# Conclusions about possibilities of inception-effects

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Abstract: The quotes being highlighted by Students can be seen as a kind of essence of the first 3 weeks. The interpretations of the conductors try to focus on planned messages. The paper demonstrates how it is possible to co-operate in written form between Students and or conductors about high-levelled abstractions or how Students could follow the thinking strategies of each other.

Keywords: multi-layered co-operation, supervised discussion, evaluation-based thinking

# Introduction

This paper is the newest part of the series about experiences of the QuILT-based education processes. Previous articles can be downloaded here:

* <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> + annexes like:
  + <https://miau.my-x.hu/miau/quilt/demo_questions_to_important_messages.docx>
  + <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary>
  + <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary>
  + <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary>
  + <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary>
* <https://miau.my-x.hu/miau/quilt/reality_driven_education.docx> + annexes like:
  + <https://miau.my-x.hu/miau/quilt/chained-translations-legal-slang.docx>
  + <https://miau.my-x.hu/miau/quilt/demo_chained_translations.docx>
  + <https://miau.my-x.hu/miau/quilt/demos_chained_translations.docx>
  + <https://miau.my-x.hu/miau/quilt/forum_details.docx>
  + <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary>
  + <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK057-Diary>
* <https://miau.my-x.hu/miau/quilt/Exercises_for_critical_thinking_and_doing.docx>
* (<https://miau.my-x.hu/miau/quilt/st1_all.docx>)

The movie INCEPTION (<https://www.imdb.com/title/tt1375666/>) tries to demonstrate a kind of initializing ideas into other brains. The “teaching”/conducting do the same. Testing the success of transferring thinking patterns is not easy – especially not, if we do not have to prove Students during doing something. The catalytic tests (like the here and now interpreted synchronicity tests) make possible to generate a kind of customized and simulated interactivity between Conductors and/or Students.

The idea needed initialized is thinking just on the seemingly well-known surfaces generate risks. It seems to be necessary to be capable of achieving arbitrary complexity levels for interpretations. The surface is the well-known world of the magic of words with its fuzzy definitions being able to catalyse a lot of misunderstanding and so a lot of innovations but this definition-oriented approach is quasi never able to ensure transfers of messages without distortions of the meaning – because the world of the magic of words do not have an arbitrary clear meaning of the used human abstractions (phenomena).

The world of KNUTH tries to create a parallel universe based on the following expectation: Science/knowledge is, what can be transformed/transferred into source codes – each other human activity is a kind of art.

This paper processes a lot of tests (of BSC and MSC Students – see Annex) where the task was: writing positive and negative remarks about predefined sources (learning materials). The conductors try to generate customized reactions with the chance of new challenges for the particular person and for all wanting to learn from the cases of other Students.

The reactions of the conductors can be seen based on the track-changing-function (in red). There are just the test sheets processed being available within 12 hours from the beginning of the testing.

# Conclusions

Following types of remarks of Students could be identified based on different point of views:

* Comparing BSC and MSC levels:
  + there are (repeated) quotes used on both levels
  + there are lacks and/or not expected reactions in a given cell on both levels
  + quotes from MSC Students seems to be more theoretical and/or to come from deeper layers of the complexity
  + quotes from MSC Students seems to be more specific (c.f. tasks, title of chapters, keywords alone, or rel. long/complex text-parts, symbolic quote)
  + …
* Comparing positive and negative remarks:
  + positive remarks can be interpreted as signs for understanding effects if the re-formulated sentences have the same message as before in the quotes or the messages of quotes will be refined
  + positive remarks can however uncover misunderstanding if the reformulation of the main messages in the quotes can not be identified
  + negative remarks are most valuable – because in this form of the communication, the confrontations can be identified at once (c.f. interpretations variant of the positive remarks see before)
  + …
* Comparing subjects (especially 045+059 vs. 057 (with an other learning material an concept)
  + the topic of the innovation seems to be to lead to less relevant quotes than the definition of the word of knowledge
  + the most wide-ranged view could be identified in case of the course-id “059”
  + …

(Thanks a lot for each single activity till now!:-)

# Annex

## IK045 (BSC-level - keywords: Service Science & Knowledge Economy: Research Methods)

Remarks of the conductor:

(The remarks try to lead the basic interpretation to direction where a kind of higher complexity can be found…)

Student Nr.1 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | The question needing an answer is: Who is the best Student? | The best student can be a student who has best grades and be an active student in the university life. |
| P2 |  | It is a good choice! The question is important and can/should be generalized (c.f. best teacher, best learning material, best institution, etc.) | Grades = Plural and being active ⬄ a kind of Plural (it means activities). If we have a lot of “information” (variables: activities, subjects) about our objects (like Students) needed to be evaluated/scored, then we need a universal methodology being capable of aggregating impacts of different variables (c.f. <https://miau.my-x.hu/miau/quilt/log_students.xlsx>, <https://miau.my-x.hu/miau/quilt/log_conductors.xlsx>). This methodology should be able to derive a kind of equilibrium where each object can have the same evaluation value. If this anti-discriminative constellation (see the file “log-conductors”) can not be enforced, then and only then can be spoken about ranking (in an objective way). |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | The question needing an answers is: Who is the best MOODLE-conductor? | The best conductor is a person who has clear, understandable explanations for making tasks be done properly. |
| P5 |  | This a cloned choice compared to the quote above… | clear: how can be measured this expectation? (Is the clearness independent from the personality of the Students?)  understandable: how can be measured this expectation? (Is the understandability independent from the personality of the Students?)  Are letting complete experiences and letting interpret them kinds of explanations?  Or just direct declarations, derivations (c.f. final truths) are kinds of explanations?  Is it worth letting make errors (c.f. trial and errors) in frame of the education processes?  Can a task without any comments from the conductor and without any common examples be seen as a task for sovereignty? (c.f. general remarks) – especially if the objective of a test is: to explore misunderstandings like not following clear enough? defined file-name-conventions by any Students… |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | Alternative answers | These answers have the same meaning, but different explanation way. |
| P8 |  | This sequence of words is not existing in the source document as a valid citation. | Alternative answers (e.g. a lot of definition attempts for the word of knowledge) in general needs a kind of rule set: what is the best definition (see. above) or can we declare: each definition can have the same evaluation value? |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | It is trivial for each affected person that the direction in case of each performance layer should always be: the more the better?! | More the better is not always good. For example. If there is more quantity of classes then needed a week, so it means students can be over studied it may cause decreasing effectiveness and losing interest in studying. |
|  |  | Relevant choice – again! | The direction-based evaluation can not handle with optima.  But what is the optimal value e.g. for the amount/length/complexity of tests (like this one)?  Is an optimum value in general valid or the optimum value is also dependent on circumstances?  If we do not have the needed optima, then we do not use direction-based techniques neither? |

Student Nr.1 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | could a joke be detected through chained translations? | Joke has to be detected by meaning not by just translation. Different languages deliver their jokes in different manner and meaning. |
| N2 |  | Important choice! | Interpreting joke BY ROBOTS is a kind of TURING TEST, therefore the test needs always one joke and the question is, should a robot be able to laugh on it?  It is trivial, that joke in different cultures and/or languages can have a lot of specialities.  Meanings for Robots are e.g. “just” distortions of statistics based on text mining processes (like chained translations). |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | therefore the winner can not be estimated in an instinctive way? | winners can be in different areas in people lives: a person can be a winner in sports. in sciences. in a family. So probably: a winner could be estimated in an instinctive way in a certain area. |
| N5 |  | This sequence of words is not existing in the source document as a valid citation. The real source is: https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary | The whole paragraph is important to see the valid meaning:  *Who would be agreed if: (the following example can be seen as the default rule set for the semester?!)*   * *the first credit had the Student with the best objective performance?* * *the next credit had the Student, who is able to win the next objective performance evaluation phase*   + *where each Student can deliver unlimited digital foot/fingerprint elements*   + *therefore the winner can not be estimated in an instinctive way?*   The real question is: whether a relative evaluation can be modelled by Students if each Student makes its own activities and nobody can make estimations/forecasts about the expected volume of an activity by a given Student? (see objective evaluations – above)  The dynamic evaluations based on relative similarities is a complexity where it is not easy to have influence to the final evaluation scores… |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | the first credit had the Student with the best objective performance? | the student was a hard-worker to have it. |
| N8 |  | This sequence of words is not existing in the source document as a valid citation. The real source is: https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary | “the winner takes all” – if the difference between the first and second persons is minimal… (e.g. 0.01 sec in case of swimming)  Should this principle (the principle of the evolution) be valid in general? (c.f. <http://www.kevius.com/kazohinia/>)  Is this principle almighty at all? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | The same analysis could be derived based on real data about Student's activities | students study online and offline, what a student does offline he/she transfers into online study. |
|  |  | This sequence of words is not existing in the source document as a valid citation. The real source is: https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary | With other words: we need forms and channels to transfer the results of offline activities to online (log) data. |

Student Nr1. - General remarks:

About recommendation which kind of phenomena should still be part of this course?

Offer from conductor to Students: “Service Science” as keyword should be “defined based of each level of definition tasks highlighted during this course. At the end: it can be expected that an expert system (question-series and option-series) will be existing based on the logic of the Game “Twenty Questions” and/or Plant/Animal Taxonomy in order to ensure a fast classification of phenomena like \*-Science (incl. Service-Science)!

I would like to recommend to do a sample test together with a conductor, because so many things are not clear to do it.

Sometimes it is also a kind of objective in case of testing if the Students may misunderstand questions/tasks…

Student Nr.2 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | „A plant or animal should be derived based on the animal taxonomy / plant systematics” | P\* (=positive remarks): It is worth knowing about plant taxonomy since it facilitates in research. Having the species classified saves time during experiment. |
| P2 |  | Relevant quote! | Taxonomies can be seen as a kind of first step from to magic of words towards expert systems and therefore the KNUTH’s principle (Knowledge is what can be transformed into source code where taxonomies are a kind of source code. |
| P3 |  |  | C\* (=critical=negative remarks): Despite the general classification, a closer analysis is needed.  What exactly should be deeper analysed? Critical aspects should also deliver a better solution in all details! |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | ’’a kind of massive lack of satisfaction could be detected concerning the usefulness of the chained translation’’ | P\* The lack of satisfaction is explained by the gradual loss of the meaning of the original sentence while it’s passing through each language. |
| P5 |  | Relevant quote! | The role of the chained translations should be to support quality assurance of the text building. The risk being detectable through chained translations can be handled in order to have more robust texts for definitions. |
| P6 |  |  | C\* The weakness of a system is normal. It’s the path to perfection.  About a path to perfection can only be spoken if we are capable of measuring distances between the ideal constellation and each other potential constellation. And parallel, we should also be able to make action to minimize the measured distances in a conscious way – not just through trial and error effects. |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | ‘’knowledge is needed for problem solving, decision making, analysing, proving evidence” | P\* This statement is quite rational. In order to have a say in front of a situation, a problem or an inquiry, the first step is to understand. And knowledge intervenes at this point. |
| P8 |  | Relevant quote! | Knowledge might not be characterized like art: see “art for art's sake” – c.f. Knuth’s principle about knowledge/science vs. art. Central question is here and now: What is understanding?  In the world of the magic of words, definition can be created from elements (other words) needing also definitions (c.f. Who will watch the watchmen? = Undefinied words might not be seen as a kind of building material.) |
| P9 |  |  | C\* The statement is correct.  It is not a negative interpretation. |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | ’’i think truths and beliefs called knowledge.’’ | There is only one case half of this statement is valid.  Half valid = critical and not positive evaluation.  The part that would be acceptable is truth, and truth in one field: mathematics. Because mathematics makes a universal truth.  And beliefs are a kind of magic of words.  KHNUT said: Beliefs should be transferred into thruths. |

Student Nr.2 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | „A plant or animal should be derived based on the animal taxonomy / plant systematics” | N\* However, it is obvious that some plants or animals present similar characteristics but cannot be subjected to the same experiment. |
| N2 |  | see before | The keyword of the GPS (general problem solving) can be the SIMILARITY! The similarity makes possible to prove whether each Student might have the same evaluation value in an objective evaluation systems based on different constellation of performances/achievements. |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | ’’a kind of massive lack of satisfaction could be detected concerning the usefulness of the chained translation’’ | N\* Nevertheless, this unsatisfaction leads to improvement of the software. |
| N5 |  | see before | Is this remark rather positive or rather negative? Test question: what is a SWOT analysis? Is this a kind of arbitrary magic of words or S-W-O-T-declarations could be derived based on facts without any kind of risk and/or uncertainty?  The quote talked especially about the lack of satisfaction concerning the technique of the chained translations (among Students): What kind of software and how should it be improved? |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | ‘’knowledge is needed for problem solving, decision making, analysing, proving evidence” | N\* The only case when this quote is questionable is when we consider one of the definitions that described knowledge as what is learned. It may not be learned, but experienced. |
| N8 |  | see before | What is the difference between learning and experiencing? Experiences can have a lot of types: Is it an experience too if a Student was told a declaration (experienced = derived knowledge by others)? Is it an experience too if a Student has the possibility to measure (to observe) and based on the own observation to derive declarations? Is it an experience too if a Student has access to data measured by others and the Students derives alone/in group declarations? Is a team work (contrary to working alone) rather similar to the scenario having a declaration from the teachers? Has a declaration without chances to prove it (to derive it) the same evaluation value as if we have the possibility the check it in any way?  The above-listed questions try to demonstrate that a word like “experience” parallel how many interpretation layers might have?! |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | ’’I think truths and beliefs called knowledge.’’ | ‘’Truth’’, is unclear, and subjective. If we consider truth as the word to define knowledge, we would find ourselves in a situation that knowledge about the same field differs from a person to another or a community to another. It’s the same thing with “beliefs” |
| s |  | see before | If truths are relative and truths are equal to beliefs, we do not need two words for them. If we are capable of thinking about evaluation scales (like good-better-best – as far as possible in an objective way) then we could also be able to make differences between existing forms of truths?! Is the principle of the Occam’s razor a general benchmark for evaluation truths (solutions, answers - <https://en.wikipedia.org/wiki/Occam%27s_razor>)? (c.f. "simpler solutions are more likely to be correct than complex ones”). |

Student Nr.2 - General remarks:

The quotes above are acceptable, or irrational depending on the context they are placed in. The interpretation of the statements differs according to perspective. (c.f. is it possible to rank the truths (see above)?

Student Nr.3 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | at first: a plant or animal should be derived based on the animal taxonomy / plant systematics | beetles are usually found in summers they have different species which vary from size colour and shape they have shiny exoskeleton which protect them, they like to stay in light that’s why the enters in homes when there is night, they are not dangerous to people. |
| P2 |  | already used text (by other Students) | The above created detailed example demonstrate the parallel way to use taxonomical knowledge (structures). In a Twenty-Question-Game being played by two taxonomy experts, it would be possible to ask questions like “Is the focused species a member of the  Kingdom: Plantae  Division: Magnoliophyta  Class: Liliopsida  Subclass:  Series(Order): Liliales  Family: Liliaceae  Genus: Pine, Wattles, Milkvetch, Dandelion, etc.  and by the end of this question-series the expert who is responsible for asking, knows, which group of species can be used for the last question (c.f. Species: Common water Hyacinth, Yellow star-thistle, Purple loosestrife, Kudzu, etc.) – see: https://en.wikipedia.org/wiki/Plant\_taxonomy  BUT: In order to be capable of asking the last question (in the background with the obviosity to have the correct solution) it is necessary to have an other question-series ensuring the classification between the species in the explored Genus.  AND these questions should use expressions like colour, length, height, form, etc.  If the asking player do not have any luck then it is necessary to check to whole structure of the taxonomy – it means: each single option of the kingdoms should be asked step by step (except the very last kingdom, division, class, subclass, order, genus).  The general question is hereby: Is it possible to ask other questions to reduce the amount of questions (c.f. inference-machine - https://en.wikipedia.org/wiki/Inference\_engine) compared to the structure levels and elements in the whole taxonomy (c.f. Twenty Questions = limited amount of question to ensure the last question with the needed obviosity). |
| P3 |  |  | different sprays can be used by farmers to avoid them |
|  |  |  | The derivation of the appropriate spray (and its doses, needed mechanical technology, etc.) for a given species is also a kind of expert system including further environmental parameters (like temperature, date, density, living creatures in the neighbourhood, time of the harvesting, etc.) |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | at first: a plant or animal should be derived based on the animal taxonomy / plant systematics | names plants according to the species can make it easy to understand their nature |
| P5 |  | This text is not from the source document. | What is understanding? What means: easy? What is their nature? |
| P6 |  |  | the relation between taxonomy and systematic is good for learners cause with only name they can get to know about their environment and specie . |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | knowledge can be effective | if you have knowledge in case of words you cannot create any misunderstanding in your sentences and the knowledge of the transparency makes possible to avoid personal errors and it also ensure a kind of balanced evaluation |
| P8 |  | This text is not from the source document. | or even: if we have knowledge in case of words we can create just misunderstandings in sentences?! |
| P9 |  |  | knowledge is knowledge its can be done without papers or visuals or with them it doesn’t matter. |
|  |  |  | What can not be measured, observed, it is not existing… Knowledge can just be measured if we transfer it into source code and if we use it and if we have a chance to measure the consequences of the used knowledge: e.g. we would like to know, what kind of temperature will we have next morning?  a: We can create a source code generating randomized values between the already known maximum and minimum value of the temperature. We will have an estimation day by day, and we can create a kind of simple or even aggregated fitting value (see sum of the absolute differences between the facts and estimations).  b: We can create an other source code generating the difference with sign between the temperature today and yesterday and we can calculate the temperature for the next day based on the same changing logic.  c: We can create a sophisticated model (e.g. artificial neural network) for physical phenomena and derive an estimation for the next day.  We can have a lot of approaches (a, b, c, …). The question is: which approach is the best one? Further questions are: Will be the seemingly (here and now) best approach the best approach in the future too? What should be measured to derive an evaluation value for the approaches? How many formulas can be created to describe differences between facts and estimations? |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | i think truths and beliefs called knowledge. | truth in some sense like the knowledge you get is totally true and verified. |
|  |  | see before | What is verification, validation, falsification, evaluation? Is verification a kind of black-and-white truth? Or rather a kind of probability? |

Student Nr.3 - Part II.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | ??? should be take the same quote from above??? | they are difficulty to farmers cause they feed on plants usually people don’t like them cause they are noisy. |
| N2 |  |  | How should we use this kind of interpretations to create declarations being valuable to build the basis for test questions? What is the real message of the remark - being worth remembering on it? Why seems to be relevant to create this remark particularly to this course. |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | ??? should be take the same quote from above??? | the relation of naming with specie can create more complexity to understand |
| N5 |  |  | What is complexity? How can we measure it? What is understanding? How can we measure it? What is relation? |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | ??? should be take the same quote from above??? | instead of paper if we use more visuals that can enhance our learning method. |
| N8 |  |  | How can we measure the improvement? Is there no risk in the visual solutions? Is the animation of Rosling without any misunderstanding potential? c.f. <https://miau.my-x.hu/miau/quilt/Exercises_for_critical_thinking_and_doing.docx>  If the magic of words has a huge volume risk potential, why should visualisation effects have less risks? What is the logic behind the expected risk reduction?  Is a source code a visualisation effect or rather a simple text?  Is a mathematical formula rather visualisation or a kind of specific text? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | ??? should be take the same quote from above??? | truth and belief make no sense with knowledge I completely disagree with this definition. I think knowledge is learning process in other words learning about anything for example learning about the world is a knowledge about the world that’s how this world is made?, how its working? answer to these questions can lead to the knowledge of the world. |
|  |  |  | Without being capable of defining knowledge, truth, belief, etc. – how can we decide about their potential evaluation value?  If somebody “just” believes (on its own – in an intuitive way – like the ancient Greeks had the idea about atoms – without the chance to see them ever) that the Earth is a globular/round, it is less valuable compared to the situation where an other human being has information (books without pictures made in the space) about the shape of the Earth or even if an astronaut see with the own eyes the shape of the Earth? How valuable is a calculation about astronomical constellations coming from a human being without the possibility to see anything (c.f. from a blind human being)?  What is belief at all concerning a particular person? |

Student Nr.3 - General remarks: ---

Student Nr.4 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | **Plant taxonomy** is the science that finds, identifies, describes, classifies, and names [plants](https://en.wikipedia.org/wiki/Plant). Thus making it one of the main branches of [taxonomy](https://en.wikipedia.org/wiki/Taxonomy_(biology)) (the science that finds, describes, classifies, and names living things) **Plant taxonomy** is the science that finds, identifies, describes, classifies, and names [plants](https://en.wikipedia.org/wiki/Plant). Thus making it one of the main branches of [taxonomy](https://en.wikipedia.org/wiki/Taxonomy_(biology)) (the science that finds, describes, classifies, and names living things) | 1.[Plant identification](https://en.wikipedia.org/wiki/Plant_identification) is a determination of the identity of an unknown plant by comparison with previously collected specimens or with the aid of books or identification manuals. The process of identification connects the specimen with a published name. Once a plant specimen has been identified, its name and properties are known.  2.[Plant classification](https://en.wikipedia.org/wiki/Plant_classification) is the placing of known plants into groups or categories to show some relationship. [Scientific classification](https://en.wikipedia.org/wiki/Scientific_classification) follows a system of rules that standardizes the results, and groups successive categories into a [hierarchy](https://en.wikipedia.org/wiki/Hierarchy). |
|  |  | This quote is from a deeper level than expected in the test where the source URL-s should have been analysed in a direct way. | These interpretations are neither positive nor negative: they are quasi definitions (re-definitions) of focused words. On the other hand: this kind of the magic of words will be used to prepare human brains understanding/accepting expert systems as such. Understanding means here and now: Students should be capable of creating expert systems about phenomena where the Students have seemingly wide “knowledge” about the details – especially about the topics of the course based on literature and/or databases/cases/observations. |
| P2 |  |  | This is a natural process. I think in natural process we can decide anything negative about that. |
|  |  |  | The education should support a change in the thinking methodology of each human being where the observation can always be evaluated / where nothing will be seen as a kind of black-and-white pattern – rather a kind of fuzzy problem needing a scale to describe good-better-best constellations. |
| P3 |  |  | I will say that the there is a complete process of evaluation and identification of plants and the re-evaluation and reproduction of plants is also a process of nature. |
|  |  |  | The taxonomies are artificial products. For so-called high-level living creatures, it is possible to create a lot of taxonomies being capable of classifying individuals having the chance to produce new generations in connection with each other.  In case of microbiological objects, it is maybe not really possible. To describe a kind of similarity (a kind of the sameness-test), is possible in a lot of ways. The classic way (see already well-known taxonomies) uses a lot of variables being not really measurable (e.g. colour-levels). So, it seems to be always necessary to have the Human Experts, having the experiences to see, whether a kind of RED is red enough or not 😊  Modern taxonomies (based on the big data concept) could also deliver classification systems using only measurable phenomena. In this case, Human Experts are never more needed. The KNUTH’s principle is active: knowledge is, what cen be transferred into source code. |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | the chained translation is not the unique/single way to detect weaknesses in a definition | yeah it is very useful. we can translate a single definition in different languages and see the difference in words and logic . |
|  |  | Relevant quote. | The quote highlights more, than the interpretation itself: good translatable text can namely have totally wrong contents! |
| P5 |  |  | it is quite different because every language has his own rules of grammar. and every language interpret thing according to its own laws |
|  |  |  | A kind of meta-language can be approximated through the chained translations where the meta-language is free from specific effects – it uses just effects being existent in each other languages in general. The existence of general patterns can even be proved through chained translations. |
| P6 |  |  | but it is very good experience, we can see the tactics to words and grammar while translating into different languages |
|  |  |  | For daily usage, the chained translation test is also relevant: we can be sure that the created sentences are robust enough to reduce general misunderstanding by people having an other mother tongue (language-logic behind). |
| .P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | * + synonym-view (it means, it is a seemingly proper definition, if we choose a synonym-like word – like): **knowledge is each kind of understanding** (+ where the directly above listed words could also be placed to this view): | synonyms are short and easy to understand. they are said to be short understanding and they are sometimes understandable |
|  |  |  | Might be used synonyms for definitions at all? It is not the same logical error like using the highlighted word in the definition for the highlighted word itself? (e.g. **know**ledge is, if somebody **knows** something) |
| P8 |  |  | there are some drawbacks like some time synonyms fails to elaborate the full meaning of word and we face confusion. |
|  |  |  | Theoretically, synonyms should have quasi the same meanings – with specific layers through a kind of meaning-contaminations of parallel used words (c.f. <https://www.thesaurus.com/browse/knowledge?s=t>) - ability, awareness, education, expertise, familiarity, grasp, insight, intelligence, judgment, know-how, learning, observation, philosophy, power, proficiency, recognition, science, theory, wisdom, accomplishments, acquaintance, apprehension, attainments, cognition, comprehension, consciousness, dirt, discernment, doctrine, dogma, dope, enlightenment, erudition, facts, goods, instruction, light, lore, picture, principles, scholarship, schooling, scoop, substance, tuition, inside story |
| P9 |  |  | synonyms must be used in some places where they are needed. |
|  |  |  | Could be an expert system generated about the places where synonyms must be used? If not, then this kind of “knowledge” is “just” an artistic human abstraction with very fuzzy borders… Is not it? |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | i think truths and beliefs called knowledge. | I think truths and beliefs are related to faith. they have nothing to do with the knowledge. knowledge is awareness of something instead of truth and belief |
|  |  |  | This kind of relevant discussion can only be handled in an objective way if each word being affected above will be part of an expert system being capable of classifying constellation where faith, truth, belief, awareness, knowledge, etc. are the potential conclusions. |

Student Nr.4 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | *A re-definition would also be possible and useful in case of the general definitions... and these re-definitions could also be discussed...* | yes re definitions are very important because when we discuss something in deeper way we can understand much about it. |
|  |  | *Relevant focus!* | Re-definitions can be created in two ways: in an arbitrary way (where re-definitions can only be seen as a kind of alternative solution but quasi never as a better solution – because there are namely no evaluation rules to prove what is a better definition as before). The other way is the way of the conscious fine-tuning (where each change in a basic definition should have rules behind leading to an estimable amount of goodness-increasing through the planned change). Chained translations can support the detecting of weaknesses of the definitions. Where the translations deliver problems, there should be changed. If the translations produce alternative solutions being insensible for distortions of the meaning, then this variant can be seen as a better variant, as the core/direction of the planned changes. |
| N2 |  |  | I don’t think so that there is anything bad or any disadvantage in discussing and making re definitions. |
|  |  |  | Before the possibility of the increasing of the badness will be excluded, it would be necessary to have a definition of the word of bad(ness). Bad can be defined as a kind of bad resource allocation – and at once, if a re-definition can not be evaluated, the chance to work arbitrary/aimless is very high. Therefore the aimlessness based on tha lack of an evaluation system is the badness as such. |
| N3 |  |  | we should have to discuss certain definitions in order to understand them |
|  |  |  | What is discussion and/or what is understanding according to the sentence above?  Purposeful discussion should lead to a measurable better understanding – it means: to a better definition (see above). |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | the "devil" is in the details | we should have to study everything in detail because some time the headers are not enough and we cannot stand the whole topic by reading just the topic. we have to study detail so that we can conclude something |
|  |  | Relevant quote! | This particular document with all the details in it is an example for the complex connection between the surface (header) and the deeper layers.  The conductors have the responsibility to demonstrate always new deepness/complexity-levels. |
| N5 |  |  | we cannot understand the whole topic by reading just the topic |
|  |  |  | It is a specific task to make experiments about compression possibilities concerning meanings in a short and/or long text. Question could be: how to compress content with high efficiency? In order to be able to handle this question, it is necessary to have an evaluation system being capable of measuring content and/or lack of content-elements and/or loss of content and/or distortion of content. Without appropriate numbers, it is impossible to derive solutions to the needed compression. |
| N6 |  |  | we should have to study in details |
|  |  |  | Studying in details, means - it is necessary to read each part of the course-diary, its discussion page, each learning material, each further involved literature-elements (c.f. each URLs of the already listed sources and/or these elements: https://miau.my-x.hu/mediawiki/index.php/QuILT-literature) |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | Which definitions should be seen as the best definition? | the definitions must be objective base on conclusion and short. every word should be competitive and easy to understand. |
|  |  | Relevant issue! | How can we measure: shortness, competitiveness, easiness, understandability, objectivity? Each human word, each human abstraction should be transferred back into source code! |
| N8 |  |  | long definitions loses their grip about topic |
|  |  |  | This interpretation is a kind of antagonism compared to surface/header/lack of detailedness because too short texts might not deliver necessary details, but too long texts might generate confusedness. Is it possible to derive the expected optimum as such? |
| N9 |  |  | have to do a lot of work on definition accessing and Interpreting |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> |  | How many work phases may lead to how many improvements? |

Student Nr.4 - General remarks:

I think we must discuss the difference in the definition accessing and interpretation. we should know about the words tactics. Word-Statistic?

The question is simple: How? Without the first thinking experiment (leading to the first source-code-like approach) this kind of expectation might maybe never be realized…

Student Nr.5 – Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | learning by doing (learning through own - alone/group-wise - practical experiments) | In my opinion when people figure it out something by doing it, they learn it more easily and permanent. So, by this way it became more difficult to forget about the information. |
| P2 |  | Relevant highlighting. | Is this hypothesis (learning by doing) valid for each human being? If yes, then why have we the education system exactly so, as we have it?  Is this hypothesis valid for each subject/phenomenon (c.f. mathematics, biology, economics, etc.)? |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | but the "devil" is in the details | Most of people see big picture but less of them find out little parts and details. But mainly the important part is see the details. If you want to see the detail you need to look carefully, focus on it, pay attention. |
| P5 |  | already (by other Students) highlighted text | What kind of messages could be classified in case of this course as deep enough and what kind of messages could be classified as rather superficial? |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | The classic/traditional way of learning and teaching can not be existing without words/sentences. On the other hand, the magic of words generates massive risks (e.g. of misunderstandings). | when you talk about something you need to pick your words so carefully because you could be misunderstood . in turkey we have a expression it says “The word is sharper than sword” sometimes your words could be harmful for other people that’s why you need to pick them carefully. |
| P8 |  | Relevant focus. | Could a text-evaluation-robot be created for the diplomacy? (c.f. estimation of sharpness-index-values) |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | Students should always know in the most exact form and way how their performances will be evaluated | its so useful. Because we need to know how we gonna get our grades and we need to do useful things for lectures to be good students. |
|  |  | Relevant quote. | The idealized expectation is in this course, that Students will create an own (common) evaluation rule set (for performance evaluation) as soon as possible.  A rule set for performance evaluation can become very complex because each element of the evaluation will need an own rule set: e.g.  Students could be ranked based on the goodness of the definitions what they will create. BUT it is also necessary to have a rule set for evaluating definitions.  Let alone: The evaluation of definitions should be able to derive the same evaluation value for each definition if it is possible at all. And this anti-discriminative expectation should also be relevant for the evaluation of Students. |

Student Nr.5 Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | shifting paradigms about evaluation from classic principles (like subjectivity) towards log-based objectivity | Trying new methods might be good and useful but sometimes use old methods and classic principles could be more effective. |
| N2 |  | Relevant quote. | This presumption should be proved in each detail! In our particular case:   * What can be seen as classic way/principle? (e.g. the magic of words?) * What is the new in this course? (e.g. the uncovering the risks of the classic way?) * How should be measured the effectivity? (What will be approximated through the classic principle? What will be approximated through the new methods? Is it possible to convert the aims of the classic way and the aims of the new methods to a common scale? Can we have a common test measuring development of Students? Should not have been exist this PLA-like test already before the course? etc.) * What is the difference between effectivity and efficiency? |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | ??? | ??? |
| N5 |  |  |  |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | The transparency makes possible to avoid personal errors and it also ensure a kind of balanced evaluation. | sometimes transparency makes pressure on student and it causes to make some easy mistakes. sometimes transparency is not that much helpful. |
| N8 |  | Relevant highlighting. | The whole paragraph is relevant: The QuILT-system combines real activities of real Students and catalysed activities of virtual (ideal) Students in order to demonstrate the real potential of the conducting-based education where Students will not have declarations but a lot of experiences with the possibility of deriving own conclusions so, that each of the conclusions and its deriving process should always be transparent for other Students. The transparency makes possible to avoid personal errors and it also ensure a kind of balanced evaluation.  Transparency can have a lot of faces: here and now it is relevant to have data and derived conclusions where the deriving of conclusions should be transparent.  On the other hand: evaluation of Students can also be transparent: it means everybody can see each evaluated item (either person-oriented or just anonymous). It is a relevant question for the whole society whether non-transparent approaches are permitted where big-data-based robots will support the human beings in general?! The human race in general has a huge challenge: how can the human individuals accept the more and more massive transparency there where the evolution makes possible to have advantages through mimicry-effects?! |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | ??? | ??? |

Student Nr.5 General remarks: most of the information are useful and clear to understand it. this course is so helpful for understand information. I couldn’t answer two questions because I couldn’t criticize it with any opposite thoughts.

It is relevant to have an explanation for the cells with “???”. On the other hand: It is important to declare: no declaration is ever correct (incl. this declaration😊

Student Nr.6 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | ”knowledge-test should be used in order to have a probably new look to the definition of the keyword "KNOWLEDGE" | In my opinion this sentence is really interesting because i think that with study we can deepen the meaning or sense the word. For example, the word “knowledge” it is a word that means a lot more that the literal meaning of the word, it is a “big” word, a word that can have a lot of definitions. So, in my opinion the knowledge test it is a really nice tool to have a new look of this word. |
| P2 |  | Relevant quote. | KNOWLEDGE IS A BIG WORD! Each abstraction is a big word. Abstraction is a huge challenge/product of the human brain. We use them quasi without any problem and yet: there are just “problems” with abstractions/associations. |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | “detailed critiques needs detailed experiences” | I agree with this quote, because I think that if someone is able to criticize someone or something has to have a lot information or has to be experience in the subject that is criticizing. |
| P5 |  |  | c.f. <https://miau.my-x.hu/miau/quilt/Exercises_for_critical_thinking_and_doing.docx>  <https://miau.my-x.hu/mediawiki/index.php/QuILT-literature> (Recommended layers for analysing sources) |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | “knowledge is needed for problem solving**”** | This citation is a really important one, because this reveals that to solve a problem, we need and should be prepared for the subject that we are facing. So, knowledge give us the capacity to solve anything. |
| P8 |  | already chosen text | And problem solving can be measured! So, knowledge can be detected and measured! |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | *” The more……the better”* | In my opinion this quote is 100% correct. For example, probably if we studied hard for an exam we will be rewarded, because with hard work and effort the things will be ok. |
|  |  | *Relevant highlighting.* | The direction-based evaluation do not handle the optima in a direct way. But it is possible to use antagonistic variables, and the connections of antagonistic variables enforce a kind of optimum-handling. |

Student Nr.6 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | “Please define the word "WATER" Expert-definition = H2O” | I can not agree with this on, because H20 it is not a definition, but a synonymous. |
| N2 |  | Good focus! | Relevant and short interpretation (see CTRL+F for “synonym” in the whole paper.) |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | “detecting a joke through artificial intelligence is a high-level challenge” | I think that it is impossible for a robot to understand the human beings feelings and their consciousness, the robot or the artificial intelligence was made to do physical things. So, to conclude, it is not a high level challenge, it is impossible. |
| N5 |  | Relevant quote! | It is a fact that robots are able to behave itself in a way, that human beings can not classify behaviour patterns caused by real human beings or through robots (c.f. Turing test: <https://en.wikipedia.org/wiki/Turing_test>  Robot are capable of re-defining human abstractions. Of course, the robots do all them in an other way, but finally with an effect/impact which can be seen as human-like. |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | “It permits, that knowledge can be existing without the human beings” | In my opinion, to knowledge exist, it is need the human life, because are the people that create the “why” questions and create the solution for those question. It is the human intelligence that makes the knowledge. |
| N8 |  | Relevant quote! | How should we speak about knowledge if animals or even microbiological objects can solve problems?  Is it important that we are human being?  There were more human races in the history – they did not have knowledge either?  (maybe the different human races could not have common successors)  There can be exist a lot of ET-races – they can have more or less knowledge than the human race on the Earth…  Is knowledge (or even soul) not independent from the body having it? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | “The faster…. the better” | That it isn’t correct, because according a Portuguese saying ‘Haste is enemy of perfection”. |
|  |  | Relevant quote.  (The more the better variant can be found also in this paper.) | All real-time-problem needs high-speed capabilities. The computers become more and more faster – 5G systems make the communication faster. Robot cars need real time decision potential. Tests in the classic school systems define a given time interval for task and pupil/Students having not the solution within this interval, are classified as more “stupid” than other ones. |

Student Nr.6 - General remarks: ---

Student Nr.7 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | "Water is a transparent, tasteless, odorless, and nearly colorless chemical substance..." | ˇI thought this is an interesting sentence to understand what is a real definition. To define the word “water” we should give a lot of adjectives like in this sentence (“transparent, tasteless, etc) because with these adjectives you can give a good idea of what water is to a person who doesn’t know the meaning of this word. |
| P2 |  | Original source: Wikipedia | This cited Wikipedia-sentence might also be seen as a kind of parody for a definition because we will never know when is a liquid transparent enough, tasteless enough, odourless enough, colourless enough to classify it as WATER. This “definition” uses words like transparency, taste, odour, colour – needing further definitions even precise instructions how to measure them. This kind of “definition” can be hardly transformed into a source code in this short form. BUT it seems to be possible to refine the variables (colour, taste, transparency, etc.) and to create an expert system identifying each particular substance. This capability (of classifying substances from each other without any errors) can be seen as knowledge and the system of this classification contains definition for each substance BUT in connection to each other substance. Definition for a word (for a substance) will maybe never be good enough because these kinds of definitions are virtual goods – real goods are e.g. the expert systems being capable of classifying substances without any errors. |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | detecting a joke through artificial intelligence is a high-level challenge” | ˇFor me artificial intelligence is something that is very close of a human (for example a robot) but there are some specific things in the human being very difficult or maybe impossible to a robot understand. These things are for example feelings, jokes, irony, etc. |
| P5 |  | already used text | The challenges for testing the development levels of AI are selected precisely so that the rel. complex tasks should be solved. |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | **“knowledge will be produced through learning processes.”** | “I agree with this sentence. You need to learn to get knowledge. Knowledge is everything you know since the first day of your life. To define something, you need to know what is the thing that you want to define and translate that for words. For example, to define the word “knowledge” you need to have knowledge about that word. “ |
| P8 |  |  | What is learning? What kind of differences will be achieved in the brain through learning? Could be transferred this (above-mentioned) kind of translating into source code? |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | Who is the best Student - by now | In my opinion this question hasn’t just one right answer because the answer depends only on the way of evaluation of the teacher and without that is something that just depends of the opinion of everyone without any method of evaluation. |
|  |  | already used text | Could not the question be answered without the role of the teacher? Just among the Students, could the particular question be not answered? Is really not existing possibilities for an objective evaluation?  On the other hand: the Students could have the same evaluation value (based on a lot of evaluation criteria). |

Student Nr.7 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK045-Diary> | Please define the word "WATER"! Expert-definition = H2O / General definition (like definitions in Wikipedia - public opinion) = | In my opinion this sentence is not a correct way of defining something because it is a synonym and not a definition. |
| N2 |  | Already used text | Correct critiques – like before. |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK045-Diary> | detecting a joke through artificial intelligence is a **high-level challenge** | I do not agree so much with the part of considering this a high-level challenge because for me the artificial intelligence will never be able to understand some human feeling and reactions, so for me it is not a high-level challenge but a impossible challenge. For example, If I am upset with someone I can be aggressive with that person or ironic and I think maybe a robot can understand the aggressivity but it will never be able to understand the irony of people. |
| N5 |  | already used text | High levelled a challenge is then if the success is not trivial. The detecting of the core of a joke is possible through computer. Of course – laughing is just a mechanical consequence after being capable of detecting the core problem with the joke’s text. |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | it permits, that knowledge can be existing without the human beings | In my opinion if the human being does not exist the artificial intelligence will not exist too and these are the only two ways of having knowledge. So for me it is a false sentence because without human beings knowledge can not exist. |
| N8 |  | already used text | The AI is a product of the human beings: and it is not relevant whether the AI will be capable of creating new AI – because it will be capable… Each activity what a human being is able to do, should be simulated by robots. The creating of AI is a human activity, therefore the creating of new AI will be possible based on old AI.  The interpretation above let formulate a lot of questions:  If there are no more human beings – could computer be existing on their own?  Could be the source of knowledge the behaviour pattern of animals, plants, micro-organisms or even stones? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17305> | Please, create an appropriate complex/long definition... | In my opinion a definition is something that should be long with the higher number of adjectives, but it should also be easy because the objective of define something is making other people understand what you already know so we should not need to do a complex one. |
|  |  | A task as such has not been selected till now… | The optimization problem is already discussed before. |

Student Nr.7 - General remarks: ---

## IK057 (MSC - Quality, Innovation Policies and Tools in MLE)

Student Nr.8 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary | [Spiritualism](https://en.wikipedia.org/wiki/Spiritualism). https://en.wikipedia.org/wiki/Spirituality | [religious](https://en.wikipedia.org/wiki/Religion) , holy sprits, its important for religious purpose,  RELIGIOUS IS AN IMPORTANT FOR POLITICS SUCH AS Robot-Politician BECUASE OF PEOPLE LEARN GOOD SIDE AND BAD SIDE OF POLITICS,IN FUTURE ROBOT TAKE THE WORKPLACE OF HUMAN. |
|  |  | the keyword is not from the prepared URL but from a deeper level of links | There was declared an offer at once: Based on the book KAZOHINIA, the words of knowledge, God, robot, good-bad should be interpreted in form of an essay. |
| P2 |  | taxonomy | taxonomy is important for classification of new plant, plant name, family. order and other, for example I find a new plant but i don’t know in which group this one, then I make a new group and give name that why it is important for a taxonomists. |
| P3 |  | it is not a real quote, but a relevant keyword | The definition of a new “group” in a taxonomy is a relevant association here and now. The number of words is increasing (including forgotten words). Therefore, it is a relevant expectation to change definition of the old words, if a new word got created because words can not be defined alone, as a single phenomenon – but there are to define compared to each other. So, words like knowledge, information, data, skill, fact, competence, competency, intelligence, understanding, learning, meaning, abduction, deduction, induction, intuition, association, feeling, belief, cased based reasoning, recognition, etc. (<https://www.thesaurus.com/browse/knowledge?s=t>) should be re-re-re-\*-defined in case of each new word of the human abstraction potential. |
| P4 | https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary | ??? | ??? |
| P5 |  |  |  |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/reality_driven_education.docx> | KNOWLEDGE | Knowledge is a high-level abstraction because it can not be measured in a direct way |
| P8 |  | it is not a real quote, but a relevant keyword | It seems to be a text (being said by conductors and being accepted by Students). |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17306> | ??? | ??? |

Student Nr.8 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary> | [Spiritualism](https://en.wikipedia.org/wiki/Spiritualism). | its makes lots of conflict religious politics or robots polities because religious never supports women polities . |
| N2 |  | the keyword is not from the prepared URL but from a deeper level of links | Never say never… It should be not relevant who speaks, it is relevant what was told… |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK057-Diary> | taxonomy | there are some native effect plant taxonomy, to identified plants and family plants disease .so its controversy |
| N5 |  | it is not a real quote, but a relevant keyword | If the knowledge could be transformed into source codes, then we have a set of solution, but the elements of this set should not have the same evaluation value. We can have a lot of definitions – and the question becomes at once relevant: how we can derive what is the best definition – or – whether each definition should have the same evaluation value based on the antidiscriminative expectation: each object can have the same value just based on an other constellation of characteristics. |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/reality_driven_education.docx> | knowledge | my opinion about knowledge we can not find a complete definition so it is hard to define knowledge |
| N8 |  | it is not a real quote, but a relevant keyword | If a complete definition about an abstraction can not be existing, then the question is still relevant: what is the best definition?  If there are no possibilities to have an ideal definition of words based on words needing definition too (and these definitions can only use words needing definitions based on words, and so on) – then we should search for other possibilities to define something. This new way is e.g. an expert system (c.f. taxonomy).  The real question is concerning definition is not the existence of definitions but the using of these definitions. Why seems to be relevant to have definitions at all? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17306> | ??? | ??? |

Student Nr.8 - General remarks: ---

Student Nr.9 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary> | [/wiki/Quis\_custodiet\_ipsos\_custodes%3F](https://en.wikipedia.org/wiki/Quis_custodiet_ipsos_custodes%3F) | it is important because when you’re a boss doesn’t mean that you have to work as workers or employer so you’re a boss and know one have the right to order and it reduce the corruption so every one will work hard and its very important to have watch on your employer so their will be no corruption |
| P2 |  | The quote is an URL leading deeper into the complexity. | Corruption is a kind of approximation from point of view of the business. Questions: Can the science be corrupt too? The principle of “Who will watch the watchmen?” has a general message: we need a kind of quality assurance mechanisms for each activities, also for quality assurance activities (c.f. tasks like rules set for evaluating definitions, rule set for evaluating rule sets, …). |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK057-Diary> | Students could be more active in NEPTUN | yes it very important to be active in Neptune because you get every new and all the important things slides from the teacher which are taught in class. |
| P5 |  | already use text | The real message in the background of this quote is: we need digital finger/foot-prints (log-data) in an objective and automated way, and NEPTUN is a system being capable of delivering them. |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/reality_driven_education.docx> | Task: evaluation of innovation ideas | it is important because of the world demand we want new things like new model car phone so that’s good to have innovation in market . |
| P8 |  | Relevant highlighting – a real content from the course-specific learning material. | The most weighted word in the quote is: EVALUATION. We need for each kind of phenomena evaluation systems in order to be able to work purposeful. Without being capable of measuring distances from the ideal in case of a lot of alternative (like innovations), we can not work effective and/or efficient. Without exact measurements and targeted point, we do just something and try to explain later, that we wanted to do exactly so in advance – but this is not true – this is a kind of . |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17306> | ??? | ??? |
|  |  |  |  |

Student Nr.9 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary> | Quote | ??? |
| N2 |  | [/wiki/Quis\_custodiet\_ipsos\_custodes%3F](https://en.wikipedia.org/wiki/Quis_custodiet_ipsos_custodes%3F) | it is bad because of the power, for robotic things like will be getting problems after some time |
| N3 |  | URL from a deeper level | The power seems to want to use non-transparent techniques because it is easier to lie if the complexity level is low – if facts are not available for the crowd. The higher is the level of the handled complexity, the more sophisticated lies are needed. But more sophisticated lies (= alternative solutions) can not be derived so easy and so fast. Quality is a kind of transparency. And vice versa: transparency has to have a kind of quality aspect too. |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK057-Diary> | knowledge | in my opinion knowledge is something that can not be defined because the reason is we don’t have a complete definition for knowledge I mean we can make many definition for knowledge but not a complete that give a us complete definition of knowledge. |
| N5 |  | not a real quote, but a relevant and already used keyword | Partiality is a relevant aspect (problem) in the so-called scientific approaches (c.f. <https://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight> - about right and left hemispheres in the human brain). |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/reality_driven_education.docx> | evaluation of innovation ideas | but it will be hard in the first to get used to it |
| N8 |  | see before | BUT THIS IS THE VERY EXPECTATION, THE VERY CHALLENGE FOR EACH STUDENT/CONDUCTOR. THE CAPABILITY OF EVALUATING ARBITRARY OBJECTS IS A KIND OF GENERAL COMPETENCE (KNOWLEDGE) WHICH CAN AND MUST BE TRANSFORMED INTO SOURCE CODE. |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17306> | ??? | ??? |

Student Nr.9 - General remarks: this study was really useful because will have more idea and more general knowledge .

One of the important messages of the course is: to support to become more and more sovereignty and motivation and skill for generalizing effects.

Student Nr.10 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary> | OT1a: Please, create a definition (being valid especially for you) about the keyword "KNOWLEDGE"!  OT1b: Please, create an other definition too (being valid in general or especially for somebody else in the team) about the keyword "KNOWLEDGE"! | In these two examples in class I understand that there are many things that are different from each other. Not only a word is defined, everything can be perceived differently by different people. Sometimes I thought that the general definitions were a little different. So, what we usually know is that things can vary. |
|  |  | Tasks in quotes (already used approach) | The evolution is selecting variants. The human beings have to evaluate variants. |
| P2 |  | Which country can be seen as the most innovative country based on the last 15 years?  Which country will be seen as the most emerging country concerning its innovation potential?  <https://www.youtube.com/watch?v=jbkSRLYSojo&t=8s> | I watched the video while looking for the answers without getting boring. I always interested in this kind of videos and works and it helped me to focus on the course |
| P3 |  | Complex quote. | <https://miau.my-x.hu/miau/quilt/Exercises_for_critical_thinking_and_doing.docx>  Do we really have answers based on this video? |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK057-Diary> | Remarks: Students could be more active in NEPTUN (through answering email's from the conductors) and/or in MOODLE (creating more definitions and re-definitions in frame of the appropriate forums). | I think this kind of definitions are useful for the students that we want them be active and participant. |
| P5 |  | Complex quote – with already used elements | The quote is probably not a definition – rather a suggestion/expectation. We need log-data from sources where they are mechanistic stored without any human observation in order to evaluate achievements/performances of Students in an objective and automated way. |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/reality_driven_education.docx> | Detailed structure of the idea Phases/steps:  Components of the basic situation:  there is always a huge stream on not professional formulated questions sent e.g. to authorities/experts for statements  there are FAQ-services answering for types of questions  the classification of questions is made now by human experts  the classification processes are rel. expensive and rel. slow  Layers needing improvements:  the classification of questions sent from customers should be automated at least partially without needing content-depending knowledge (transfers)  cost-factors and/or time-factors should be shifted towards competitive ratios  Filters being supportable through cyborgs:  Level 1 to Level 7 | This kind of information are useful for people who are interested in this type of topic. |
| P8 |  | complex quote | Fuzzy interpretation compared to the cited complexity (c.f. the less is the quote-length, the better is an interpretation?) |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17306> |  Aims:   Layer\_1  Aims, layers and links | The purpose of this quote is that I think that the list that is created in detail and in a regular manner is logical and understandable. |
|  |  | Symbolic quote | Here and now, it is possible to handle with superficial and deeper aspects in a parallel way. Aims of the course can never be described so detailed that we can have the real messages at once. Each little task (detail) during the semester makes possible to derive more and more sophisticated conclusions. |

Student Nr.10 - Part II.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK057-Diary> | Which country can be seen as the most innovative country based on the last 15 years?  Which country will be seen as the most emerging country concerning its innovation potential?  <https://www.youtube.com/watch?v=jbkSRLYSojo&t=8s> | I told you I was interested in the first one. But the negative part of this quote is to ask the students the questions mentioned, instead of asking to the students let them ask these questions and produce different questions. |
| N2 |  | see before | Students have always the possibility to ask questions, or to answer them or to comment questions and/or answers coming from conductors and/or from other Students – all these impulses are even kinds of expectations during the course.  Questions/tasks can also be ignored if somebody has still not any idea how to handle them here and now / there and then… |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK057-Diary> | Remarks: Students could be more active in NEPTUN (through answering email's from the conductors) and/or in MOODLE (creating more definitions and re-definitions in frame of the appropriate forums). | Even if this is known by the students, it can be perceived as negative by some students. Because they will think that is compulsion. |
| N5 |  | see before | Relevant impulse: Compulsion will become present if the objective evaluation methodology will be understood. Compulsion will come from the activity patterns from other Students. The conductors are just silent observer in this process, and they can support Students in customized ways: e.g. Students with accepted/closed offer-oriented agreements do not may feel anything as a kind of compulsion. To have the possibility working on a unique task let generate evaluation values through the evaluation robots at least as norm-like! Norm-like performances should lead to credits! |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/reality_driven_education.docx> | ??? | I can’t quote from this part because it is too long and complicated, I am pretty sure some people also won’t understand this. In my opinion it should be more interesting, short like a presentation and easy to understand. |
| N8 |  |  | Clear and relevant interpretation: The learning material is long and detailed – created in a conscious way so - because the reality is unlimited and continuous. The reality can be shortened, but a part of the messages will be lost. Students have the possibility too - to highlight seemingly and/or really relevant parts… |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17306> | ??? | There is no bad comment about this so that’s why I didn’t quote anything |
|  |  |  | --- |

Student Nr.10 - General remarks: Recommendations: It has to be creative, clear and a little bit funny so we can work on it easily without getting bored. And we can learn some good information. Keywords: understandable, useful, for students

Video-streams/joke/fables are responsible for being funny… 😊

https://miau.my-x.hu/mediawiki/index.php/QuILT-literature

## IK059 (MSC – keywords: Advanced Service Design & Management)

Student Nr.11 - Part I.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | **Animal taxonomy** | As per my recapitulations that, there are actually several reasons that taxonomy and classification are important, besides the fact that the taxonomy tends to make everything more orderly. We’ll focus on just two of the most important of the reasons.  1) The first is the similarity of traits or lack thereof. To understand this, it is first important to note that the scientific name is usually given in two parts; the genus and the species, in that order.  2) The other main importance of taxonomy and classification, and the use of the scientific names, is in the identification of the species. It is surprisingly common for a common name to be locally used for two totally different species. |
|  |  | not a real quote, but a relevant keyword | What kind of connections are available between the word of taxonomy and the word of the classification? (c.f. modus ponens, modus tollens: <https://en.wikipedia.org/wiki/Modus_ponens>, <https://en.wikipedia.org/wiki/Modus_tollens>)  It is very important to have the keyword of similarity in the interpretation.  Each evaluation challenge can have its root in the world of the similarities. |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | **Conductors during the whole time for solutions** | An electrical conductor is a substance in which electrical charge carriers, usually electrons, move easily from atom to atom with the application of voltage. ???  Conductors guides how to be preservation against problems. And also conductors giving you or share you best experience which is solve your problem. |
| P5 |  | Relevant (but seemingly broken) quote | The full sentence is: Students should have more time for solutions of the next tasks in order to confront with each relevant detail, but always being supervised by other Students and/or conductors during the whole time for solutions  Conductors have to support processes of Students wanting to collect data and to derive conclusions. To declare solutions (final truths) is not a relevant task for the conductors. In this complexity/abstraction level where the courses should be interpreted there are maybe no single declaration valid enough. |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | **Knowledge** | Knowledge is also very important to shape our personality and perfect our behavior and dealings with people.  How can we measure the changes of the personality? What is an ideal personality being worth approximating it?  How can we measure the behaviour and its perfection?  To grow in one's career, gaining as much knowledge as possible is important. Knowledge does not pertain to science and technology and the fields we study in books.  Why it is important to suggest book as a kind of learning material?  How can be measured knowledge?  What kind of differences can be identified between knowledge and science? Did Knuth talk about science and/or knowledge?  AS PER MY RESEARCH :  Knowledge refers to the ability or capability to do something. It can also include the strength to influence the actions of others. This can mean physical strength or persuasive power.  Therefore, knowledge can be measured through the catalysed changes of the measurable phenomena. If somebody is capable of forecasting changes which can be measured later with a high fitting, then this person is “wise” (has a lot of knowledge which should be transferred into source code – in order to use them for manipulations of the future with high fitting,  **5 Positive Interpretation about Knowledge.**  **1. Knowledge liberates us.**  Knowledge sets us free, and makes us less dependent on others. Freedom is essential for real power. Of course, being truly free means that we do not use our power to control other people against their will.  How can we measure which persons could approximate better the above-mentioned ideal?  **2. Respect.**  True knowledge commands more respect that mere empty authority within a hierarchy ever could. If we have knowledge, we can direct others’ decisions and help them to enhance their lives. Having knowledge about a relevant subject imbues us with authority. No matter who we are, or how old we are, if we have knowledge that is useful to other people, then those people will respect us.  How can we measure which persons could approximate better the above-mentioned ideal?  **3. Self esteem.**  Possessing knowledge can really give us a feeling of self fulfillment and confidence. Knowledge is something that – no matter how many trials we come across in our life – we can always fall back on. In addition, if we find ourselves facing a trial in life, knowledge can enable us to find a solution to the issue that boosts our self esteem even further. What could be more of a confidence boost than knowing that we used our own skills and knowledge to surmount one of life’s challenges?  How can we measure which persons could approximate better the above-mentioned ideal?  Knowledge about co-operation of a lot of individuals having not much skills alone, is an other approximation of ideals?!  **4. Positivity.**  The process of seeking and finding knowledge teaches us to have a positive attitude about life. It teaches us to be motivated, determined, engaged with the world and self reliant. It also fills us with enthusiasm and joy – after all, humans love learning new things and the process of finding out new facts is a wonderful end in itself.  How can we measure which persons could approximate better the above-mentioned ideal?  **5. Morality.**  When we have knowledge, we can act more morally. Possessed of all the facts and the relevant skills, we can put our desire to help others into practice much better than we could do if we had less knowledge. For example, if we have some money that we wish to donate to charity, knowing facts about how that money could best be used will enable us to help the greatest number of people with it.  How can we measure which persons could approximate better the above-mentioned ideal?  Should lead less knowledge to a lower level of the morality?  Morality vs. moral machine: http://moralmachine.mit.edu/  **Conclusions**  There is no denying that there are several convincing arguments for the notion that ‘Definition of knowledge’, and it is always best to use our power for good.  What is goodness? How can we measure goodness? |
| P8 |  | rather a keyword than a quote (see before) | (interpretations see above paragraph by paragraph) |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | **Gamification** | Gamification is exciting because it promises to make the hard stuff in life fun.  Big companies and brands make use of gamification system as well. ... The role of gamification in the corporate learning is indispensable. It is the easiest way to engage employees and learners. When gaming is an extremely addicting activity, the same way, the elements of games can also make learning addictive. |
|  |  | **rather a relevant keyword than a quote** | How could we deliver proved evidences about the hypothesis? (It is the easiest way to engage employees and learners.)  How can we measure, who is a more addictive learner than an other one? |

Student Nr.11 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | **The next Learning materia**l | The quality of the documentation is equally as important as the quality of the implementation, and while the reference documentation is comprehensive, we could author a learning tutorial like Next just has done. |
| N2 |  | not a real quote | The full paragraph is: Documentation of the games: each game should have a written version incl. each relevant remark from the players the written games will be analyzed e.g. for the next learning material  This paper is a kind of learning material. A similar one can be derived based on the log-data about the PLANNED game “Twenty questions”. |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | **Confrontation** | These words are no longer in everyday use or have lost a particular meaning in current usage but are sometimes used to impart an old-fashioned flavour to historical novels, for example, or in standard conversation or writing just for a humorous effect. Some, such as bedlam, reveal the origin of their current meaning, while others reveal the origin of a different modern word, as with gentle, the sense of which is preserved in gentleman. Some, such as learn and let, now mean the opposite of their former use. |
| N5 |  | **rather a relevant keyword than a quote** | Full text: the next task should be a task being capable of catalyzing personal confrontations with operative details because  E.g. chained translations could support to minimize the frequency of words with specific/parallel meanings. |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | **Collection of Information** | collection of information are differs from information mining in that it is a process by which data is gathered and measured. ... It is through collection of information that a business or management has the quality information they need to make informed decisions from further analysis, study, and research. |
| N8 |  |  | How can data be measured?  Information mining =?= data mining?  Data mining delivers information. Information mining delivers data? information? knowledge?  How can be measured the quality of a lot of information? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | **Handling Behaviour** | Behavior Handling management is a process that guides people to change their actions within a specific context. Behavior management is usually used to change negative behaviors and habits such as those that occur in education and behavioral health.  Why Handling behaviour is important?  Negative behaviour should always be stomped out in the working environment because it promotes a toxic environment and has many lasting negative effects to employees if it is allowed to continue. |
|  |  | **relevant keyword** | Full version: different content-handling behaviours  Content-handling vs. Handling behaviours |

Student Nr.11 - General remarks:

In my general conclusion about Master in Business Development course are enhance my academic background and experimental task which is very helpful to me for my bright career. My personal perseveranca details as are under

1.Acquire leadership knowledge: An ideal leader (c.f. KNUTH) should be able to estimate/measure distances, changes of distances caused by planned/executed actions. A ideal leader should be able to have better forecasts than other ones – or better experts for forecasting than other ones.

2.Develop a complete set of managerial skills: An ideal manager (c.f. KNUTH) should ensure transparency (e.g. big data, effective and efficient methodologies) as far as possible.

3.Capture insights from business leaders worldwide: An ideal person (c.f. KNUTH) should be able to see bubbles in the history – where bubbles mean – irrational developments of phenomena (like prizes of real estates, stock changes, currencies, wages, etc.).

4.Get a versatile Business experience: Experience means: to be part of something but not just to be present rather to be in flow during the presence. Being in flow means seeing real bubbles, having good forecasts – or having appropriate intuitions.

5.Plenty of opportunities are waiting. Each decision act is a kind of change, challenge. The future (the sustainable future) should be calculated like chess-expert do it.

6.solve challenging problems. Problem solving is not a black-and-white phenomenon. Solution should be evaluated and ranked according to the objectives.

Student Nr.12 - Part I.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | *What is knowledge transfer?* | Knowledge transfer is the practical problems of transferring from one part to another. like knowledge management, knowledge transfer seeks to organize, create, capture or distribute knowledge. |
| P2 |  | Relevant quote. | To approximate the real meaning of the phenomenon of knowledge transfer, it is necessary to be able to measure knowledge units before transferring them and also after the transfer processes. Is it possible that a knowledge unit will be changes during the transfer processes? What is a knowledge unit? |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | Why are the information units relevant? | the unit of analysis in the major entity that is being analysed in a study. in my opinion the literature of international relations provides good examples of units of analysis system. |
| P5 |  | Relevant quote. | Full text: Annexes:  Demo of rule sets for evaluation of definitions: https://miau.my-x.hu/miau/quilt/OT1c.xlsx  Facultative tasks:  What kind of additional information can be identified in the file compared to the information during the first meeting?  Why are the information units relevant?  Definitions of knowledge: https://miau.my-x.hu/miau/quilt/OT1a.docx  (each version will be analyzed in a separate way and in connection to each other)  (the results will be published as a kind of learning material) |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | What is a problem | in my aspect problem is an opportunity to make you stronger, resistant and survivor. |
| P8 |  | Relevant quote. | Problems and tasks can be misunderstood compared to each other: tasks are activities where the objectives, ways and results can be planned in advance. Problems are activities where the next step is dependent on the previous results and these results can not be estimated in advance with an arbitrary precision. |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | What is causality? | I think the concept of causality, determinism. all certainty in our relationship with the world rests on acknowledgement of causality.  causality is genetic connection of phenomena through which one thing under certain condition gives rise to, cause something else. |
|  |  | Relevant quote. | The operative questions are in this abstraction level as follow: Can we measure the level of the causality? Are there any constellations where we might not speak about causalities like Pygmalion effects (<https://en.wikipedia.org/wiki/Pygmalion_effect>).  With other words: can we measure the robustness of the evidence-proving-processes? |

Student Nr.12 - Part II.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | *How can be defined the expression* | in my opinion there are five main categories of negative expressions, it can be our self-critical thoughts and may be our sadness.  anxiety or angriness or guilty and shame. |
| N2 |  | Relevant quote. | <https://www.thesaurus.com/browse/expression?s=t>  https://translate.google.hu/?um=1&ie=UTF-8&hl=hu&client=tw-ob#view=home&op=translate&sl=en&tl=de&text=expression |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | What is a problem | I think problems are exist in many ways in our life and these are can be low cost, reliable and internet access.  traffic lights and civic management tools to hold politicians accountable.  I think these are the problems exist in our daily life |
| N5 |  | see before | see before |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | What is an analysis | in my aspects , negative case analysis is one such method that qualitive research can apply to their own work to ensure a strong , rigorous approach to analysis and ability to reports. |
| N8 |  | Relevant quote. | Can we measure whether a kind of analysis is better than an other one? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | What is practice | I think practice in negative way are bad ideas which are generally means that you can get into trouble doing that and your behaviour to other persons in your societies. |
|  |  | Relevant quote. | Is it possible to classify real happenings to practice and theory?  (see before: what is belief?) |

Student Nr.12 - General remarks:

in my opinions that kind of exercises give more knowledge to students and obviously students get information about subjects from on to one meeting with teacher. that kind of tasks make all students more skilful in specific subjects to improve their intelligence level.

Can we measure intelligence in a way that the intelligence level and some phenomena in the future will have a very high correlation?

Student Nr.13 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | Who is the best Student? | According to me a best student is the most out of Learning, pays attention and punctual. |
| P2 |  | already highlighted text | How should we measure phenomena like paying attention, preciseness, etc.? |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | Detecting a joke through artificial intelligence is a high-level challenge (c.f. Turing-test) | According to me detecting a joke with artificial intelligence may bring new horizons in the daily life of this modern world. Detecting a lie is possible now a days but detecting a lie will bring new dimensions. It will also help to measure or judge the emotions of a common person |
| P5 |  | already highlighted text | According to the KNUTH’s principle: we (human beings) will be able (sooner or later) to transfer each of our human activities/potentials into source codes.  The question is: how should we use e.g. robotic lie-detectors?  Questionnaires can be used for detecting lies (and/or inconsistent personalities) …  Specific offer: Common attempt to create a questionnaire and collect data through this questionnaire and analyse data searching for the biggest lie in the questionnaire. |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | KNOWLEDGE | Knowledge is a power no doubt but In my opinion Knowledge is awareness, or understanding of someone or something, such as information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can be used as positive way for the sake of humanity and it should be beneficial for the whole mankind. |
| P8 |  | already highlighted text | The central question of the course according to the definition of the word of knowledge is: Which is the best definition among the huge amount of variants till now? (c.f. rule set for evaluation definitions) |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | Moodle | Moodle is an online system in Hungarian Education system in which a student can access his profile and find tasks, questions related to his studies, schedule and data uploaded by teachers. In my opinion it is a best thing for the students they can upload their assignments and can access it from every corner of the world where internet and computer or mobile phone is available. |
|  |  | already highlighted text | Moodle (Neptun) are relevant here and now as a kind of objective and automated sources for digital foot/finger-prints (log-data) for evaluation of Student’s activities. |

Student Nr.13 - Part II.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | Who is the best Student? | A best student may not enjoy other side of the world because a good student focus more on his studies rather than other activities like gaming, parties, tours etc |
| N2 |  | already highlighted text | Are most of the Students not exactly norm-like and maybe just a little group can be seen as rel. good? |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | Detecting a joke through artificial intelligence is a high-level challenge (c.f. Turing-test) | Detecting a joke is almost impossible because the artificial intelligence can never tell us what type of joke it will be because a joke may be sarcastic, funny, a taunt or may be just for fun. |
| N5 |  | already highlighted text | Joke-detection is similar to the lie-detection. Both types are part of the consistence analyses. Inconsistent units in a text, questionnaire can be seen (context depending) as a kind of joke or a kind of lie or a kind of lack of knowledge, etc. |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | KNOWLEDGE | Knowledge is a power no doubt but it may be evil, for example a magician can learn black magic and can use it for wrong purposes. |
| N8 |  | already highlighted text | Using a knife is probably a kind of “white magic” and it can also be used for terrible things… |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | Moodle | Of course Moodle is a good thing for the students but on the other hand it may not available for all the students because the unavailability of the internet or computer. If a student wants to upload his or her assignment one portal of Moodle but suddenly the internet stops working, and the deadline of the assignment passes away the definitely the student will get zero due to the failure of internet. |
|  |  | already highlighted text | If we have the possibility to act in parallel fields (like Moodle, Neptun, email, offline) – then we can create log-data about the real activities. It is however not easy to collect all these data in one single reporting system for evaluation of Student’s activities. |

Student Nr.13 - General remarks:

In my opinion this test gives us a chance to study from an other angel. AND from each other! 😊

Student Nr.14 - Part I.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | gamification | Games, in any form, increase motivation through engagement. The use of games allows students to fail, overcome, and persevere. Students are given a sense of agency—in games, they control the choices they make, and the more agency students have, the better students do. |
|  |  | relevant keyword | Games can be seen as a frame for unconscious acting or it can also be used for experiments (incl. producing log-data). |
| P2 |  | visualization | Data Exploration is the practice of using visualization techniques to find unforseen relationships between data points or sets of points in large databases. Once a relationship has been found the same visualization can be used to communicate that relation to others. Visualization techniques can also be applied to information that is already known. For a more in depth discussion of information visualization see: ??? |
| P3 |  | relevant keyword | c.f. <https://miau.my-x.hu/miau/quilt/Exercises_for_critical_thinking_and_doing.docx>  Is it true: https://en.wikipedia.org/wiki/A\_picture\_is\_worth\_a\_thousand\_words |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | transparency | Public access to information is widely accepted as a key to greater transparency and accountability in education. With open data, education officials – and the public-at-large – can monitor educational progress and identify any bottlenecks and malpractices in the system. |
|  |  | relevant keyword | The most direct experimental database is the database about the Moodle activities of conductors and/or Students.  The most trivial usage of the Moodle data is the evaluation of activities of Students and/or conductors. |
| P5 |  | the speed of a small group is faster | Teachers increasingly recognize the role that small group work plays in the overall educational experience of a student. Small groups allow young minds to think out loud, discuss and develop ideas together, account for one another’s weaknesses, and to take part in a collaborative process. |
| P6 |  | relevant quote | How could we create a simulator being capable of predicting learning success based on information about groups, persons, learning materials, methods, etc.? |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | knowledge is power | Education means more than acquiring knowledge. It empowers people to develop personally and become politically active. There is no development without education. |
| P8 |  | relevant quote | Have a (normal) life with chances for a lot of experiences can not be seen as education? |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | shifting paradigms about evaluation from classic principles | the shift of evaluation paradigms helps to approach problems from different sides using non-standard solutions |
|  |  | relevant quote | One of the strangest characteristics (which can support the shifting of paradigms) is: data-driven decision making – first of all about the realest situation – about the evaluation of Student’s activities. |

Student Nr.14 - Part II.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | definitions from the Wikipedia based on language versions | definitions based on language versions distort the true meaning of the information, as they differ in different versions of Wikipedia pages |
| N2 |  | relevant quote | What is true meaning? What is distortion? |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | the speed of a small group is faster | Small groups often work better in theory versus their real-world implementation. For instance, students might:  Disagree obstructively.  Not stay focused on the assigned task.  Not understand or work on the assigned task.  Not work collaboratively.  Not trust one another.  Not equally contribute.  Not properly account for the amount of time they have. |
| N5 |  | see before | The cited conclusion is a conclusion for the given situation.  Theoretically, it is possible to have the above-listed constellations.  The same question is valid (see above):  How could we create a simulator being capable of predicting learning success based on information about groups, persons, learning materials, methods, etc.? |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | It is mostly given – in an instinctive way. | in my opinion, the setting of tasks for the student should be with full understanding, without the participation of instincts |
| N8 |  | relevant quote | Instinct = intuition = intelligence = knowledge? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | therefore the winner can not be estimated in an instinctive way? | The winner must be identified and evaluated objectively on the basis of a clearly defined system |
|  |  | relevant quote | The most corrupt systems make possible to have an overview about each rule and this overview makes possible to find out strategies for arbitrary objectives (incl. corrupted aims).  The real messages is if we are able to create robots being capable of deriving non-declarative rules then systems as such can be protected in a better way (c.f. hacker-activities). |

Student Nr.14 - General remarks: It was not easy – <https://en.wikipedia.org/wiki/What_does_not_kill_me_makes_me_stronger> :-)

Student Nr.15 - Part I.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | 1. co-operate in teams where:   one Student with practical experiences leads one or more Student(s) (= team) without any previous practice concerning experimental learning   1. creating evaluation rule sets for scoring of Student's activities | * It is an extremely good way to alleviate deviation from the course and ensure that every student would be able to engage in the course no matter they are experienced or not because it is always a difficulty to have a class with all experience-equipped students. Additionally, it is also an ideal method foster teamwork and horn leadership skill for those who are experienced.   Unfortunately, this way is temporary closed…   * This reflects transparency and professionalism in the grading system which is a highly appreciated work. It assures the equality in evaluating process that not only makes the students feel being fairly treated but also enhance the institution reputation. |
| P2 |  | relevant quotes | This rule system should be created by Students! |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | 1. Students should have more time for solutions of the next tasks in order to confront with each relevant detail 2. The chained translation is not the unique/single way to detect weaknesses in a definition | * Everyone needs time to process data and information to find out the optimal solution. A certain amount of time is of necessity in order to analyse every detail and aspect for the sake of accuracy and certainty of the result.   Would be a framework accepted by Students where each single scrolling, reading-activity, etc. would be logged?   * Triangulation is more appreciated in any conducting of any work including detecting weaknesses. The use of single of method is unable to circumvent the bias of the technique and the bias of the people conducting the work as well. |
| P5 |  | relevant quotes (see before) | Relevant association about triangulation! |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | 1. The classic/traditional way of learning and teaching can not be existing without words/sentences 2. A new approach (called QuILT: <https://miau.my-x.hu/mediawiki/index.php/QuILT>) tries to canalize efforts of Students being capable of shifting from the ancient canon to the data-driven modern reality in order to minimize damages caused through misunderstandings of keywords. | * This exactly true about the conventional of teaching which is loaded with thousands of words and sentences, thus, sometimes causes confusion and misinterpretation   Therefore, we will try to create/derive expert systems, inductive models too.   * This might be a resolution to the above problem concerning traditional way of teaching |
| P8 |  | relevant quotes | How should we define a lot of variables being measurable to derive proved evidences about the hoped success of a new approach? |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | 1. shifting paradigms about knowledge from classic principles (like magic of words) towards big-data/data-mining/artificial-intelligence 2. learning by doing (learning through own - alone/group-wise - practical experiments) | * It is an excellent approach as its ability to catch up with the modern learning environment. Big-data/data-mining/AI will be capable of leveraging students’ technical skills and knowledge.   On the other hand: shifting paradigms needs time – sometimes a lot of time in case of different individuals.   * Imparting theoretical knowledge through practical experiments would be an ideal way to get in depth of the theory and its application. Students are able to interpret know only the abstract meaning of the theory itself but also know how to apply it the real life. |
|  |  | relevant quotes | The connection between practice and theory are the data assets (logs, big-data) and the methodologies being capable of artificial abstractions. |

Student Nr.15 - Part II.

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| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | 1. In case of general definitions:  * definitions from the Wikipedia  1. Data for further conductors have just been generated in a randomized way. | * Wikipedia is not an authoritative source recommended for teaching or studying purpose academically as the level of reliability and validity can not be guaranteed. Instead, it is suggested to use definitions from reliable authors, articles and books to support any academic and professional work.   Is it really important who is talking about something? Is it not more relevant, what will be said? Is an article really “better” being published in a “nominated” journal? Or Mocsizuki Sinicsi (https://hu.wikipedia.org/wiki/Abc-sejt%C3%A9s) did it good - publishing relevant approaches without canonized journals?   * This needs to be urgently improved as organized and comprehensible data is always much valued for further conductors rather than randomized set of data. |
| N2 |  | relevant quotes | Thinking experiments (like questionnaires) can be prepared based on randomized values – even this is the most correct way to avoid partial/answer-driven interpretations instead of interpretation of the whole combinatorial space in advance. |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | 1. Students should have more time for solutions of the next tasks but always being supervised by other Students and/or conductors during the whole time for solutions | * Sometimes, being fully under supervision is undesirable from the students as the feeling of being examined cannot galvanize action of our brain mentally. |
| N5 |  | relevant quote | How could we create a simulator being capable of estimating the optimal ratio of supervising and sovereignty? |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | * 1. Students will not have declarations but a lot of experiences with the possibility of deriving own conclusions   2. Based on the real and virtual effects and their connections, Students can be confronted with the possibility of a kind of supervised self-control-mechanism. | * The state of not having declarations might lead to low certainty and accuracy of the conclusions because it’s formulated based on student’s own experiences rather than reliable source.   In order to avoid/minimize uncertainty, it is relevant to be able to measure the correctness of solutions/conclusions. If this kind of objectivity is not given, the declarations can also not be helpful – because they can also be irrational and even enforced accepted.   * It brings to bear an issue of being too much “independent”, and lack of supervison from professors that is sometimes considered ineffective in educating. |
| N8 |  | relevant quotes | How could we create a simulator being capable of estimating the optimal ratio of supervising and sovereignty? |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | 1. Solutions should always be sent to the prepared forum in the Moodle system or in case of system error - each solution should be written down on a sheet of paper - as far as possible with block capitals 2. *Students should try to create a common definition based on the created definition* | * It can be flexible by sending to email or other shared platform. It is always better to be less rigid in terms of posting/submitting assignments and the style of them.   The QuILT system is the ideal system for collaboration compared to Moodle and/or Neptun.   * Everyone has their own interpretation so it is difficult sometimes to reach a consensus in formulating a common definition. |
|  |  | relevant quotes | The objective should be - being capable of deriving better and better definitions at all. It is quasi irrelevant, whether the impulses come from strange or own previous definitions. The core business is, how can we measure the distance to the ideal (best) definition in an objective way? |

Student Nr.15 - General remarks:

1. HOW TO EVALUATE WHETHER A SERVICE IS ADVANCED OR NOT?
2. IF IT IS, HOW GOOD IS THIS ADVANCED SERVICE? – The adjective “advanced” should be divided into parts, parts being measurable! see: https://www.liveworkstudio.com/training/advanced-service-design-training/

Student Nr.16 - Part I.

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| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | *Could be seen e.g. a knife as a kind of knowledge?* | Knife could be a kind of knowledge because people should know how to use it to make life more convenient. Briefly, the function of knife should be known.  It is an interesting question for me to think about and it can boost the creativity. |
| P2 |  | Relevant quote. | The parallel message is a subject with its special characteristics is a kind of source code – independent from the existence of the human beings, a knife should always be better for cutting than e.g. a sheet of paper (what can also cause a cutting effects sometimes). |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | the next meeting will be held in a specific room with personal computers in order   * to ensure the generation of digital finger/foot-prints for each Student | It is easier for students to search for some information.  It is a more efficient way to learn in class.  It is a necessary to use the digital way to adapt the trend of the world.  The same level of the needed equipment makes the co-operation smoother. |
| P5 |  | relevant quotes | Digital finger/foot-prints in Moodle/Neptun/etc. are the big data of the education. The big data can and should be used for objective evaluations – especially for evaluation of Student’s activities. |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | This paper is – therefore – not a declaration needed to be learned (swotted/crammed). | Not only the theory is important, but we also need to practice in real life in order to check if those theories are good. |
| P8 |  | relevant quote | The international knowledge test (<https://miau.my-x.hu/miau/quilt/mgkt.docx>) should demonstrate in a simple way, that memory and competence can not be seen as the same phenomena. The international knowledge test can be solved without any incorrect answers if somebody has unlimited searching possibilities AND the knowledge how to use them, how to interpret the answers of Google-Search, how to exclude misunderstandings among the Google-items.  The question is rather: how fast can run this searching challenge? It is however true: the fastest solution for the international test is the answer-series coming from the human memory. On the other hand: Is it worth to memorize facts from point of view of the entire society/mankind (see education time, resource-allocation) or it is enough to become the searching techniques more and more efficient?  Parallel, the virtual memory (it means the digital databases) are available. The searching methods can also be automated partially/entirely: c.f. <https://en.wikipedia.org/wiki/Google_Squared>  And this kind of co-operation with computers is the way KNUTH suggested (1992). |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | shifting paradigms about knowledge from classic principles (like magic of words) towards big-data/data-mining/artificial-intelligence | It can improve the ability of creating, let us use our own way to understand the definition of a word.  Break inherent thinking. |
|  |  | relevant quote / see before | The interpretation and evaluation of the definitions are the first step of the way leading to KNUTH’s world. Manual-driven expert system (like taxonomies) and the generation of inductive expert systems or the quality assurance of them (based on similar model techniques) are further tools supporting the sovereignty of the human decision makers. |

Student Nr.16 - Part II.

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| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | instead of classic teaching rather conducting (in jam session form - with more conductors parallel) | We can not totally give up the classic teaching even this world is updated all the time, classic teaching still plays an important role for us to study, I think it is just like a basic foundation. |
| N2 |  | relevant quote | The classic way of teaching can not really be given up – because we can hardly communicate in an other way like using antagonistic declarations: e.g. the single declaration of/for a conductor is – a conductor may not declare anything - 😊  It is important to know - nobody has the final truth. The new and newer (common) derivations of conclusions based on transparent big-data force fields is necessary to accept messages and not only believe messages. |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | being independent from a mentor (c.f. AWS vs. chained translation) is an important level of the expected/needed sovereignty | Independence is important but sometimes we still need mentor to guide us because in some fields, mentors know more knowledges than us. In this case, we should not do everything on our own. It is not the point about expected sovereignty. |
| N5 |  | relevant quote | The real message is behind the quote: autonomy/sovereignty is more important as the chance to ask somebody. Methodologies like AWS can just be used in co-operative form because the knowledge is in the brain of the mentor – but the chained translations can always be used totally alone because the knowledge is in the robots (robot translators) – c.f. KNUTH’s expectations. |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | The classic/traditional way of learning and teaching cannot be existing without words/sentences. | In my opinion, it can be existing without words or sentences because maybe we can choose some pictures to spread knowledges. If this process must be connected with words or sentences, how can people learn before they created the words or sentences. |
| N8 |  | relevant quote (see before) | The quote speaks about the classic (it means institutionalized) way. And of course: the human brain of a baby is ready for intuitive/instinctive learning (c.f. learning of the mother tongue). Pictures (like data visualization effects, info-graphics) are not more than the natural pictures interpreted through the human eyes: c.f. <https://en.wikipedia.org/wiki/A_picture_is_worth_a_thousand_words>  Conducting tries to go back to the instinctive/intuitive learning techniques where the baby’s brain processes the quasi randomized impulses and derive a kind of natural intelligence.  Artificial intelligence is a kind of simulation of the natural intelligence based on totally other ways – c.f. <https://en.wikipedia.org/wiki/Turing_test>  We (human beings) have the instinctive/intuitive techniques in our genetic code – but techniques for deriving artificial intelligence should be learned step by step to have the ability to interpret them, to use them, to be able to criticise them. |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | shifting paradigms about evaluation from classic principles (like subjectivity) towards log-based objectivity | subjectivity and objectivity are both important to be taken into consideration when we are evaluating, objectivity helps us to understand something more reasonable but subjectivity can make us keep our personal ideal. |
|  |  | relevant quote – see before | It is relevant always to highlight - both sides (subjectivity and objectivity) are important in a parallel way. However: we (human beings) have always the full scale of the subjectivity available – but we have massive problems to be objective – therefore this is what should rather be focused… |

Student Nr.16 - General remarks: ---

Student Nr.17 - Part I.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | * instead of classic teaching rather conducting (in jam session form - with more conductors parallel) *  learning by doing (learning through own - alone/group-wise - practical experiments) gamification (pure:-) | * it helps to make the lecture not only more interesting and stimulating but also less boring. In addition, students have various different background so through that type of learning, student could accumulate more experience from the both conductors or professors and from the other students * The jam session can also be simulated through this kind of papers. * applying the real gamification strategy or theory so as to help to create and design advanced services * see the listed URLs on the bottom of this paper * reinforce the students’ personal background, cooperate with other from all walks of life in a team * the tasks about definitions and re-re-re-definitions could/should have been the first frame to co-operate * the creating of expert systems will be the next one (incl. the game “Twenty questions”) |
| P2 |  | complex quotes |  |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | * theoretical aspects are not always relevant enough till own experiences do not exist | * appreciate and acknowledge the significance of own relevant experience * Together combine it with the theoretical aspects in order to achieve best results |
| P5 |  | relevant quote | It is always relevant to highlight – the weighted aspect from both sides (e.g. theory and practice or subjectivity and objectivity see before) should just be focused because the one side seems to be weaker than the other side – here and now. |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | * Knowledge should have a kind of objective characteristics. Knowledge about the future (it means estimations) can be measured in an objective way - later. | * It based on the real truth and fact so it is more objective than subjective from one´ perspectives * Through estimation, formula according to the previous research, the knowledge from the future could be easily defined and has the strong foundation to develop more |
| P8 |  | very relevant quote | The main message is here and now: The capability to see the future can be evaluated independent from the interests and point of views of the human beings. If somebody knows whether the temperature of the next day will be higher or lower, then this estimation can be compared later with the realized facts.  We might talk about development if we can measure the distances compared to benchmarks (ideals). |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | * Exercises concerning expert systems: transferring private knowledge into combinatorial spaces based on the basic information (like hobbies | * costumed for individual´s preference so it is more attractive * process of transferring it to combinational spaces is helpful and really help students to adapt, familiar and participate in the course more effectively |
|  |  | relevant quote | Taxonomies and the Game “Twenty Questions” are the basis for creating expert systems. |

Student Nr.17 - Part II.

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| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | * supporting operative interpretations of the task-layers: The expected definitions should be appropriate complex/long. * Please, do not use any sources neither for the general definition nor for your personal definition! The probability (that all member in the team will create the same definition about the keyword „KNOWLEDGE”) is never high. | * It is no need to be long to be complex. the short one could still make sense * How can we create a simulator being capable of estimating the optimal length of a definition? * If the word is difficult to define, student could make good use of this advantage from the Internet. That is also why we study about this course. * First of all the Internet is a huge storage of the magic of words. On the other hand: we do not have any other sources, therefore we need to have evaluation criteria (rule sets) to be capable ranking of objects (like evidences, derivations, definitions, sources, etc.). * If some has the same background knowledge and experience, there is a high chance for them to deliver same definition. The example could be acknowledged when we need to come up with the definition of knowledge, there is various same repeating keyword * The repeated keywords can be seen as a kind of magical fingerprint of a word like knowledge. The sentences are maybe not really relevant?! The chained translations make however possible to create more understandable sentences. * Marx said: "it is not the consciousness of men that determines their existence but their social existence that determines their consciousness" * https://www.quora.com/What-does-Marx-mean-when-he-says-that-life-is-not-determined-by-consciousness-but-consciousness-by-life |
| N2 |  | complex quotes |  |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | * in case of own experiences: the potential of the logic of the chained translation can be interpreted step by step | * The chained translation could be used ideally not in the academic environment like at the university * From my perspectives, there is no need to use the chained translation to interpret this in another languages since it will have special characteristics and terms |
| N5 |  | relevant quote | Chained translations are capable of delivering a kind of genetic code of a text (it means – a kind of risk potential for words, expressions, proverbs, structures, etc.).  Chained translations make possible to do without specific characteristics of the different languages (see meta-language). |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | * knowledge will be produced through learning processes | * even if it is true, it still needs to be defined based on the given or previous theory. Through learning process, it could be affected by the subjective view of the teacher and students. |
| N8 |  | relevant quote | The quote is an example for the magic of words where each kind of critique is relevant. |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | * Forum for the first common activities | * it does not really work well in this case since a lot of student did not take part in enthusiastically in the forum * limited information due to that mentioned facts |
|  |  | specific quote | The critique is clear: big-data can just be created through big amount of activities! |

Student Nr.17 - General remarks:

HOW COULD WE EVALUATE THE SUCCESS OF THE ADVANCE DESIGN SERVICES? (FACTORS) – We need to define measurable parts!

Suggest: clearer instruction about the tests (without or just with a small instruction, we can observe other kinds of reactions as in case of enforced situations) and the aims of the test and the course clear written guidance form (in ideal case, the course needs Student’s activities in order to make possible to handle/work with the most real frame = with the own life) - <https://www.liveworkstudio.com/training/advanced-service-design-training/>

<https://www.stby.eu/wp_15/wp-content/uploads/2013/12/Service-Design-insights-from-nine-case-studies.pdf>

<https://www.sorenbechmann.com/wp-content/uploads/2017/11/Practical-Access-to-Service-Design.pdf>

<https://pubs.vmware.com/vCAC-60/topic/com.vmware.vcac.advanced.services.design.doc/GUID-EB8CCBE0-405D-43C9-9D12-209E56DD6CC0.html>

**Offers!!!**

**1. Please, try to interpret in a critical way service design based on this paper about the conclusions of the first 3 weeks! (What kind of open questions can be identified and what kind of statements seems to be matured enough for a declaration?)**

**2. Please, write an essay (based on the online literature) about characteristics being capable of advancing concerning to the topic of service design!**

**3. Please, search for parts of the phenomenon “Advanced Service Design” being capable of transferring into expert system!**

# Further test items

Student Nr.18 - Part I.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Positive interpretation |
| P1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | *What is knowledge transfer?* | knowledge transfer is important because it is a process by which knowledge, idea and experience move from the source of knowledge to the recipient of that knowledge. we can also share knowledge and we can also learn about knowledge in deep. |
| P2 |  | see before | How can we measure phenomena like knowledge in general, transferred knowledge, shared knowledge |
| P3 |  |  |  |
| P4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | Definitions of knowledge | knowledge is facts, information, and skill acquire through experience or education the theoretical or practical understanding of subject |
| P5 |  | see before | Which definition is the best definition? (see above) |
| P6 |  |  |  |
| P7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | advantages of this approximation:  it can be short  it seems to be not for every single person like a trap, … | close to the actual, but not complete accurate or exact.  come close or near similar to something in quality, nature or quantity.  near or approaching a certain state. condition, goal or standard. |
| P8 |  | relevant quote | ??? |
| P9 |  |  |  |
| P10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | What is reason? | a cause, explanation, or justification for an action or event.  the power of the mind to think, understand and form judgement logically. |
|  |  | relevant quote | Reason is a word with maybe more definition problem than in case of knowledge:  https://en.wikipedia.org/wiki/Pygmalion\_effect |

Student Nr.18 - Part II.

|  |  |  |  |
| --- | --- | --- | --- |
| ID | Source URL | Quote | Critical interpretations |
| N1 | <https://miau.my-x.hu/mediawiki/index.php/QuILT-IK059-Diary> | What is knowledge? | extracting information is tiring.  problem is with the organizations in regard of sharing the information.  complex to get into the brain of an average. |
| N2 |  | see before | How many resources is needed to extract information? How can be measured the volumes of the allocated resources? |
| N3 |  |  |  |
| N4 | <https://miau.my-x.hu/mediawiki/index.php/Vita:QuILT-IK059-Diary> | being independent from a mentor (c.f. AWS vs. chained translation) is an important level of the expected/needed sovereignty | being dependent on mentor is a negative interpretation to expect. |
| N5 |  | see before | … because? |
| N6 |  |  |  |
| N7 | <https://miau.my-x.hu/miau/quilt/Definitions_of_knowledge.docx> | what is problem? | student unpreparedness.  teacher unpreparedness.  time consuming assignment. |
| N8 |  | see before | Samples are always important to understand the magic of words. The “problem” as keyword should be compared to the keyword of “task”. |
| N9 |  |  |  |
| N10 | <https://moodle.kodolanyi.hu/course/view.php?id=17307> | What is theory? What is practice? | theory is written knowledge which we can be learn and can be read in books.  practice is a practical knowledge can be done physically to practice about particular subject. |
|  |  | see before | Reading books is also a kind of practice? |

Student Nr.18 - General remarks: in my opinion the inform should be provided in more detail and more detail information should be practice about knowledge. By whom? How? How can we measure e.g. the detailedness?

Student Nr.19 - …