

# Basic Framework “Nemeton Context 1”

## Operational Toolkit Part Two: Mind and Project

### 1. METHODOLOGICAL LEGEND: THE AUTHOR'S ADVICE

The **Contexto Nemeton** approach conceives training not as data entry, but as the nurturing of an organic learning ecosystem. In this vision, knowledge develops following a natural isomorphism: from the **Seed** (internal cognitive processes) to the **Roots** (invisible planning), expanding into the **Foliage** (mediation devices) until it forms the **Forest** (the collective organizational mind). This toolkit guides the designer in managing this complexity, transforming scientific evidence into "systemic gardening" actions.

#### Legend: Author's Recommendations

|                   |                                                                                                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Concept Key       | Methodological Guide: the book “Creating Knowledge” (Ref. Chap. 2.3, 2.4, 2.5, 2.6)                                                                                                                                                 |
| Chunking          | Break down content into minimal essential units ("semi"). Strictly adhere to the working memory limit ( $7 \pm 2$ items) to reduce adaptive effort and promote subsumption into macro-structures.                                   |
| Plasticity        | Design for reconfiguration. The mental schema must be able to detect its own inadequacy and modify itself through <b>growth</b> (expansion), <b>refinement</b> (tuning), or <b>restructuring</b> (creation of new schemas).         |
| Integration       | Facilitate the transition from the known to the unknown. Use <b>Structuring Dialogue</b> or <b>Advance Organizers</b> to create logical anchors between prior knowledge (the "old") and new information (the "new").                |
| Reading Recursive | Implement isomorphism between text and image. The user must be able to apply the <i>"I read what I see and I see what I read"</i> logic, encouraging a continuous cognitive exchange between the overall view and the detailed one. |

## 2. MODULE 3: MEDIATION DEVICES (FOLIAGE)

### 2.1 "Cuius Knowledge Eius Strumentum" Selection Matrix

| Type of Knowledge / Ability       | Objective Cognitive                | Device Advised        | Methodological Justification (Ref. Chap. 11)                                                                               |
|-----------------------------------|------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge Abstract</b>         | Understanding theoretical concepts | Unit Teaching         | They promote learning through growth through structuring logical-sequential of declarative knowledge.                      |
| <b>Procedure</b>                  | Learning sequences of actions      | Simulators            | They allow for <b>load reduction cognitive</b> through the consolidation of procedural scripts in a protected environment. |
| <b>Sense Ability-Motor skills</b> | Acquire technical gestures         | Models in Action      | They exploit the imitation of technical gestures and systematic observation to form motor patterns.                        |
| <b>Networks of Knowledge</b>      | Exploring nonlinear connections    | Hypertexts            | They facilitate free navigation and the activation of <b>associative nodes</b> within a complex semantic network.          |
| <b>Scenarios Complexes</b>        | Manage variables multiple          | Hypermedia            | They maximize the <b>exploitation of dual coding (Paivio)</b> by integrating verbal and iconic codes to simulate reality.  |
| <b>Relations</b>                  | View connections and hierarchies   | Presentations         | They allow you to view the contemporaneity of relationships between concepts (center/periphery, high/low).                 |
| <b>Flows Operational</b>          | Follow chronological algorithms    | Sequences Operational | They make the execution algorithm explicit, transforming the theory into a sequence of unambiguous elementary steps.       |

## 2.2 Message Design Sheet

| Project Field                   | Designer Input (Compilation Guide)                                                                                |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Objective of the Message</b> | <i>Define whether the expected output is a skill (automaticity) or a competence (use in unexpected contexts).</i> |
| <b>Target (Cognitive Style)</b> | <i>Identify the prevailing bias: Analytical or Synthetic? Predict parallel paths?</i>                             |
| <b>Chosen Device</b>            | <i>Select the tool consistent with the objective (e.g., procedure simulator).</i>                                 |
| <b>Chunking Structure</b>       | <i>List the 3-5 essential macro-chunks. How are the details broken down into manageable units?</i>                |
| <b>Integration Anchors</b>      | <i>Which "Advance Organizers" will you use to connect the new message to the familiar one?</i>                    |

## 3. MODULE 4: STRATEGIES FOR SOCIAL CREATION (THE ROOTS)

### 3.1 Individual vs. Organizational Strategic Analysis

Individual knowledge becomes vital only when integrated into systems of interaction. **Cooperation**

It works on mutual support for common goals, while **Collaboration** requires a deep negotiation of meanings to build a collective knowledge that exceeds the sum of its parts.

| Type of Interaction<br>(Coop/Coll)                 | Spaces of Strategic Freedom<br>(Ref. Chap. 12.2)                                             | Shared Language<br>(Systemic Thinking)                                                   | Objective of Transformation                                      |
|----------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <i>Choosing:<br/>Cooperative or Collaborative?</i> | <i>Define the degree of autonomy granted to the individual within the strategic process.</i> | <i>Which terms or conceptual maps will act as a bridge between the different actors?</i> | <i>What organizational or cultural change is meant? trigger?</i> |

## 4. MODULE 5: PROGRAMS FOR COLLECTIVE CREATION (THE FOREST)

### 4.1 Towards the Collective Mind

The transition from the Group to the Collective Mind requires breaking down the barriers that hinder the flow of knowledge, initiating a process of "evolutionary transparency."

#### Logics of Power vs. Logics of Knowledge (Ref. Chap. 13.1)

| Current Situation (Logic of Power)                                                                                                      | Desired Configuration (Collective Mind)                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Defense of knowledge:</b> Knowledge is used as a tool of control and barrier.                                                        | the feedback is continuous and valuable.                                                                                   |
| <b>Barriers identified:</b> [Indicate political obstacles or blocks to contribution fuels or blocks to sharing detected in the context] | <b>sharing detected in the context]</b> <b>Transparency:</b> Each individual fuels the systemic network (Collective Mind). |

Reference Coordinates (Analysis Chap. 13.2)

| Input Search Reference Coordinates                                                       |
|------------------------------------------------------------------------------------------|
| <i>Define the parameters that guide the growth of the "Forest":</i>                      |
| 1. <b>Values:</b> (e.g. Ethics of giving, Transparency)                                  |
| 2. <b>Evaluation Criteria:</b> (e.g. Effectiveness of transfer, Quality of feedback)     |
| 3. <b>Social Objectives:</b> (e.g., Organizational Well-being, Cognitive Sustainability) |

5. READING THE TETTRITORY: STRATEGIC SCOUTING

Scouting is the phase of analyzing the scope within which the mind will operate. It's not simply a matter of data collection, but a systemic diagnosis of constraints and potential.

| Scouting Phase<br>(Ref. Chap. 8.1 / 10.1)                  | Cognitive Operations Required                                                          | Expected Output                                                         |
|------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Analyses<br/>of the Context<br/>(Figure-Background)</b> | Identify constraints (time, tools) and target characteristics (age, role).             | Clear definition of the scope of action and of the goals.               |
| <b>Role and Function<br/>Mapping</b>                       | Analyze who acts as an expert, designer, or user and what cognitive styles they bring. | Matrix of the roles and identification of the necessary parallel paths. |
| <b>Scheme Audit<br/>Pre-existing</b>                       | Check the prerequisites and avoidances foreknowledge for excessive dissonances.        | Identifying "anchors" for integrating new knowledge.                    |

**Author's Methodological Note:** Correctly reading the terrain is the only way to avoid **"perceptual bottlenecks"** (Chap. 2.1). If the designer fails to distinguish between the figure (the central message) and the background (contextual noise or environmental constraints), the user will experience a saturation of attention that will impede any understanding process from the outset.

## 6. CONTROL SYSTEM: TOWERS AND BLACK BOXES

### 6.1 Feedback Matrix and Cybernetics (Ref. Chap. 9.1, 9.3, 9.4)

The control system must not punish the error, but monitor the system variables to allow corrections in real time (Cybernetics).

| Box Sensors<br>Black (Indicators)                                           | System<br>Feedback<br>(Outgoing data)                                                | Mechanism of<br>Correction<br>(Tolerances)                                                                | AI Integration /<br>Natural Intelligence                                                                                          |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <i>Define the indicator<br/>(e.g. Response Time,<br/>Procedural Error).</i> | <i>How and when does the<br/>system communicate the outcome?<br/>to the learner?</i> | <i>Specify the tolerance<br/>thresholds beyond which the<br/>system must intervene<br/>(Cybernetics).</i> | <i>Define     like AI<br/>supports data collection<br/>and how Natural<br/>Intelligence (human)<br/>validates the correction.</i> |

## 7. APPENDIX: "NEMETON" SELF-ASSESSMENT CHECKLIST

| Quality Question                                                                                                | Check<br>(Yes/No/Notes) |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Does chunking</b> strictly adhere to the 7±2 element limit?                                                  |                         |
| Is the proposed scheme <b>Plastic</b> (allows for growth, fine-tuning or restructuring)?                        |                         |
| <b>Recursive Reading</b> has been ensured through isomorphism between image and text?                           |                         |
| The chosen device (e.g. Simulator) is consistent with the type of knowledge (e.g. Procedural)?                  |                         |
| Were <b>Emotional Anchors</b> or simulation contexts provided to expand the "willingness to learn" (Chap. 2.7)? |                         |
| Have the <b>Logics of Power</b> been neutralized in favor of the free circulation of knowledge?                 |                         |
| Do <b>Control Towers</b> monitor the real process without saturating the cognitive load?                        |                         |