

# The CPW Method as a possible additional learning method for pupils and students!

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There are many different learning methods for pupils and students and also methods to support the analytical thinking and the analytical process thinking. The CPW Method could be one of them or an additional method, which could be applied from pupils and students in some situations and cases, if it makes sense. And as long as pupils and students basically like to work with this method and overall they have the feeling in certain situations, they progress faster and more effective, if they work with this method. And they try to develop and to learn a subject area or a field of knowledge with this method in a structured and analytical way either alone or together.

Furthermore the CPW Method is useful for pupils and students as an instrument, if they are faced with problems and they try to solve these problems either alone or in the group.

That pupils and students really have a positive experience with this method, then can it be said, if they have really worked with this method, and furthermore they have a relief in some points later when they have the entrance into the working life, as long as there is a need later in the working life to use this method in a useful and effective way. Because of the reason that a study or experience report doesn't exist from pupils and students, or from people, which risk the entrance into the working life, which confirm this, as yet no statement can be made.

Therefore it would make sense in this case, to try this with pupils and students, as long as it doesn't take to much time for the pupils and students, which try this and they have also a good feeling with it, and other things, which are much more important, don't lose their importance or fall behind.

The method should be as said before overall for pupils and students in the practical application a benefit and an instrument to learn things or to solve problems alone or together.

To show some evidence that this really works, that the CPW Method is a useful and helpful method, and where pupils and students like to apply this method in some situations and for exercises, it will be here introduced different variants, how pupils and students can work on a text according to different methods either alone or in small groups. The texts can be an unusual subject area, but it can be also from a subject area, where they are familiar or from a subject area, which they really like to study.

The text of the particular area can be in a describing manner, where relationships from a subject area can be explained extensive. It can be also a text, where one or several unsolved exercises are described. It can be a newspaper article, where is described a event. So, it can be any text, which is useful for an analysis.

The methods, which are applied then from the pupils and students either alone or in small groups, are then respectively the conventional methods in combination with the CPW Method. On the one hand the pupils and students will work only with the conventional methods and on the other hand they will apply then the conventional methods in combination with the CPW Method, then to make the experience of the comparison of the applied methods, which methods are better in certain things, which methods have in certain things their advantages respectively also disadvantages, and with which methods it is more easier to work in certain things, and which methods for example are especially useful for a workshop, because with the application of a method the things and the relationships can be also represented among others through graphical objects. How the pupils and students make their experience with the applied methods, is also dependant from the given texts, which represent a specific content. After a workshop the pupils and students should get a feeling for, if in some situations them the work with the applied method seems to be useful, either if they work alone or together in a group. Perhaps some of them are then also even excited? But you can only say this, if you have then the direct feedback from the people.

The variants, which are now introduced, are only a part of possibilities first of all, where conventional methods in combination with the CPW Method can be applied. Furthermore there is of course even more possibilities.

There will be now only a part of the possibilities introduced, to keep it simple and reasonable, how with conventional methods in combination with the CPW Method can be worked.

In the beginning the examples may seem simple, how you work with conventional methods and in combination with the CPW Method, but this is needed, to provide the bridge and the connection, where you work on things with relative simple methods first of all, and afterwards to have then the special methods, and then to summarize again at the end of the work process the things with relative simple methods.

The introduced variants should be also only proposals. Everybody who knows conventional methods from his point of view, can apply them in combination with the CPW Method, as long as it makes sense for him, to have so perhaps a better variant of methods, to analyze things and or to solve problems.

With the introduced variants the involved people should work alone with the methods on the one hand, and on the other hand then also again in a group of about 3 until maximal 5 people, so that in the group each person then can get a chance to speak.

The texts can be given, but they can be also chosen from the particular individual pupils and students, so that also the situation is given, that the pupils and students are hopefully interested for the chosen texts and these texts seem to be interesting enough, so that the motivation of the people does really exist, to analyze the chosen texts or exercises or to solve problems or to search for possible solution variants.

There are X different variants, how you can work on a text.

We come to the first variant of a method how you can work on a text:

A text has been chosen with appropriate content.

A summary is made with the points, which seems to be important.

Here is the next variant:

A text has been chosen with appropriate content.

A summary is made with the points, which seems to be important.

If it makes sense, the summarized points are represented with a context diagram.

Here is the next possible variant:

A text has been chosen with appropriate content.

A summary is made with the points, which seems to be important.

If it makes sense, the summarized points are represented with a context diagram.

The previous result has been created for example from a person alone and this person use this now as material or as input for a workshop.

On the one hand in the workshop are discussed the summarized points and on the other hand is discussed the created context diagram.

Furthermore a questionnaire is created, with which the things are challenged according to certain criteria or also from the heart, and the questions are already answered either during the workshop or in a further follow-up workshop with the objective to get a good result.

Here is now the next variant but in combination with the CPW Method:

A text has been chosen with appropriate content.

A summary is made with the points, which seems to be important.

If it makes sense, the summarized points are represented with a context diagram.

Now is the question at the context diagram: Who is responsible for what? This means on the one hand you have responsibilities in the context diagram and on the other hand you have things or objects, for what the people are responsible. At the CPW Method this context diagram is named CPW Subject Object Context Diagram.

Within the CPW Subject Object Context Diagram the responsibilities are the subjects, which are the CPW Subjects and the things and objects are the CPW Objects within the CPW Subject Object Context Diagram.

At the CPW Subject Object Context Diagram you see, for what, for which things and for which objects the responsibilities are responsible and it is another good basis or an input for a workshop, in which either is analyzed or it is searched for solutions.

The previous result has been created for example from a person alone and this person use this now as material or as input for a workshop.

On the one hand in the workshop are discussed the summarized points and on the other hand is discussed the created context diagram respectively the CPW Subject Object Context Diagram, where you see, who is responsible for what.

Furthermore a questionnaire is created, with which the things are challenged according to certain criteria or also from the heart, and the questions are already answered either during the workshop or in a further follow-up workshop with the objective to get a good result.

Here is now a further possible variant in combination with the CPW Method.

First of all the used methods are the same as in the previous described variant on the one hand the use of the conventional methods but also in combination with the CPW Method. For the reason of the completeness is this part here again:

A text has been chosen with appropriate content.

A summary is made with the points, which seems to be important.

If it makes sense, the summarized points are represented with a context diagram.

Now is the question at the context diagram: Who is responsible for what? This means on the one hand you have responsibilities in the context diagram and on the other hand you have things or objects, for what the people are responsible. At the CPW Method this context diagram is named CPW Subject Object Context Diagram.

Within the CPW Subject Object Context Diagram the responsibilities are the subjects, which are the CPW Subjects and the things and objects are the CPW Objects within the CPW Subject Object Context Diagram.

At the CPW Subject Object Context Diagram you see, for what, for which things and for which objects the responsibilities are responsible and it is another good basis or an input for a workshop, in which either is analyzed or it is searched for solutions.

The previous result has been created for example from a person alone and this person use this now as material or as input for a workshop.

On the one hand in the workshop are discussed the summarized points and on the other hand is discussed the created context diagram respectively the CPW Subject Object Context Diagram, where you see, who is responsible for what.

Furthermore a questionnaire is created, with which the things are challenged according to certain criteria or also from the heart, and the questions are already answered either during the workshop or in a further follow-up workshop with the objective to get a good result.

As said before you see no differences of the methods until now to the previous described variant.

At this described variant comes furthermore the question of the process into effect. How can what proceed with people or with things? There are of course different questioning, what kind of a process do you really want? Or, what do you want to describe with a process?

Do you want or do you need a solution finding process, that means the possible steps how you search for a solution? Do you need a problem solving process, in which among others first of all are described the problems in process steps, or do you need a realization process, in which is described, how you want to realize things with people together, or you need a process, in which is described how the process in an organization or a system can proceed or do you need a decision finding process, in which the process steps are described, how it comes to a decision, or do you need a decision process, in which is described step by step, which different responsibilities decide one after another for things and from these people then is demanded a decision within a process, to bring then at the end an overall decision for certain things.

This means, there are different kind of processes or process views, how things or things with people can proceed. But in all cases is all the time the same question: Who is responsible for what in the particular process step? Because you have already available the CPW Subject Object Context Diagram, in which is described, who is responsible for what, you can take it now of course as a good basis, to describe the desired processes.

In this case is used the CPW Process as a process method, in which every process step with the CPW Process is represented as a simple sentence with a subject, a predicate and an object. The subject is the responsibility, which is represented with the CPW Subject, and with the object is represented the things, objects or the process result, which is represented with the CPW Object, and the predicate is the conjugated verb, which is represented with the CPW Predicate, so that the simple sentence is complete, to describe a process step with the CPW Process.

This means, for the reason, that the process steps are represented with the CPW Process method, that every process step is in the context of a responsibility with the CPW Subject and the responsible things, objects or process results with the CPW Object.

With the CPW Process or the created processes respectively created kind of processes you have another good basis, to perform a workshop successful, to come then in the workshops again on a further possible good result, whereby you also can create a process together in a workshop.

Here is again the summary what happens until now:

A text has been chosen with appropriate content.

A summary is made with the points, which seems to be important.

It is created a context diagram, in this case a CPW Subject Object Context Diagram, where you see who is responsible for what.

With this work results is made a workshop. In this workshop is created a questionnaire. In this workshop respectively but also in the follow-up workshop are placed further questions or the questions are answered then.

Afterwards are created with the previous work results, as long as it is needed, and it makes sense, processes or certain kind of processes with the CPW Process method. For the creation of the CPW Processes is used particularly the already created CPW Subject Object Context Diagram, where you see, who is for what and for which things responsible? In the way of proceeding or in the work step of the creation of the processes, either alone or together in the group within a workshop may come up under circumstances or probably still more questions, which can be collected into the questionnaire, and which are then analyzed or answered immediately or then in follow-up workshops.

At the numbers of workshop, which are held and performed, you should make sure, that you always take care again at the numbers of results for the appropriate summaries, to have the overview over the key points.

The whole can be also described as an iterative process, where are made workshops so long, until the results are hopefully satisfying for all involved people and you have received overall a good work result.

As said before are these possible variants of conventional methods applied with the CPW Method, how you can work and how you can perform workshops, but there is enough leeway, other possibilities, and other creative methods how you can work and how you can achieve your goals on different ways with a hopefully good work result.