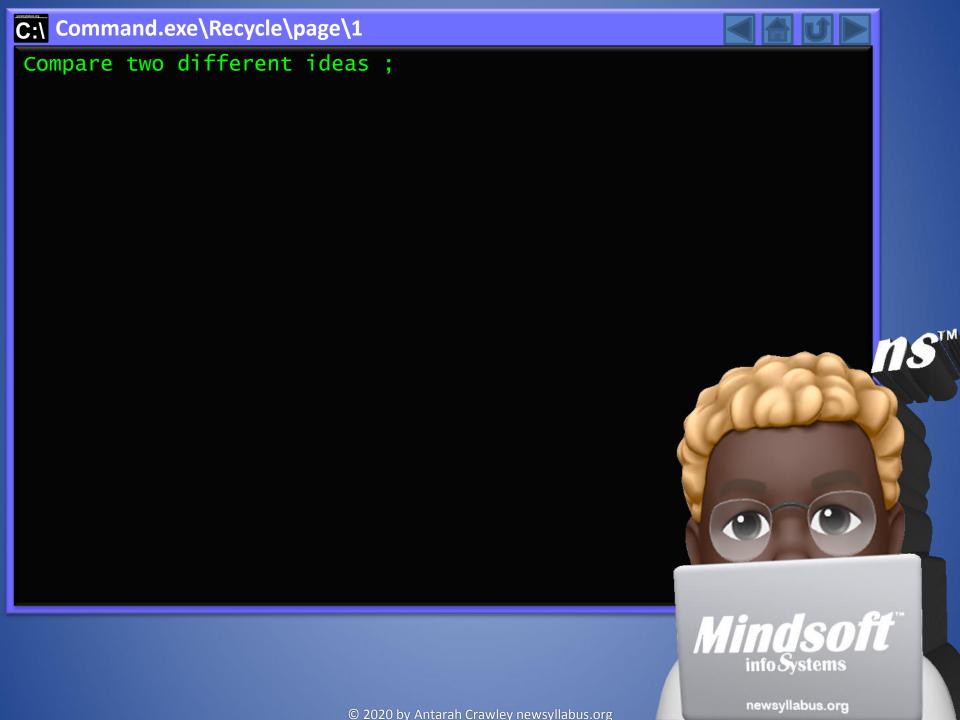
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```
C:\ Command.exe\Application\page\10
```

```
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)
```















Compare two different ideas;

Resolve conflicts between adversarial or opposing forces;



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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.



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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.



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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.,
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```

Make Connections;

Compare.

Record











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.

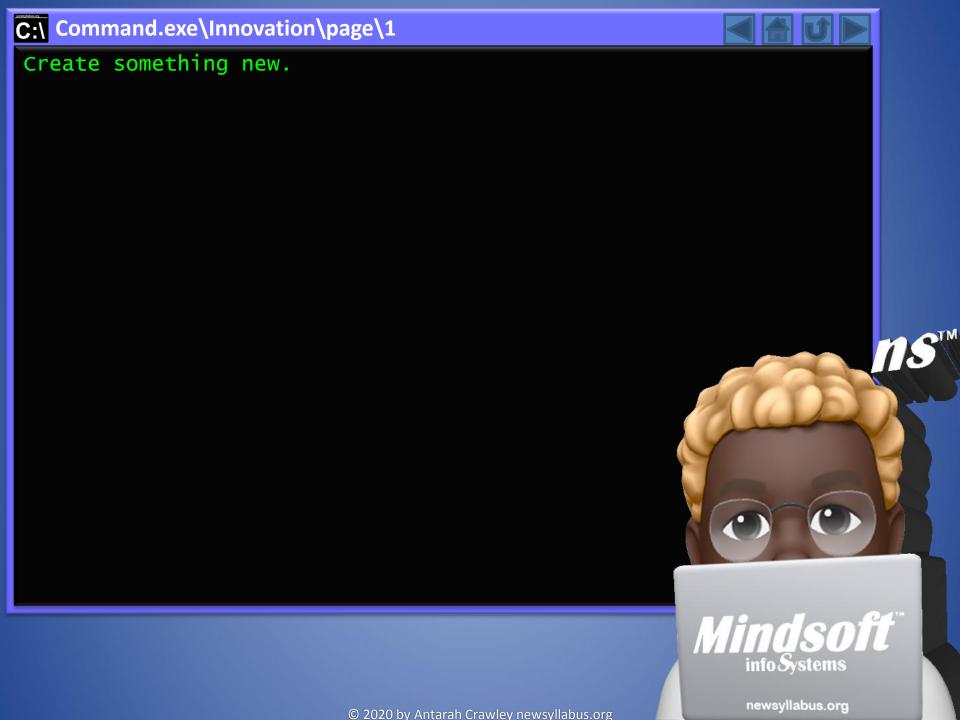
Record

storehouses/databases/repositories/disciplines:



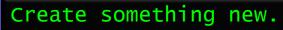
```
C:\ Command.exe\Recycle\page\7
Compare two different ideas;
     Resolve conflicts between adversarial or opposing forces;
          Identify the unity within the struggle of opposites,
                e.g.,
               yin and yang; black and white; rich and poor.
Make Connections;
     Compare.
Record
     storehouses/databases/repositories/disciplines:
          History
          Literature
          Math
          Science
          Arts
```





C:\ Command.exe\Innovation\page\2





Challenge the status quo.



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C:\ Command.exe\Innovation\page\3







Create something new.

Challenge the status quo.

Solve a problem in a new way.



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C:\ Command.exe\Innovation\page\4







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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C:\ Command.exe\Terminus



END OF CONTENT



