The Know-How Kit Software

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Abstract
The project presented here was born as an upgrade of the project presented by the same authors last year in Worldcomp 2012 entitled "New Active Learning Tools". Currently this project is being implemented through a partnership actually born during the Worldcomp 2012 - FECS session with the university URI - Univesidade Regional Integrada – Erechim, RS, Brazil, which submitted a project entitled "URI Online Judge: New Classroom Tool for Interactive Learning".

So the very interesting element of development is the connection and mix of two papers subjected, approved and presented in FECS 2012.

The upgrade of the software project proposed last year is the interaction with an instrument of great success in teaching: the know-how kit. The possible partnership with the University of Brazil founds on the possibility to enclose their "Judge" as a final check to our software and educational tool to be able to actually put it into practice in some Brazilian universities.

The software is able to follow the practical application of the study kits and verifies the final results will appeal to teachers, educators and guides them in the formulation of educational programs effective active ingredients. The software also caters directly to students who want to learn and apply this method to study innovative because they want to raise their standards of quality and accelerate learning.

There is a general belief that the reading of a text or the loquacity of a person, both in teaching and explain concepts in both the exams taken by a student, is sufficient to confirm the actual assimilation and understanding of the studied or show the validity of what is taught. Unfortunately this is a false belief. Then he speaks of "disorders caused by deficiencies of attention" or "learning disability" and the whole thing gets serious when it occurs, as is happening in some cases, the administration of psychotropic drugs as a possible remedy.

Our proposed solution is a practical response which aims to create and strengthen all existing educational system, it is not expensive and is easily transmittable. The software that we propose is to demonstrate the effectiveness of the method.

The final test of teaching and learning is invariably not successfully overcome in oral exams, art or oratory in the personality of skilled teachers, however, are limited to theory, it takes a concrete demonstration of practical competence (especially in technical and science to which we tend to turn to be pragmatic).

Keywords
Teaching
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Judge

I. THE START: THE “NEW ACTIVE LEARNING TOOLS” SOFTWARE

Last year, in WorldComp 2012, we proposed the developing of a very specific software addressed to teachers and students, based on a method that is changing the entire vision of teaching and learning. The key word is: proven effectiveness.

We can demonstrate that the same subject given to two different classes, one with our method and one not, the first can be faster and students are able to understand and apply.

In the last 20 years, as instructors of teachers in different countries, and at different levels of education, in short we have observed the following problems:

- Teachers try to apply different methods of teaching, but they don’t work uniformly with everybody,
- Teachers cannot fully assist a single student in a classroom,
- Students even if they pass their exams, later don't remember the given information and they are not able to apply it. Besides student's most frequent protest regarding school, is that it is boring, they cannot keep attention more than few hours.
- In connection with many business consultants we have proof that in the workplaces the new workers are enable to show and applied what they were supposed to learned.

In helping the teachers to solve such problems, and with their experiences, we have demonstrate, with tests, documents and exams, that these specifics practical tools are really working; they can be applied in any subject (from math to arts, for increasing technical skills or preparing a person for ESL). We have also several proofs of successfully applications in industries.

Teachers gave us several positive feedback on this method of teaching and learning: they proof to us that the method can be easily learned and applied. The software allow students and teacher to personalize the study path or to guide a distance learning too. In this way the teacher stop to teach to a group and start to supervise the single student.

The active learning tools are quite new on the educational world, they basically consist in three different kind of practical solution to the traditional study:
1) to give the exact definition of the words and the tool to really assimilate them,
2) Suggest always a practical application for study,
3) Utilize a gradual approach to any kind of personal study.

We are not able to give more specifics on the method used as we are waiting the legal approval for using the concerning copyrights (that we are licensed for the use).

Purpose of the software: A) demonstrate to students in which way they can easily understand a subject utilizing the new learning method we propose. B) To give a tool in order to study. Than to study can became fun, easier, faster and most important, effective.

The tool:
- The software at the beginning is programmed to show different subjects that is far away from his/her understanding. The student following the method, learn something about the subject chosen, that he or she first did not like or though it could not be understood. Going through the instructions one can realize that every subject can easily be learned, faster than ever.
- Some test are available for each subject. Students need to proof their competence before entering into the final software section which allows them to learn the given subjects part of the school program.
- The software can verify if the students is doing well or it can bring the person back on the correct gradient (in a particular case the teacher can intervene and assist the student on the method).

- For the practical application, the core of the method, we studied different options that bring the student to study the theory and after proof the real understanding with specifics actions which demonstrates the effective of the learning path.

II. THE STUDY TECHNOLOGY AND ITS RESULTS

The Study Technology developed by American author and educator L. Ron Hubbard.

Study Technology consists of tools and techniques teachers can use to improve the learning rates of students. These same tools and techniques can be used by students themselves to improve their ability to understand and to use the materials they read and study.

There had never before existed a true technology of study that can guarantee high standard of results.

The Study Technology is a breakthrough in self-paced, individualized instructional methodology and in education, that emphasizes, as the name states, a practical technology that is in fact a system of learning how to learn.

Study Technology undercuts the reasons people are illiterate or cannot apply materials they have studied. It is not just another system, it is a workable methodology that makes it possible for a person to recognize and handle the barriers to a successful study.

Purpose of this Study Technology: Converting traditional group lesson plans into personalized learning modules and creating effective and adaptable checksheets for each and every subject.

Several comparative studies and case studies have been conducted on Study Technology programs, documenting their substantial and measurable results. More than 28 million people have now been aided by Study Technology, across some 70 nations, with real emphasis on capability to apply the learned data.

We can demonstrate that teaching the same subject to two different classes, with Study Technology it can be faster and students are able to understand and apply!

Study Technology is not a collection of study tips or memory tricks. It is not speed-reading or the latest method of taking better notes. Rather, in its full range, it is a powerful educational philosophy with clear techniques of application. It provides a system of learning how to learn every and each subject.
THE THREE BARRIERS

A. Absence of mass (physical object) of what is being studied

If one is attempting to understand the function and operation of a car or a computer or a solar system, the printed page and spoken word are no substitute for the object itself. It would be difficult to understand how to use a computer for the first time if you did not have the computer there in front of you. In fact, lacking the object associated with a word can inhibit all understanding. If the mass of a subject is absent, you can actually feel bent, sort of spiny, sort of dead, or bored. A person studying a subject without the objects related to that subject will experience these and several other specific reactions. Knowing how to identify and handle these reactions is vital to a student’s ability to grasp and use a subject—and more than vital to a teacher’s ability to get a student to learn the subject.

B. Skipped gradient

A gradient is a way of learning or doing something step by step. A gradient can be easy where each step can be done easily, or it can be hard where each step is difficult to do. Too steep a gradient consists of not having mastered prior skills before going on to more complicated or detailed steps. A student who has skipped a gradient may feel a sort of confusion or a feeling of reeling (i.e., moving or swaying like you might fall). These are two reactions a person will have when they have missed a step or hit too steep a gradient in the subject they’re studying. This is often referred to as “missed basic skills” or “insufficient basic skills.”

C. A word not understood or Wrongly understood

The third and most important barrier is the misunderstood word. “Mis” means not or wrongly. “Misunderstood” means not understood or wrongly understood. A misunderstood word is a word which is not understood or a word which is wrongly understood. Have you ever been reading a book or a report, gotten to the end of the page and couldn’t remember what you read? Therein lies the phenomena of the misunderstood word—all becomes distinctly blank beyond a word not understood or wrongly understood. It can make you feel blank or washed out. It can make you feel “not there” and a sort of nervous upset feeling can follow after that. The matter is far more critical than one might surmise and of the three barriers it is the misunderstood that bears most upon human relations, the mind and understanding. It is the misunderstood word that establishes aptitude—or lack of it. It produces a vast panorama of reactions and is the prime factor involved with stupidity. It also determines whether or not one can actually perform a learned skill, and to what degree of proficiency. All of these are the result of one or more words or symbols not understood or wrongly understood. The misunderstood word can stop a student in his tracks completely. Knowing how to determine when there is a misunderstood word or symbol, how to find it and how to handle it are critical to the success of any student.

III. THE UPGRADE: A FOCUS ON NEW EDUCATIONAL TOOLS

The software that we propose here is combined with a practical educational kit called "Know-How KIT" which is also designed for the occasion and already tested. Who should the software: To parents, teachers, instructors and students at any level. A business mainly in the productive sectors of the industry.

The aims of the "Know-How KIT": 1) To raise drastically the study results so that a student is able to understand and immediately apply what they studied. 2) Make the most practical and effective teaching in any subject. 3) Raising the productivity and reduce errors in the industry.

The goals of the software: Allow the versatility of the teaching kit and its practical applications. The software, the demonstration kit and the methodology used, they turn to the individual person, not to an entire class (given that understanding to which we are most interested in is that of the individual student). The proposed system makes sure that the student becomes more causative towards learning, and moves the current predominant importance of the teacher (important but not essential if the texts of study are correct and well set and replaceable often with a supervisor expert in this method).

How does "The Know-How KIT **" It is a practical exercise that demonstrates the effectiveness of the Study Technology developed by the educator ** American L. Ron Hubbard to learn and effectively teach any subject. The "Know-How KIT" uses the most effective teaching techniques in the world to learn how to do things, no matter what (our goal is to test it further).

This is not a generic method of study, or of the many approaches to the study, mnemonic or quick read, but a system widely experienced in the world that shows concretely how to teach, understand and do, is comprised of various precise techniques and closer to science than to psychological methodologies and traditional teaching (www.appliedscholastics.org).

The "Know-How Kit" is part of the project "NEW ACTIVE LEARNING TOOLS" based on "Study Technology" Educator L. Ron Hubbard and approved by the "World Academy of Science" (Las Vegas, USA, July 16, 2012, International Conference on Frontiers in Education: Computer Science & Computer Engineering).

IV. THE "KNOW-HOW KIT" A NEW ACTIVE LEARNING TOOL

Suitable for parents, teachers, students of any level, which is useful to increase productivity and reduce errors in the industry.

The exercises in the "Know-How KIT" demonstrate the effectiveness of the foundations of "Study Technology" developed by the educator L. U.S. Ron Hubbard to learn and
effectively teach any subject, even that which seems difficult. The "Know-How KIT" uses the most effective teaching techniques in the world to learn how to do things and learn how to study. This is not a generic method of study, or of the many approaches to the study, mnemonics or quick read, but a proven and effective system that shows concretely how to teach, understand, do. This has endless applications in school, after school, in life and in industry to increase productivity and reduce errors.

The goals of the Know-how Kit:

1 - To demonstrate the existence of a study method useful for parents who really want to contribute to the progress of their children.

2 - Making education more practical and effective.

3 - Learn how to study using the basic principles of "Study Technology" by L. Ron Hubbard.

4 - Raising the results in the study so that the person is able to understand and apply immediately what it seems difficult.

5 - Improve productivity and reduce errors of the people in the industry

V. WHAT IS THE “KNOW-HOW KIT” SOFTWARE

The user first chooses a topic from a list that is unknown or even hated, on which the individual person is not prepared or competent: chemistry, electronics, mathematics, molecular cooking etc.,
a) The person then reads a prepared text
b) These instructions, deliberately difficult, are not at all understood and the person is not able to "actually do" what is required with the kit (which contains the substances and equipment needed).
c) At this point the student is using the proposed method (taken from the Study Technology) and without further explanation, instructions or suggestions outside, is able to understand the text and to actually do what is required to obtain the final result: a cosmetic product very simple.
d) The cosmetic product that is made with the "Know-How KIT" Chemistry Base is a zinc oxide paste for delicate and sensitive skin, which protects, calms redness or irritation (but the procedure to create each sort of kit: electronics, mathematics and even molecular cuisine and arguments gradually more complicated according to the needs of the audience to whom it is addressed).

The project was first experimented with two groups of 6 each employee of a company in Milan (education financed by Regione Lombardia) and then with 15 instructors association of sailing who have used the "Know-How KIT" Chemistry Base, a chemical formulation for a cosmetic.

DETAILS ON THE PROCEDURE THAT THE SOFTWARE WILL MONITOR'

1) From the main menu is selected the type of kit (point a above).
2) The person reads the proposed text.
3) The "Know-How Kit" is presented and delivered.
4) The student will be directed to a page where answers some questions of an initial test, but is unable to get to work with the kit because he did not understand what he must do.

5) Demonstration of Study Technology - Part One
NB The procedure presented in the proof uses only a fraction of Study Technology, for the exercise of chemistry was deliberately kept a rather low level of difficulty, enough to understand what you can get when you then apply the method a subject of study complete (or instructions). The software is addressed to individual students (or workers), requires supervision by an experienced and developed in the following exercises:
- The key words in the text are included with a first exercise called "Learn the definitions."
- Keywords are further examined and endorsed with a second exercise called "Question and Answer".
- The procedure is trained with a third exercise called "What are you doing?".
- The student is sent with the instructions, read them in and now fully understands.
- Each student uses the "Know-How Kit" and gives the required result.
- The student is subjected to a final test that confirms its preparation and then writes a final report.
6) Discussion on the Technology of study - Part Two
The software ensures that the person takes possession of some key concepts of the proposed method (at this stage we make use of the project presented last year):
- The first obstacle to learning and the idea of knowing all about it down, the personal goal and motivations that make up the lever to the study.
- The barriers to study: symptoms and their solutions.
- "Solutions to learning disorders and other teaching tools."
- How to completely understand a word or concept. How to teach you to do anything.
7) Practical application addressed to a specific subject
At this point the teacher or the instructor is able to use the teaching method proposed for improving the effectiveness of its courses (any field of teaching or education working in the industry).
The software, through a standard model, guides the teacher or instructor to prepare texts and learning paths using the "Study Technology" in order to make the data more comparable courses and therefore more effective teaching.
VI. THE POSSIBLE INTERACTION WITH THE URI JUDGE SOFTWARE

The possible interaction with the software by URI is currently under study. What we have verified by studying the paper Submitted by URI is that their software is designed to create a judge that it can meet the needs of all students. In our software last year, the new active learning tool, we suppose a process of self-improvement and integration of the software and a continuous interaction and advantageous, as well as addressed the real needs of each individual student. The purpose of participation in the WorldComp was just present our idea, tested and functional in the first phase, or the application of Study Tech L. Ron Hubbard, but also to find possible partners for further development of the software. The Judge offered by URI seems to be the ideal tool to close the circle of our application. Currently we are in contact with the authors of the paper by URI and after WorldComp 2013 will meet them to start in fact a real cooperation.

FIG.1 THE NEW ACTIVE LEARNING TOOL SOFTWARE
FIG. 2 THE NEW ACTIVE LEARNING TOOL SOFTWARE INTERACTED WITH THE URI JUDGE SOFTWARE
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