

MindDate Software

Stackz

Flashcard Organizer

7.1

User Manual

V 1.0

About this Document

What is Stackz?

The Stackz flashcard visualization concept helps to keep the overview over a large amount of words to be learned by representing your current proficiency state with one intuitive view using piles of colored flashcards. The cards are distributed according to the 'mastery level' and colored according to the 'date of the last mastery' - they become darker over time. This system allows distinguishing easy cards from difficult ones immediately, and simultaneously seeing which cards must be refreshed because they have not been reviewed for a long time.

Integrated dictionaries for Japanese and Chinese simplify the process of generating new wordlists from scratch, or automatically from web pages. The dictionaries are also directly available for looking up information during the process of learning words of any of these languages.

Stackz supports any other Unicode language of the Windows operating system as well. The constantly growing online wordlist archive currently contains over 200 wordlists for Japanese, Chinese, Korean or Thai.









A Pocket PC version of Stackz is also available, bringing the Stackz flashcard system to virtually any place. The wordlist files can be directly downloaded to the Pocket PC, which guarantees seamless synchronization of the learning status between the platforms.






What's new in version 7.1?

Stackz 7.0 is a major upgrade from earlier releases. It features a completely new user interface with new icons and dockable windows. A new tool called Retention Manager was introduced to simplify the handling of the most frequent tasks.


Stackz 7.1 is a maintenance release with enhanced control in the Learn Dialog (automatic replacing of removed entries can be disabled), an improved Repeat Advisor ColorMode (the refresh interval in the rightmost column doubles on each consecutive success) and some other small fixes.

Table of Content

ABOUT THIS DOCUMENT	3
WHAT IS STACKZ?	3
WHAT'S NEW IN VERSION 7.1?	3
TABLE OF CONTENT	4
1. CONCEPTUAL BACKGROUND	7
1.1. THE STACKZ COLOR CONCEPT	7
1.2. THE STUDY PROCESS	8
1.2.1.  <i>The Learn Process</i>	8
1.2.2.  <i>The Test Process</i>	9
1.2.3. <i>The Role of the Computer in the Study Process</i>	10
1.3. STUDY SET	11
1.4.  RETENTION MANAGER	11
1.4.1. <i>Purpose</i>	11
1.4.2. <i>The Study Tasks</i>	12
1.4.3. <i>Expanding the Retention Manager Dialog</i>	13
1.5.  REPRESENTING CARD CHARACTERISTICS WITH COLORS	15
1.6.  HANDLING DIFFERENT SKILLS	15
1.7. USING HANDHELD DEVICES	16
1.8. STUDYING WITH STACKZ: BEST PRACTICES	16
2. THE STACKZ COMPUTER REPRESENTATION	18
2.1. THE DATA VISUALIZATION	18
2.1.1. <i>The Lessons</i>	18
2.1.2. <i>The Stacks</i>	19
2.1.3. <i>Working with Lessons and stacks</i>	19
2.2. THE STUDY DIALOGS	20
2.2.1.  <i>The Test Dialog</i>	20
2.2.2.  <i>The Learn Dialog</i>	23
2.2.3.  <i>The Match Dialog</i>	26
2.3. THE STACK EDIT DIALOG	27
2.3.1. <i>Introduction</i>	27
2.3.2. <i>Adding new entries manually</i>	29

2.3.3. Adding new entries automatically.....	30
3.  COLORMODES	31
3.1. THE DIFFERENT COLORMODES.....	31
3.2. THE COLORBAND.....	31
3.3. MASKING CARDS.....	31
3.4. DETAILS OF THE COLORMODES	31
3.4.1. ColorMode 1: RepeatAdvisor	32
3.4.2. ColorMode 2: RefreshDate.....	32
3.4.3. ColorMode 3: SuccessRatio.....	33
3.4.4. ColorMode 4: FailureCount	33
3.4.5. ColorMode 5: SuccessCount.....	34
3.4.6. ColorMode 6: DefinedOrder	34
4.  SKILLS	35
4.1. WHAT IS A "SKILL" IN STACKZ?	35
4.2. SKILL SETUP.....	37
5. IMPORTING AND EXPORTING LISTS	38
5.1. EXPORTING LISTS.....	38
5.2. IMPORTING LISTS	38
5.3. AUTOIMPORT LESSON(S).....	39
5.4.  LIST IMPORT WIZARD.....	39
5.4.1. Function.....	39
5.4.2. Tutorial	40
6. STACKZ OPTIONS	45
6.1. LANGUAGES	45
6.2. GENERAL OPTIONS.....	46
7.  FILE OPTIONS	47
7.1. ENTRIES	47
7.2. PROMOTION SYSTEM.....	48
7.3.  COLORMODES OPTIONS	49

Stackz 7 Flashcard Organizer - User Manual

7.4. SKILLS OPTIONS	51
7.5. TEST DIALOG OPTIONS.....	52
7.6. LEARN DIALOG OPTIONS.....	53
7.7. MATCH DIALOG OPTIONS.....	54
8.  LANGUAGES	55
9. ENTERING TEXT	56
9.1. ASIAN LANGUAGE INPUT	56
9.2. OTHER EDIT CONTROL SPECIFIC ISSUES	57
APPENDIX I THE MENUS	58
I.A FILE.....	58
I.B OPTIONS	58
I.C TOOLS	58
I.D WORDLISTS	58
I.E DICTIONARIES	58
I.F WINDOW	59
I.G HELP	59
APPENDIX II THE CONTEXT MENUS	60
II.A STACK CONTEXT MENU	60
II.B STACK EDIT CONTEXT MENU.....	60
APPENDIX III THE TOOLBARS	61
III.A FILE.....	61
III.B EDIT	61
III.C ACTIONS.....	61
III.D STACKZ LANGUAGE	61
III.E WORDLIST CONTENT.....	61
III.F WORDLIST STRUCTURE	62
III.G DICTIONARIES (DICTIONARY EDITION ONLY).....	62
III.H GUI THEMES	62
APPENDIX IV INDEX	63
APPENDIX V FIGURES	65

1. Conceptual Background

1.1. The Stackz Color Concept

Stackz helps to control large set of items that must be learned. To get an immediate overview over all the included material, the observed entries are classified according to two fundamental aspects:

Mastering Level: Location (i.e. the "column")
every entry is located in a container corresponding to its mastering level. Unknown entries are on the left side, known ones on the right side.

Additional Characteristic: Color
the color represents an additional characteristic of the entry, typically its last positive test or the delay until repetition is advised.

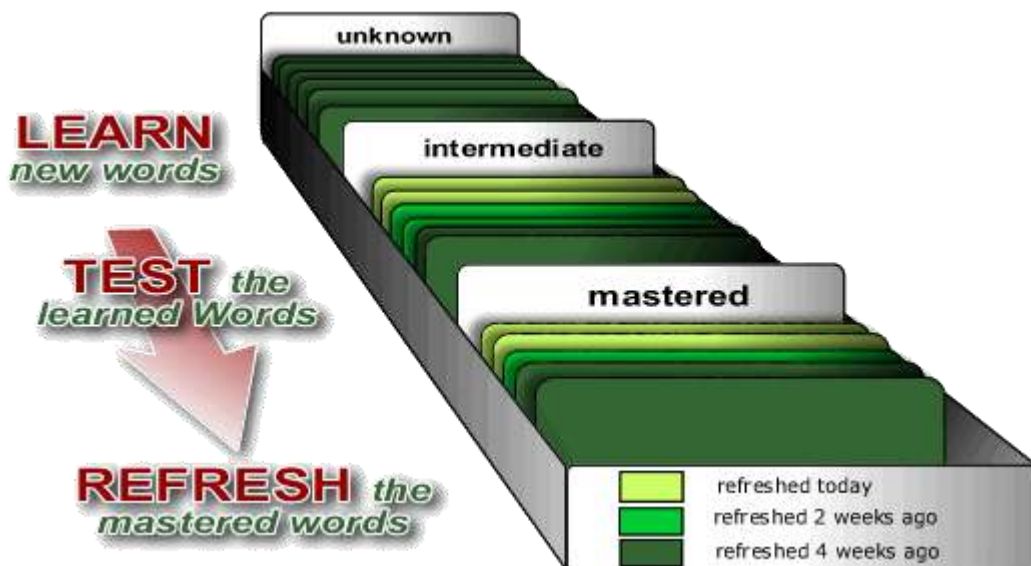


Fig. 1: The Stackz Concept

The Mastering Level is a widely used technique in the traditional flashcard approach (Sebastian Leitner system) where paper flashcards are moved up and down the le-

vels in the box. The Stackz visualization system goes one step further by also showing additional information of the cards using colors.

The colors can show which cards have not been repeated for a long time or other relevant characteristics. This aspect is crucial to keep the overview over the content if the amount of entries is considerable, or if there are long breaks between the learning sessions.

This integrated representation uncovers the entire proficiency state at a glance. After detecting one's weak spots, reducing them is immediate: Unknown cards (left side) must be learned in any way, and thereafter be promoted to higher levels with the integrated Test Dialog. Mastered but old cards (right side, dark color¹) must be refreshed with the Test Dialog.

1.2. The Study Process

How can a computer help in the learning process? After all, learning is hard brain work which can't be delegated to a machine. The distinction between learn and test is crucial to understand how the computer can be used to improve learning efficiency.

1.2.1. The Learn Process

The term "learn" refers to the process of assimilating information in the brain. Information is passing from immediate memory to working memory, and finally entering long term memory. Learning requires a fresh mind; best results are achieved with short and frequent learning sessions covering the critical items.

Learning is hard work that can't be delegated to a computer – but the computer can identify the critical items.

¹ By convention of this text, old dates are represented with dark, new dates with bright colours.

Stackz supports this process by easily identifying the cards that are not yet mastered (i.e. must be learned), and offering tools to start working on the said content: Learn Dialog, Match Dialog, or even print as list or paper flashcards.

Stackz intends to track the proficiency state, which is only indirectly linked to the learning process itself. For that reason, the Stackz tools do not aim to track the learning effort, and the offered tools try to avoid altering the proficiency state.

Learning is recommended to take place in as many different situations as possible (class, reading, listening to tapes, watching TV, conversation etc). One very efficient way is using a mobile device with one of our mobile products (Pocket PC or Palm OS), which allows to automatically filling short learning sessions with the most relevant content (i.e. the currently unknown words) into one's daily life anytime, anyplace.

1.2.2. 🎓 The Test Process

The cards are classified by testing, an activity that differs a lot from learning. A positive test moves the card to a higher proficiency level, and a negative test has the opposite effect². The card also changes color according to its characteristics after the test.

Testing itself does not improve proficiency. It merely assesses the proficiency state, which is a prerequisite for efficient learning.

Testing is used to assess the proficiency state of the entries. Because it obviously does not make sense to base the proficiency state assessment on short time memory, new words should not be tested (i.e. assessed) directly after learning them. Re-testing the same words quickly should be avoided too.

² Depending on the Promotion System selected in the file settings, a negative test moves the card one level to the left (Stackz Classic System), or to the leftmost level (Leitner Flashcard System).

1.2.3. The Role of the Computer in the Study Process

As introduced above, the Learn and Test processes complement each other. The computer is used differently in both processes, according to its strengths:

Computers are good at laborious, repetitive and memory intensive tasks; humans are good at creative, inter-personal and tasks requiring broad knowledge, common sense and judgment.

The computer builds its proficiency representation based on the test results. It then uses its strengths to quickly sort and visualize the proficiency state. Several aspects can be examined in order to find one's weak spots.

However, the computer does not decide what actions need to be taken to improve the situation. The user is in a much better position to decide on his next steps, based not only on the proficiency state indicated by the system, but also on additional information like available time, required grade in the next test, estimation what content is more important, and many other things. After all, the student should decide himself where he wants to put his effort in. Merely satisfying the computer's requests leads to a too passive student behavior. In any case, the visual representation of the proficiency state is a very important motivation to learn the words!

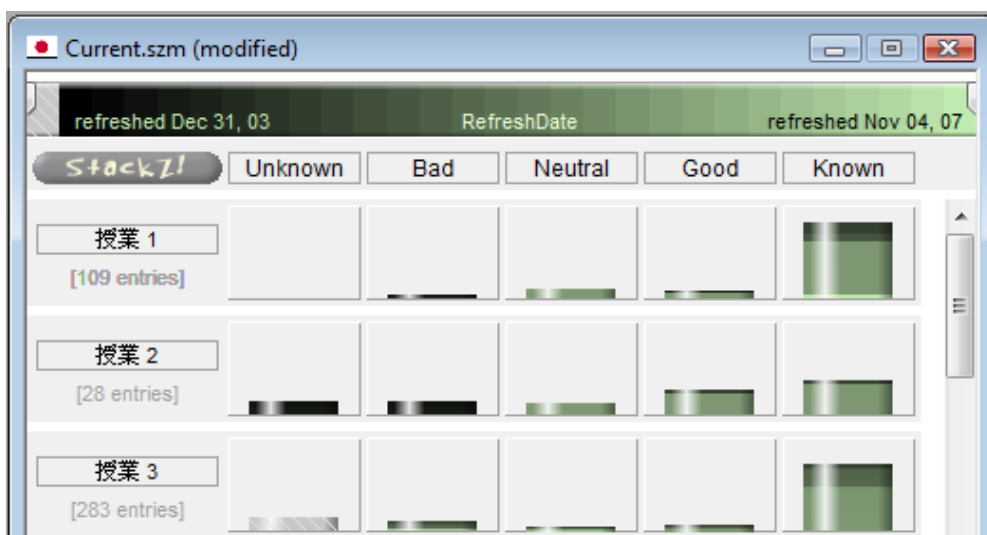


Fig 2: Visualization of the Proficiency State

1.3. Study Set

The Stackz study processes work on a subset (the "study set") of the entries in the currently active Stackz Document. All selected entries (i.e. the entries of the selected stacks) except the masked ones (cf. 3.3) are included in the study set.

Study Set = Entries of all selected stacks except the masked entries.

Since the entries are processed in the order defined by the current ColorMode (cf. 3), the ColorMode has an important impact on the usage of the study set.

1.4. Retention Manager

1.4.1. Purpose

Stackz is a very flexible tool. Its basic elements can be combined in many ways, allowing determining the study set in many different ways. This flexibility introduces the drawback that new users may find it confusing to choose the best elements for their individual learning task, and experienced users may find it inconvenient to repeatedly manipulate the elements manually.

The Retention Manager lowers the entrance barrier into the Stackz system by automating the definition a study set for three frequent tasks and presenting an easy way to launch a study tool.

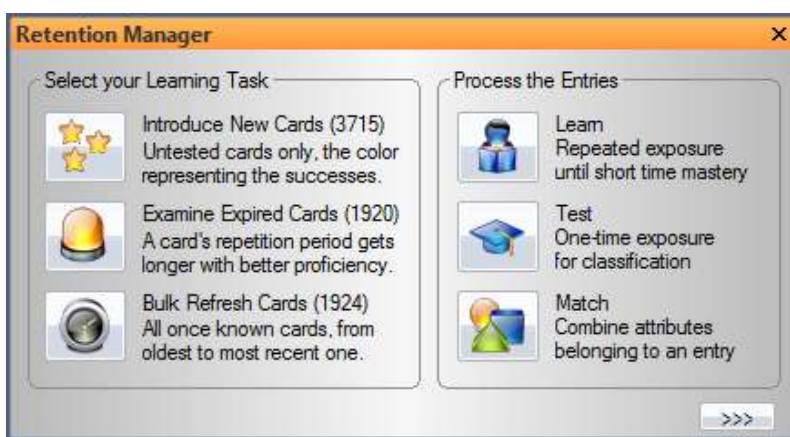


Fig 3: Retention Manager – collapsed state

The Learning Task buttons on the left side prepare the study set in the active document, which will include the number of entries shown parenthesis. The buttons on the right side allow launching the desired tool to work on the prepared study set.

1.4.2. The Study Tasks

The three study tasks are described in detail below.

1) INTRODUCE NEW CARDS

This learning task concentrates on entries that have never been positively tested before. This button switches to the SuccessCount ColorMode and masks all cards that have been positively tested before (i.e. the non-grey ones).

If the student has never been exposed to these entries, the most appropriate study tool is the Learn Dialog or also the Match Dialog. If the entries may be known by the student (e.g. content introduced at school) the Test Dialog can be used as well for an initial classification.

2) EXAMINE EXPIRED CARDS

As memory research indicates, the optimal delay until a card is presented again depends on its difficulty for the student ("spaced repetition"). Stackz handles this requirement with a special ColorMode called "RepeatAdvisor", which highlights all expired cards with an orange color for easy identification (c.f. 3.4.1).

Therefore, the learning task "Examine Expired Cards" switches to the RepeatAdvisor ColorMode and masks all non-orange (i.e. non-expired) cards.

The ideal study tool for this learning task is the Test Dialog. The Learn Dialog may be appropriate if the expired cards are likely to be forgotten so that they must be learned again.

3) BULK REFRESH CARDS

This Learning Tasks refreshes all cards that have been declared as known previously. It switches to the RefreshDate ColorMode and masks all cards that have never been known.

The typical study tool for this learning task is the Test Dialog.

1.4.3. Expanding the Retention Manager Dialog

The Retention Manager Dialog can be switched to an expanded mode with the button in its bottom right corner (cf. Fig 4). In this mode the internals of the automatically selected study set become visible, including a graphical representation of the number of included cards of a certain characteristic (color) above a ColorBand with masking sliders.

The masking sliders of the Retention Manager ColorBand work in the same way as the masking sliders of the main ColorBand on the upper edge of the active Stackz Document. Moving a slider in either of the ColorBands also moves the slider in the other ColorBand, and the masked entries are displayed with a light color in the Stackz document.

Only the ColorBand in the extended mode of the Retention Manager directly shows the amount of entries that correspond to a certain position on the ColorBand.

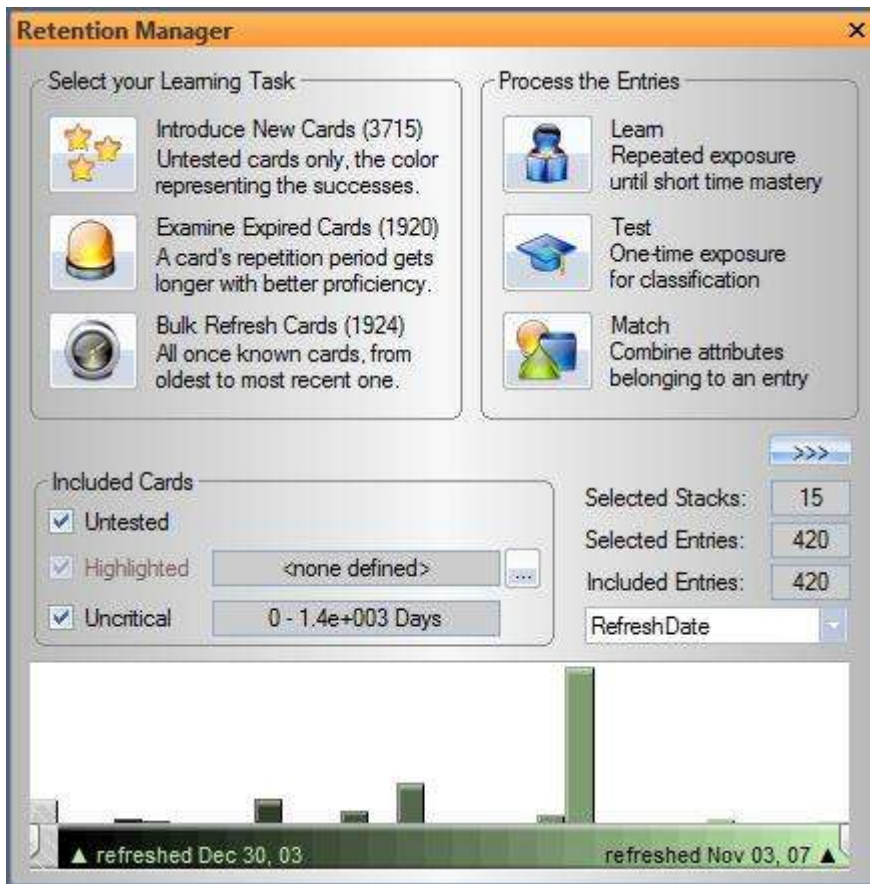


Fig 4: Retention Manager – expanded state

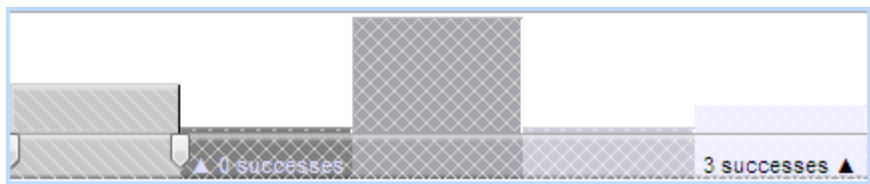


Fig. 5: Study Set "Introduce New Cards"

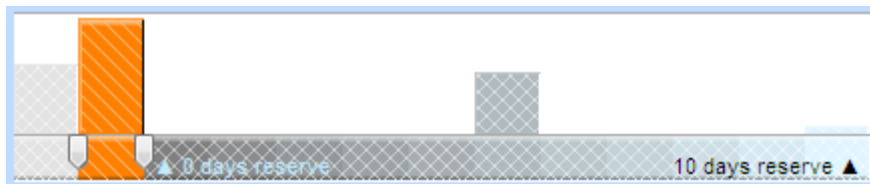


Fig. 6: Study Set "Examine Expired Cards"

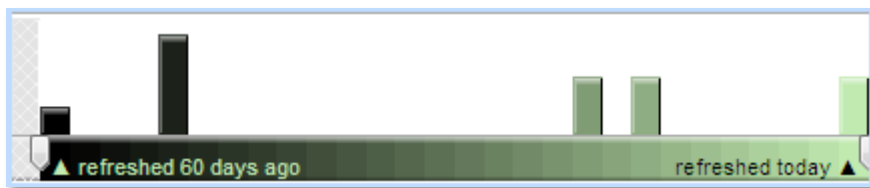


Fig. 7: Study Set "Bulk Refresh Cards"

1.5. 🌍 Representing Card Characteristics with Colors

It's in the nature of the human brain to forget things that are rarely used. Even items that used to be known well can be forgotten after a certain time. This is most relevant for all content that is not naturally refreshed in everyday situations, such as vocabulary of a foreign language, or even more importantly the writing characters of a foreign writing system. Quickly reviewing the content is often enough to bring the memory back.

The following Color Modes can be used to identify the cards of a particular characteristic and then review the content.

ColorMode	Represented Characteristic
RefreshDate	Date of the last successful test
RepeatAdvisor	Recommendation to refresh (depends on date and difficulty)
SuccessRatio	Percentage of Successes
FailureCount	Number of Failures
SuccessCount	Number of Successes
DefinedOrder	Sequence of the Words

Please refer to chapter 3 for more details about the different ColorModes.

1.6. 🧑 Handling Different Skills

Stackz does not ask the student to actively enter data when testing the proficiency. Instead, it displays one attribute after the other and lets the student decide whether he would have known the correct answer.

Stackz can be navigated with one hand, leaving one hand free for practice writing. This pen and paper approach is especially useful when training a foreign writing system because any other way would not improve the natural writing skill.

The needed attributes and their sequence depend on the trained skill. Any given attribute sequence corresponds to a specific skill. To train the Japanese Speaking

Skill for instance, the attributes "English" and "Japanese Pronunciation"(i.e. Hiragana) are needed, but not the Japanese Characters (Kanji). These are needed when training the writing system – as first attribute when training reading, as last attribute when training the writing skill.

The skills are defined in the Stackz document. Any of the defined skills can be selected anytime. The selected skill is used with all subsequent study actions.

Please refer to chapter 4 for more details about the different Skills.

1.7. Using Handheld devices

Part of the Stackz vision is the support for frequent but short learning sessions using handheld devices, including the synchronization of the test results back to the desktop application. Currently Pocket PC and Palm OS are supported mobile platforms.

Synchronizing lists between Stackz and PocketStackz is as simple as synchronizing a file between the PC and the Pocket PC, exactly in the same way an Excel file is synchronized between Excel and Pocket Excel. In the case of Palm OS, the file must be converted to the Palm pdb format before downloading.

1.8. Studying with Stackz: Best Practices

Stackz is a very flexible tool that can be used in many ways. Instead of imposing a learning process on you, it allows you to take the control over your learning actions. Here is a list of recommendations about how to use Stackz most efficiently.

1) USE "TEST" AND "LEARN" WISELY: LEARN OFTEN, TEST REGULARLY

Learning is best done in short but frequent units. The Pocket PC version of Stackz (PocketStackz) is the perfect tool to integrate such quick learning sessions into your daily life. Any other method without Computer is fine as well, e.g. paper flashcards of the hard words printed with Stackz, or any other method. Testing the words means assessing your proficiency, which is not necessary to be done often for the well known words.

2) "TEST" BEFORE YOU "LEARN"

The test process is assessing your proficiency. In order to avoid too optimistic test results this should not be done directly after learning the words to be tested. If you want to work on a certain lesson and you intend to use both Test and Learn Dialog, start with the Test Dialog. This gets you a realistic picture of your proficiency, and the Learn Dialog can then be efficiently used to work on the failed ones.

3) AVOID CONSECUTIVE TEST SESSIONS WITH THE SAME WORDS.

Testing corresponds to a proficiency assessment, which should not be based on short time memory. After testing, the failed words must be learned, and not tested again.

4) COMBINE STACKZ WITH OTHER METHODS.

Stackz separates the words you know from the words you just don't know, and from the ones in between. It also shows you when it's time to go through the list with known words again. To keep this source of information up to date, testing must be done regularly with Stackz. But learning can be done in thousands of other ways - by reading and understanding through context, by writing and making errors and getting it explained, by listening and getting exposed to the expressions in new contexts, by speaking and doing errors, followed by discussions explaining the issues, and so on. All these activities help to retain the learned issues, and increase the chance that the next Stackz testing session will be successful. Stackz adds the systematic part, making sure that 100% of the words on your list is treated. But learning them may be more efficient in the real world than with Stackz.

5) COMBINE STACKZ WITH POCKETSTACKZ OR PALMSTACKZ.

One method of learning words is using PocketStackz or PalmStackz, one of the mobile versions of Stackz. They both allow spending a few minutes updating the proficiency state or learning difficult words anytime, at any place.

2. The Stackz Computer Representation

2.1. The Data Visualization

The Stackz color concept is visualized on the computer screen as shown in the picture below.

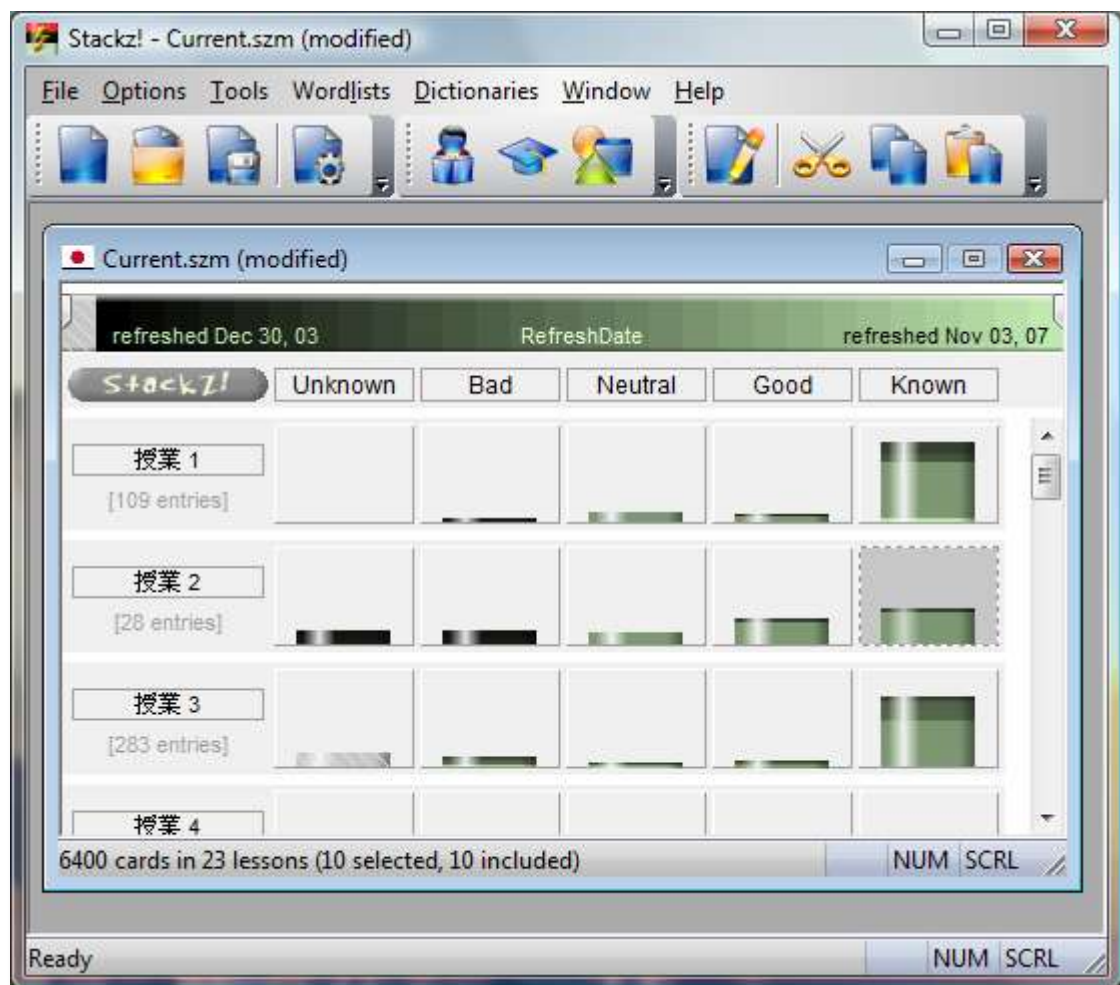


Fig. 8: Stackz Data Visualization

2.1.1. The Lessons

A lesson is represented by a horizontal graphical element with a name on the left side and five levels as a horizontal row of stacks. The height of a stack indicates the number of entries in the corresponding level, and the colors of the entries are set accordingly to the current ColorMode. This representation gives a quick overview

over the proficiency state. The entries on the left side are unknown and the ones on the right side are known, and the dark entries are "bad" in the sense of the currently set ColorMode.

2.1.2. The Stacks

The entries in a stack are sorted according to the current ColorMode. The dark entries (i.e. "bad" in the sense of the current ColorMode) are placed on top. This shows the order in which the cards will be processed: The study tools process the cards in the order of decreasing difficulty, by picking the cards from top of the stack.

Note: The file options allow configuring the study tools to process the cards in random order, ignoring the difficulty of a card. With this setting, the entries in the stacks are displayed as unsorted, as shown in the image below.



Fig. 9: Unsorted Stacks

2.1.3. Working with Lessons and stacks


When a new lesson is initially attacked, all entries are still at the initial level, typically the neutral level. The Test Dialog can then be used to do a first separation of the words that are already known from the unknown ones. After that, the content of the color-stacks on the left side must be learned. The Learn Dialog is ideal for this purpose. There is a third dialog, called Match Dialog. It is a form of quiz that offers a different approach to the vocabulary content. All of these dialogs potentially declare a card as known (move to the right) or as unknown (move to the left).

A single stack can be selected by clicking with the left mouse button, and its context menu (right mouse button click) allows opening any of the tools dialogs (cf. appendix II.A).

Multiple stacks can be selected individually by holding the ctrl-key during the selection of stacks, or moving the mouse over the stacks with the left mouse pressed.

Entire rows and columns can be selected by clicking on the header of the row or the column, holding the ctrl-key allows the selection of multiple rows and columns. When opening any of the tools dialogs with multiple stacks selected, the entries of all selected stacks are treated.

Holding down the control key when a tool window is opened hides the Stackz main screen.

The  button allows to select the entire file and to open any tool dialog with one single menu command.

2.2. The Study Dialogs

Stackz offers three study dialogs, which are described in this section.

2.2.1. The Test Dialog

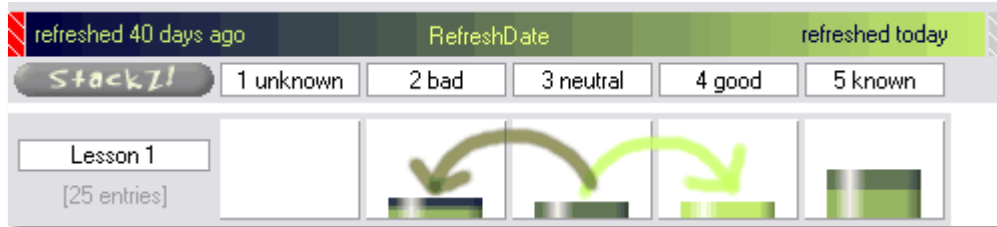


Fig. 10: Test Dialog

The Test Dialog is used in the Test Process: It assesses the proficiency of the entries by separating the known from the unknown ones.










- *Known entries are moved to the stack on the right and their color is changed to the color of "zero days since last positive test", i.e. the color of today.*

- *Unknown entries are moved to the stack on the left and the color is not changed.*



2.2.1.1. Test Dialog Controls

The Test Dialog is controlled with the following elements:

Toolbar Icon	Function	Shortcut	Explanation
	Quick Help		Open Quick Help Window
	Test Dialog options		Open the Options Dialog with the Test Dialog page.
	Skill Selection		Open a popup menu to select a different Skill for testing.
	Edit current entry		Edit the attributes of the current entry.
	Undo		Undo last move: put the current card back to its original stack and bring the previously moved card back to the dialog by undoing all statistical records of the move. Unlimited undo levels.
	Declare as known	Arrow right; NumPad 6	Moves the selected entry to the stack on the right.
	Declare as unknown	Arrow left; NumPad 4	Move the current entry one level to the left (Stackz mode) or to the leftmost column (Leitner mode).
	Put selection back on stack	Arrow up; NumPad 8	Replace the selected entry with the next one. No change in the statistical records of the selected entry.
	Step through attributes	Space; NumPad 5 (default selection)	Present next attribute according to the current skill.

2.2.1.2. Using the Test Dialog

The typical steps of using the Test Dialog are as follows:




1. DISPLAY ATTRIBUTE AFTER ATTRIBUTE OF THE CURRENT ENTRY.

The prediction can be done in the head, where the correct answer is imagined. If the correct spelling is to be verified, it may be a good idea to write the answer with pen and paper before showing the solution.

The round green button shows the next attribute according to the active skill.

2. COMPARE THE RESULT WITH YOUR EXPECTATIONS.

Depending on the result, use one of the following buttons:

Button	Function	Condition	Consequence
	Declare as known	The attributes match your expectations. You are the judge!	The card is moved one level to the right, and the color reflects the new TestState according to the current ColorMode.
	Declare as unknown	The attributes do not match your expectations. You are the judge!	The card is moved one level to the left (Stackz mode) or to the leftmost column (Leitner mode). The color reflects the new TestState according to the current ColorMode.
	Put back on same stack	You are not sure, or you don't want to make any decision.	The card is moved back to the same stack without changing its state in any way.

2.2.1.3. Arrow Buttons and Arrow Keys

Long sessions are much more convenient using the keyboard instead of the mouse! This allows you to manipulate the Computer with your left hand, which keeps your right hand free for writing your anticipated response using pencil and paper.

The four arrow buttons of the Test Dialog correspond to the four keyboard arrow buttons. Alternatively, the NumPad arrow keys can be used.

Dialog arrow buttons	Keyboard arrow keys	Keyboard NumPad
		

Note that the keyboard arrow keys only have an influence on the dialog arrow buttons if one of the dialog arrow buttons has the focus.

2.2.2.  The Learn Dialog



Fig. 11: Learn Dialog
















The Learn Dialog is used in the Learn Process: It represents one way of becoming familiar with new material.

The Learn Dialog's main idea is to represent a short list of new words (local stack), and expose the user repeatedly with them one after the other. The small amount of words and the heavy repetition gives the user a chance to keep all the new words simultaneously in memory, which ensures an intensive short term memory awareness of the words being learned. Once a word is known for the moment, it is replaced with a new one. The easier words leave the loop quickly, the hard ones stay for a longer time.

During learning, entries are generally not moved between stacks, but rather put back on the same stack after the learning activity. This is to avoid overly optimistic classifications based on short term memory.

2.2.2.1. Learn Dialog Controls

The Learn Dialog is controlled with the following elements:

Icon	Purpose	Shortcut	Explanation
	Quick help		Open Quick Help window.
	Learn Dialog options		Open the Options Dialog with the Learn Dialog page.
	Local stack fill mode: gradually		Add the items gradually when using the learn dialog.
	Local stack fill mode: initial		Add the items directly when using the Learn Dialog.
	Automatically replace removed entries: on		When an entry is removed from the local stack, it is automatically replaced with a fresh one to maintain the local stack size.
	Automatically replace removed entries: off		Removed entries are not replaced automatically in this mode. The local stack becomes smaller when removing entries.
	Detailed local stack		Toggle local stack detail mode. In Detail mode, an attribute is displayed instead of the number. The displayed attribute can be selected with the buttons on the bottom of the local stack.
	Skill Selection		Open a popup menu to select a different Skill for learning.
	Edit current entry		Edit the attributes of the current entry.
	Undo		Undo last move: put the current card back to its original stack and bring the previously moved card back to the dialog by undoing all statistical records of the move. Unlimited undo levels.
	Declare as known	Arrow right; Num-Pad 6	Moves the selected entry to the stack on the right. <i>Note: It is not common to declare an entry as known in the Learn Dialog because classification should not be based on short term memory. Therefore, declaring as known is only permitted if the entry is selected for the first time.</i>
	Declare as unknown	Arrow left; NumPad 4	Move the current entry one level to the left (Stackz mode) or to the leftmost column (Leitner mode). <i>Note: It is not common to declare an entry as unknown in the Learn Dialog. If an entry is unknown it stays in the local stack until it is known for the moment.</i>
	Put selection back on stack	Arrow up; NumPad 8	Replace the selected entry with the next one. No change in the statistical records of the selected entry.
	Step through attributes	Space; NumPad 5 (default selection)	Present next attribute according to the current skill. If all attributes are visible, randomly select a different entry and present its first attribute.
	Add entry	Arrow down; NumPad 2	Adds new entry to the local stack.

2.2.2.2. Using the Learn Dialog

The typical steps of using the Learn Dialog are as follows:

1. SCREEN THE CONTENT BY REPEATED EXPOSURE

When the Learn Dialog is opened, only one word is in the local stack. Use the round green button to iterate through the attributes according to the active skill. Since there is only one entry in the local stack, its attributes are redisplayed again and again, so quickly proceed to step 2.

2. ADD AN ADDITIONAL ENTRY

If you feel comfortable with the content, press the "arrow down" button to add another entry to the local stack and continue with step 1. With every additional entry, step 1 becomes more challenging.

3. REPLACE ENTRY

If you end up mastering a certain entry in the local stack, you can replace it with a new one by pressing the "arrow up" button. This will put the card back on the same stack without altering its statistics. Hopefully you will remember it next time when you use the Test Dialog!

Notes:

- *Declaring an item as known (arrow right) should not be based on short term memory, therefore the corresponding button is normally disabled. It is only enabled at the first selection - this is to allow declaring previously mastered words as known.*
- *Declaring a word as unknown (arrow left) is unusual since the entries are supposed to stay in the local stack until they are no longer unknown (for the moment).*

2.2.2.3. Arrow Buttons and Arrow Keys

The buttons and keyboard arrow keys behave in the same way as in the Test Dialog.








2.2.3.  The Match Dialog





The Match Dialog is a quiz type of tool. It can be used as an alternative to the Learn Dialog in the Learn Process to become familiar with new words, or to the Test Dialog in the Test Process repeat known words in a different way. Its focus does not lie directly in efficient learning activity, but rather in "playing" with the words in a relaxed way. The approach to the vocabulary is much broader than in the other dialogs because all attributes of several words are present simultaneously.



Fig. 12: Match Dialog

The Match Dialog is controlled with the following elements:

Icon	Purpose	Shortcut	Explanation
	Quick help		Open Quick Help window.
	Match Dialog options		Open the Options Dialog with the Match Dialog page.
	Include First Attribute		Attributes can be excluded from the match process.
	Include Second Attribute		
	Include Third Attribute		

	Declare as known	Arrow right; Num-Pad 6	Moves the selected entry to the stack on the right. <i>Note: It is not common to declare an entry as known in the Match Dialog because classification should not be based on auxiliary help of the match dialog. Therefore, declaring as known is only permitted If all attributes are selected for the first time.</i>
	Declare as unknown	Arrow left; NumPad 4	Move the current entry one level to the left (Stackz mode) or to the leftmost column (Leitner mode). <i>Note: It is not common to declare an entry as unknown in the Match Dialog. If an entry is unknown it stays in the Dialog until it is known for the moment.</i>
	Put selection back on stack	Arrow up; NumPad 8	Replace the selected entry with the next one. No change in the statistical records of the selected entry.
	Shuffle	Space; NumPad 5 (default selection)	Shuffles all attributes.

2.2.3.1. Using the Match Dialog

The Match Dialog presents a short list of words with the attributes in arbitrary order. The goal is to select the three attributes that belong together. If the selection is correct, the color of the selection markers changes from red to green. It is then possible to replace the identified word with the next one in the selected stacks by using one of the arrow buttons.

Note: Putting the entry back on the same stack is the preferred action. Declaring an item as known should not be based on the short term memory, therefore the corresponding button is only enabled if an entry is selected for the first time. Declaring an item as unknown is not used normally since the purpose of the Match Dialog is to play with the words and not to classify them.

2.3. The Stack Edit Dialog

2.3.1. Introduction

The entries in the stacks can be conveniently edited with the Stack Edit Dialog.

Clicking on a selected text field, or pressing F2 activates the in place edit mode (cf. Fig. 13).

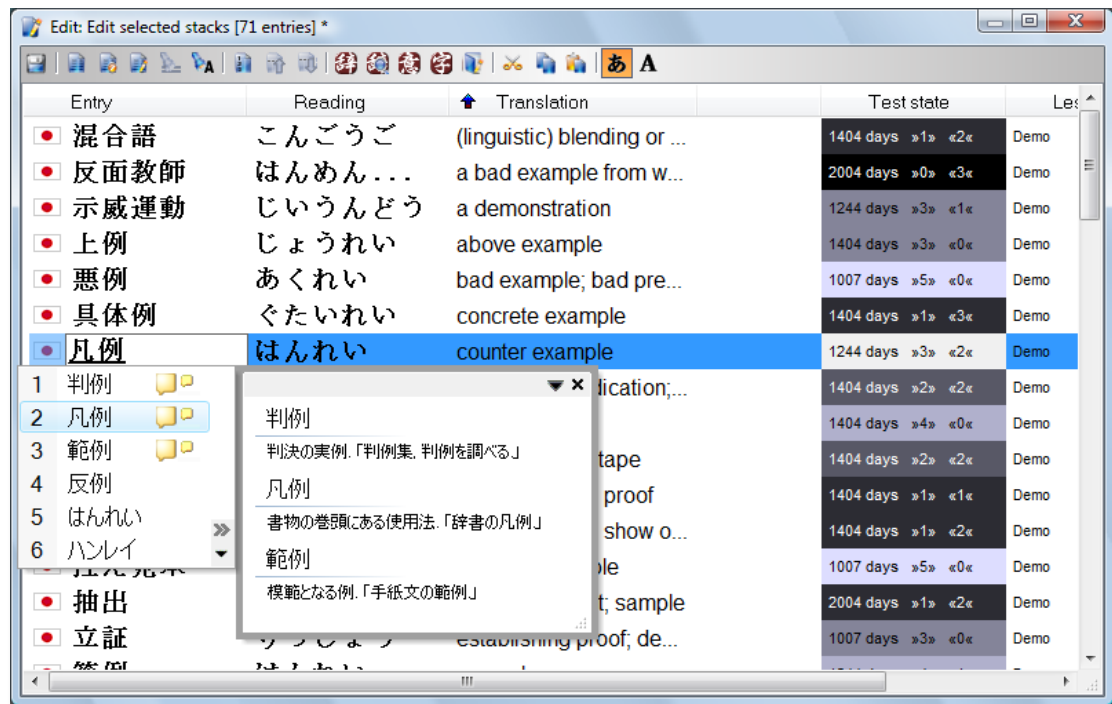






Fig. 13: Stack Edit Dialog

The Stack Edit Dialog is controlled with the following icons:

Icon	Purpose	Shortcut	Explanation
	Save		Saves the file
	Insert Entry	INS	Inserts a new entry
	Delete	DEL	Deletes all selected entries
	Edit	F2, left click	Enter in-place edit mode
	Duplicates		Is enabled if the selected column contains duplicates. If then clicked, brings duplicates on top of the list.
	Search		Open search field
	Defined Order		Open menu with items <ul style="list-style-type: none"> Define entries order: Adopt current sorting Show defined order: Revert to defined order
	Move up		Move entry up in list (if defined order is shown)
	Move down		Move entry down in list (if defined order is shown)
	辞	F6	Run a dictionary query with the selected text
	査	Ctrl+F6	Run a query with the "analyze" checkbox ticked
	意	F8	Show kanji info (Japanese only)
	字	F7	Select matching kanji (Japanese only)
	字	F9	Add selected text to textpad
	Cut	Ctrl+x	Cut entry to clipboard
	Copy	Ctrl+c	Copy entry to clipboard
	Paste	Ctrl+v	Paste entry from clipboard
	Latin characters	Ctrl+SPACE	Switch off built in Hiragana IME
	Hiragana IME	Ctrl+SPACE	Switch on built in Hiragana IME

A context menu (cf. appendix II.B) with the same commands opens when clicking the right mouse button on an entry in the dialog.

A click on the header control of the columns sorts the entries according to the attribute texts in the corresponding column. There are five sorting states:

Click No.	Icon	Explanation
1		Alphabetic, ascending
2		Alphabetic, descending
3		Length, shortest first
4		Length, longest first
5		Default sorting

2.3.2. Adding new entries manually

Pressing INS on the keyboard adds a new empty line and places the cursor on the first attribute. The typical keyboard sequence to add a new entry manually is

INS - <entry> - TAB - <reading> - TAB - <translation> - RET

If a Japanese IME is installed on western Windows, Japanese characters can be directly entered. The keyboard (IME) that is assigned to the language of the edited text is automatically activated when entering an edit field. This simplifies entering words whose attributes require constant switching of the keyboard (see also 6.1, Keyboard/Assign).

If more than one stack is edited simultaneously, the target stack of the new line is determined with the automatically opening select target stack dialog. Checking the "default stack" checkbox before committing adds all consecutive new entries to this stack and suppresses the dialog.

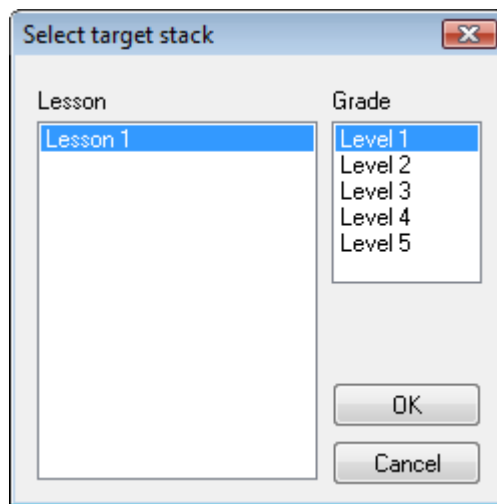


Fig. 14: Insert entry - select target stack

2.3.3. Adding new entries automatically

The integrated dictionary can be used to add items automatically. Any word retrieved in the dictionary can be added to a stack by selecting the **Add to Selected Stack** action in the dictionary window.

Note: This dictionary function does not require the edit dialog to be open - however it requires exactly one stack to be selected.

3. ColorModes

3.1. The different ColorModes

In addition to the refresh date, Stackz allows to use colors to represent different entry attributes, such as the test success ratio or the number of test failures. The ColorMode are directly accessible with the popup menu that appears by clicking on the ColorBand.

Selecting a given ColorMode not only visualizes the test state of the entries, it also defines the learning emphasis of all tool dialogs - the words always appear in the order of their difficulty as defined by the current ColorMode.

3.2. The ColorBand

The ColorBand on top of the Stackz document acts as a legend, explaining the meaning of the colors.

3.3. Masking Cards

The thumbs of the ColorBand allow masking entries corresponding to a range of statistical properties. Masked cards are displayed with a cross-hatched, pale color; they are not included in the study set even though their stack is selected.

3.4. Details of the ColorModes

All ColorModes are explained in detail below. For each ColorMode, the same entries with the same test state are shown. Note how the brightness of a given entry depends on the current ColorMode - this visualizes the proficiency specific to this mode. Spot the entries that would be processed first, given the "dark-to-bright" processing order.

3.4.1. ColorMode 1: RepeatAdvisor

THE DARKER THE COLOR THE BIGGER THE RECOMMENDATION TO REFRESH.

Use this mode to repeat the difficult words more often than the easy ones.



This is the most powerful mode in Stackz, where all the entries that are recommended for refreshing are highlighted. The only difference to the ColorMode "RefreshDate" (cf. below) lies in the fact that the refresh interval depends on the difficulty of the entry: it is shorter for difficult words and longer for easier ones.

The "difficulty" of an entry can be based on its SuccessRatio or on its current promotion level (column). The refresh interval duplicates on every success for entries in the rightmost column in order to further diminish the exposure of well known entries. The exact behavior can be customized in the file options.

3.4.2. ColorMode 2: RefreshDate

THE DARKER THE COLOR, THE OLDER THE ENTRY.

Use this mode to keep all your vocabulary up to date.



This is the Stackz classic mode. The color indicates when the last positive test occurred, regardless of the difficulty of the word.

3.4.3. ColorMode 3: SuccessRatio

THE DARKER THE COLOR, THE HARDER THE WORD.

Use this mode to attack the difficult words, regardless of their last positive test date.

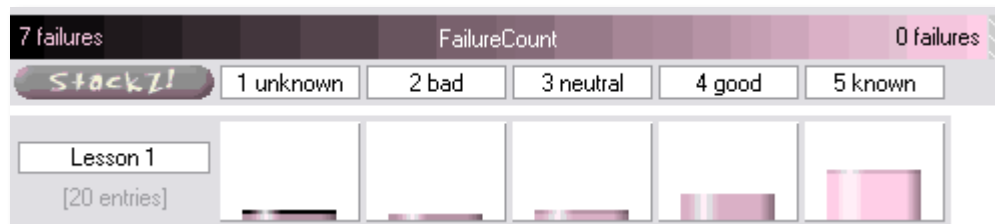


The color indicates the ratio of positive/negative tests of that word. If there are some failures, many successful tests are needed to bring it to a bright color again.

3.4.4. ColorMode 4: FailureCount

THE DARKER THE COLOR, THE BIGGER THE (PAST?) PROBLEMS.

Use this mode to track your progress by revisiting your (hopefully) old weak spots.

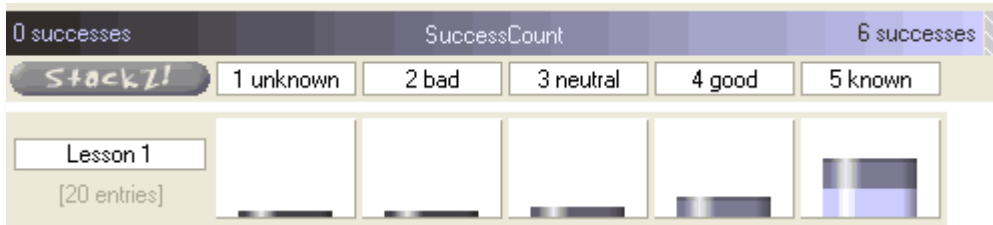


The color indicates the total amount of failures, so here the "problem words" are spotted. Maybe such a problem-word is mastered in the meantime, but this was a hard piece of work!

3.4.5. ColorMode 5: SuccessCount

THE DARKER THE COLOR, THE FEWER SUCCESSES.

Use this mode to find the entries with few positive tests.

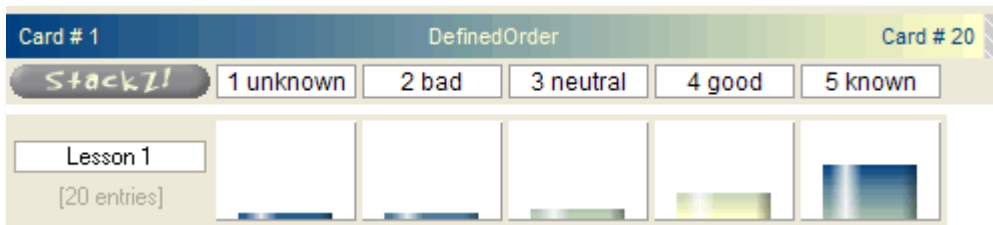


The color indicates the total amount of successful tests.

3.4.6. ColorMode 6: DefinedOrder

THE DARKER THE COLOR, THE EARLIER THE WORD.

Use this mode to attack the words in the defined order.



The color indicates the order of the card as defined in the StackEditDialog.

4. Skills

4.1. What is a "Skill" in Stackz?

To learn a foreign language is a tough job. Several skills are necessary to build up the proficiency. For example, the translation direction is essential - translating a word from one's native language to the foreign language is very different from translating it in the other direction. Speaking the foreign language is also a very different skill than passive understanding. Further, orthography is added when it comes to textual representation of the language.

With Asian languages such as Japanese and Chinese the difference between the skills is quite dramatic: Proficiency in written text has little to do with mastering spoken conversation, writing Japanese text is much more difficult than reading it, and so on. Although the skills are fundamentally different, they nevertheless mutually help each other to progress. The overall situation is rather complex and there is no step-by-step proceeding that optimizes the learning progress.

To cope with these difficulties, the Test- and Learn Dialog of Stackz can be configured to focus on the current skill of interest by choosing the attributes to be displayed along with their appearance order. The attributes that are less relevant for the current task are not presented, and the appearance order of the important ones emphasizes the current skill.

Skill: Name for a set of attributes with a defined order of appearance.


The skills can be conveniently switched during testing or learning with the  dropdown menu.



Fig 1: Skill menu in Learn Dialog

So if the focus of the student is to progress the skill of grasping the kanji meaning without caring too much about the pronunciation, he would pick the 'Kanji meaning skill'. Then only the two attributes 'kanji' and 'translation' are presented, in this order. Likewise, to improve the speaking abilities, the student might select 'Japanese speaking skill', which only presents the two attributes 'translation' and 'reading', in this order. Anything else is not necessary for speaking the language!

The skills are stored in the document, along with the proficiency statistics. They can be freely changed and renamed. The predefined default skills are displayed in the table below.

Stackz 7 Flashcard Organizer - User Manual

Skill name	Attribute Appearance Order	Lang.	Comment
Standard Test	1) Kanji , Comment 2) Reading 3) Translation	ALL	This is the normal Stackz skill, interpreting the 4th attribute as comment which is displayed at the beginning.
Uncommented Test	1) Kanji 2) Reading 3) Translation	ALL	Same as Standard test, but not showing the 4th attribute, which is the comment by default.
Familiarize with Entry	1) Kanji 2) Reading, Translation, Comment	ALL	Useful for initial exposure to new words
Kanji meaning skill	1) Kanji 2) Translation	Jpn, Cn	Check if the meaning of a kanji is mastered, ignoring the pronunciation.
Kanji reading skill	1) Kanji 2) Reading	Jpn, Cn	Check if the pronunciation of a kanji is mastered, ignoring the meaning.
Kanji writing skill	1) Reading, Translation 2) Kanji	Jpn, Cn	Check if the kanji can be written correctly. Best used with pencil in the right hand, trying to write the kanji on paper, and controlling the tool with the left hand on the keyboard.
Japanese speaking skill	1) Translation 2) Reading	Jpn, Cn	Check if the word can be translated into Japanese. Ideal to train conversation situations.
Japanese comprehension	4) Reading 5) Translation	Jpn, Cn	Check if the meaning of a certain word is known if only the pronunciation is available.

NOTE: Skill names for Japanese lists are shown. For Chinese Lists, "Hanzi" is used instead of "Kanji", and "Chinese" replaces "Japanese".

4.2. Skill Setup

Stackz allows selecting the skill for the Test Dialog and the Learn Dialog individually. Please refer to the file options for further information related to setting up the skills in a Stackz document.

5. Importing and exporting lists

Stackz uses a proprietary format to save the wordlists together with the test statistics. A Stackz document includes several lessons with five stacks of words each, where every word has the test state assigned. Stackz documents are opened and saved as in any standard multiple document interface Windows application, with the menu commands `'File-Open'` and `'File-Save'`.

In order to exchange lists with other tools however, Stackz can read and write other formats as well. In this case, a stack of words is converted to or from a standard text format where the lesson/stack structure do not exist, and the test state and the comment field are not present. The import/export functions are located in the menu `'Tools-Import from file'` and `'Tools-Export to file'`.

Importing is also possible in a more flexible way with the ListImportWizard.

5.1. Exporting Lists

Tools | Export to file writes the content of the selected stack(s) to a file. Files of the following formats can be written:

Format	Explanation
[Unicode UTF8] <TAB> separated	Export the attributes separated by TAB in Unicode UTF8 encoding.
[Ansi] <TAB> separated	Same as above, but in appropriate ANSI encoding. NOTE: If possible, the text [ANSI] is replaced with the name of the used Ansi encoding character set (e.g. Shift-JIS).
[EUC] <TAB> separated	Same as above, but in EUC encoding.
[EUC] JFC vocabulary cards	Export the attributes in JFC readable format.
[EUC] EDICT formatted text	Export the attributes in the EDICT format.

5.2. Importing Lists

When importing existing lists, it is a good idea to create a new Stackz document per group of lists and insert a lesson for each list. The menu command `'Tools-Import from file'` reads the content of the specified file to the selected stack. Files of the following formats can be read:

Format	Explanation
[Unicode UTF8] <TAB> separated	Export the attributes separated by TAB in Unicode UTF8 encoding.
[Ansi] <TAB> separated	Same as above, but in appropriate ANSI encoding. NOTE: If possible, the text [ANSI] is replaced with the name of the used Ansi encoding character set (e.g. Shift-JIS).
[EUC] <TAB> separated	Same as above, but in EUC encoding.
[EUC] EDICT formatted text	Export the attributes in the EDICT format.

Importing is also possible in a more flexible way with the List Import Wizard.

5.3. AutoImport Lesson(s)

If dozens of files with existing lists exist must be imported, the proceeding described above is tedious. The menu entry 'Wordlists-AutoImport Lessons(s)' allows selecting multiple import-files and automatically creates a lesson for each file.

Note: since the 'AutoImport Lesson(s)' command refers to the whole Stackz document, it is located in the Wordlists menu and not in the Tools menu as the other Import/Export functions.

5.4. List Import Wizard

5.4.1. Function

The List Import Wizard allows importing data from lists in any regular format with the following three simple steps:

STEP 1 – ENTER SOURCE DATA

Enter the source text and verify the correct display of Japanese text. Entering the text is possible in the following ways:

- *Copied text: paste to edit control with the 'paste' menu item of the edit control's context menu*
- *Copied HTML table: paste to edit control with the button 'Paste HTML Columns'*
- *Text file: open with the 'Open file...' button above the edit control.*

STEP 2 – DEFINE MAPPING

In this step, the source text is split into consecutive elements (tokens), which are then assigned to the desired Stackz attributes.

STEP 3 – PREVIEW AND IMPORT

Preview the result. If it is not satisfactory, go back to Step 2 to change the mapping, or even back to Step 1 to correct small formatting errors of the input text. If everything is OK, Import the content.

5.4.2. Tutorial

Goal: Import this tab-separated list into Stackz:

```
-- LESSON 1
二世      にせい second generation (Japanese)
三つ子    みつご three-year old child; triplets
女神      めがみ goddess
-- LESSON 2
丸太      まるた a log
止まる    とまる to stop; halt
比較      ひかく comparison
```

TUTORIAL STEP 1 – ENTER SOURCE DATA

Open the List Import Wizard. On the first page, bring the content of the HTML table into the big edit control by first copying it to the clipboard, and then selecting 'Paste HTML Columns'. This function analyzes the copied HTML formatted table, and places a TAB between the columns.

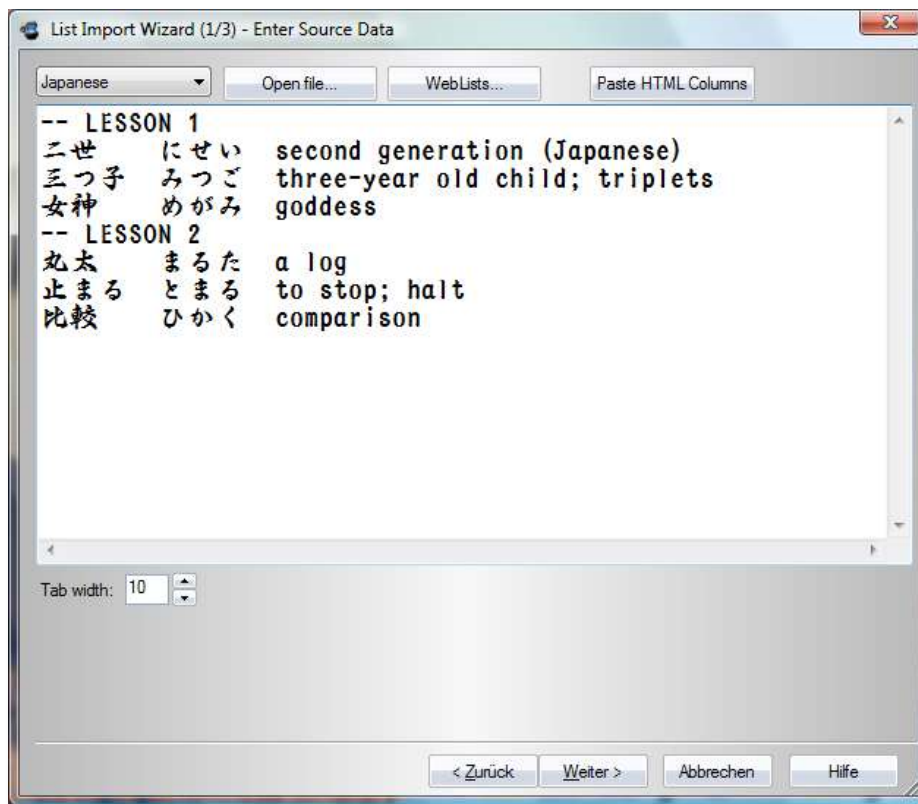


Fig. 15: List Import Wizard (1/3)

Once the table is readable in this first wizard step, click the 'Next' button.

TUTORIAL STEP 2 – DEFINE MAPPING

In this step, the source table must be split into tokens (left side of the dialog), and the tokens must be assigned to the Stackz attributes (right side of the dialog). On the top of the dialog, creation of multiple lessons can be specified.

(1) Specify Lessons	
A line starting with the Lesson Prefix ("—") is interpreted as lesson name. All consecutive entries are added to a new lesson with this name.	
(2) Cut Source into Tokens	(3) Map Tokens To Stackz Attributes
The input table is read line by line and 'cut' into words (the 'tokens') by applying the cutting pattern repeatedly. In the example below, the incoming text is repeatedly cut into tokens 1, 2, and 3 with the specific end-markers (tab, linefeed) until all text is processed.	The 4 lines on the right side of the dialog represent the 4 Stackz attributes. The settings of the dialog below means that text token #1 is used for the first Stackz attribute, it is called 'Entry' and the language is Japanese. Tokens #2 and #3 are similar.

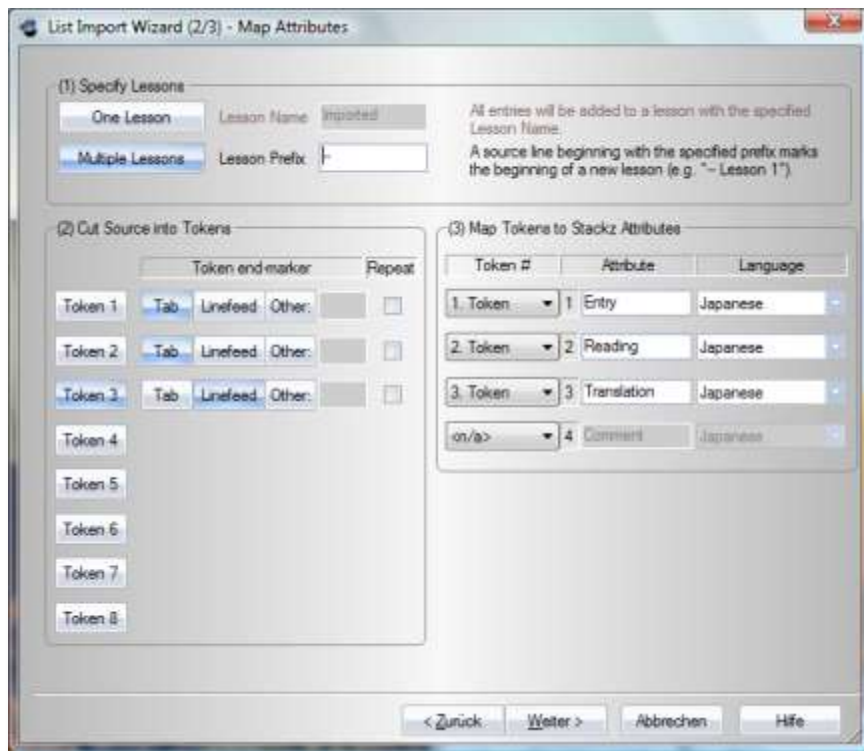


Fig. 16: List Import Wizard (2/3)

With this system, virtually any existing formatted wordlist can be imported - the token end-markers can be freely defined, and the assignment to Stackz attributes can be arbitrarily chosen. Splitting into several lessons can be conveniently adjusted as well.

If you agree with this mapping, click 'Next' for the third and last Wizard page.

TUTORIAL STEP 3 – PREVIEW AND IMPORT

This is the preview page of the import process. If you want to change the order of the columns or the name of a column, press the 'Back' button to change your mapping there.

You might also detect lines that are not mapped correctly due to errors in the original source table. Here this could happen for example if one of the column-entries does contain a TAB character, which would lead to an erroneous 'Split into Tokens'. In this case, you can go back to the first step of the Wizard, manually correct the issue (change the tab to something else) and verify the result again by clicking 'Next' twice.

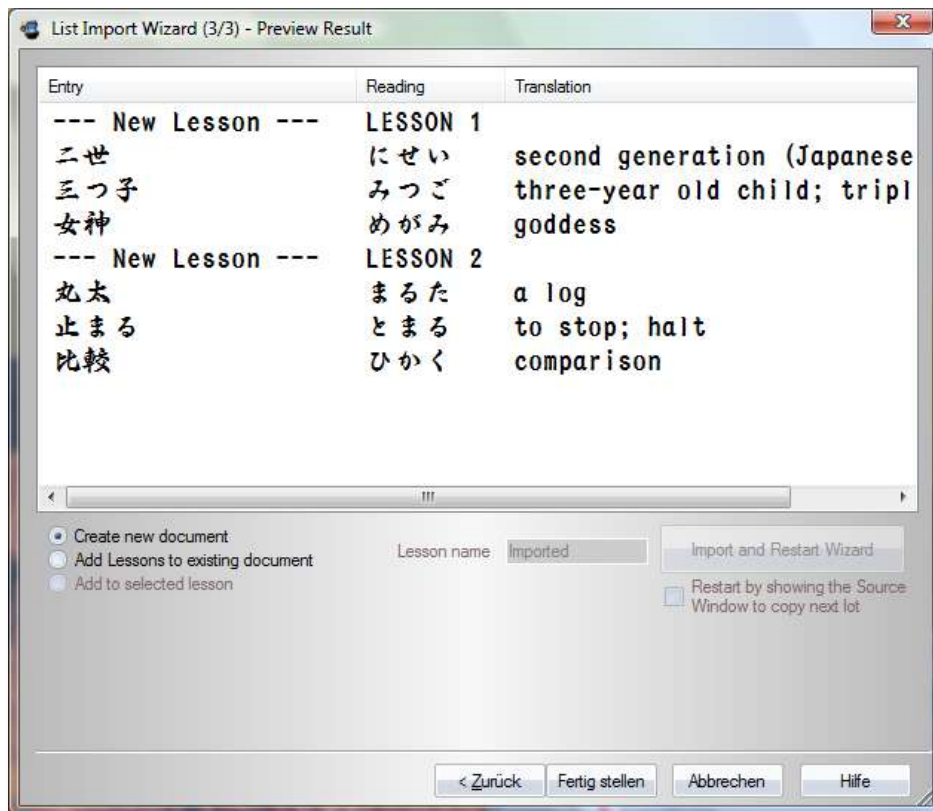


Fig. 17: List Import Wizard (3/3)

If you are satisfied with the preview page, the prepared data can be imported to Stackz.

Stackz 7 Flashcard Organizer - User Manual

Option	Explanation
Create new document	The new lesson is inserted into a new Stackz document.
Add lessons to existing document	The new lesson is appended to the currently active Stackz document.
Add to selected lesson	The entries are added to the currently selected lesson.
Lesson name	The name of the new lesson which will contain the imported entries (disabled for multiple lesson generation)
Import and Restart Wizard	The same behavior as 'Finish', but does not close the wizard (preserves the mapping in step 2). This is useful if several lessons must be imported in several copy/paste steps.
Restart by showing the Source Window to copy next lot	To be used in combination with the button above. Minimizes this wizard dialog window, which shows the previous window, which is (probably) the one with the source data. After copying some text to the clipboard, the wizard dialog reappears and automatically progresses to step 3.
Finish	Performs the import step.

Note: With a Stackz evaluation license, you can evaluate the functionality of the List Import Wizard. The generated file has the same state as a list from the online archive: it cannot be saved to disk without a full Stackz license.

6. Stackz Options

The options described in this chapter are global, i.e. they are not related to a document. The Stackz Options dialog is opened with the menu command 'Options-Stackz Options'.

6.1. Languages

Every attribute language has a font assigned. The "Language" tab of the Stackz Options Dialog defines the available languages and assigns a font to it. Please see chapter 8 for more information about the concept of languages in Stackz.



Fig. 18: Stackz Options – Languages

Add: Adds a new Language name and then automatically prompts for a font using the font selection dialog.

Remove: Removes the selected language from the list. Built-in languages (Chinese simplified, Chinese traditional, English, Japanese and Korean) cannot be removed.

Font/Script/Select: Allows modifying the font assigned to a language.

Keyboard/Assign: An input keyboard (IME) can be assigned to every language. Stackz then automatically activates the assigned keyboard when text of this language is edited. This is extremely handy when entering entries whose attributes require specific keyboards. **Reset** removes the assigned keyboard.

Reset Languages restores the factory settings.

Download Font... opens an explorer with links to font collections.

6.2. General Options

A number of other options can be set in the "General Options" tab.

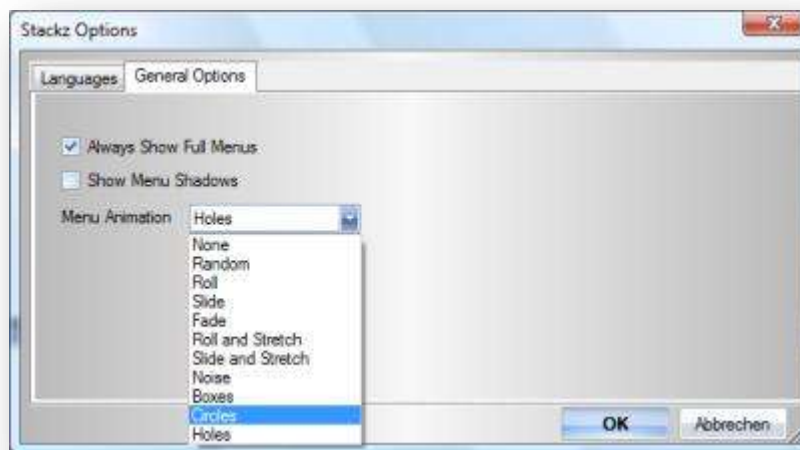


Fig. 19: Stackz Options - General Options

Always Show Full Menus avoids menu collapsing.

Show Menu Shadows adds a menu shadow.

The **Menu Animation** dropdown list box allows selecting a menu animation.

Note: Switching off menu shadows and menu animations may improve the perceived performance of Stackz.

7. File options

The menu 'File-File options...' opens the options dialog for the currently active Stackz document. Things like fonts and names of the attributes, the color scheme of the stacks, and some settings of the test- and learn-dialogs such as skills can be set for each Stackz document individually.

The file options of the active document can be set to all other currently open documents with the 'Propagate File Options' command from the 'Options' Menu.

7.1. Entries

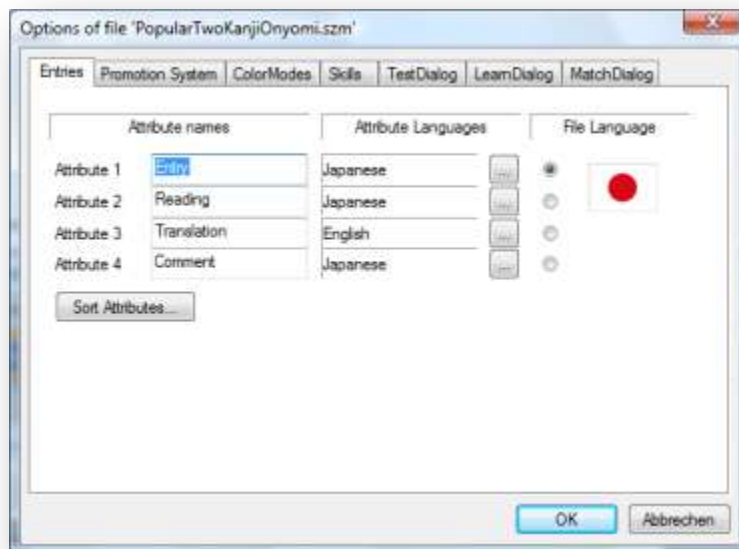


Fig. 20: File Options - Entries

The options of the tab 'Entries' are listed below.

Attribute Names: Default attribute names in new lessons are Entry, Reading, Translation and Comment. Here they can be redefined if needed.

Attribute Languages: Attributes in the Stackz documents are not directly mapped to fonts. They are rather assigned to languages, which then in turn are mapped to a certain font in the Stackz Options.

File Language: One of the Attribute languages can be declared as the "File Language". See chapter 8 for more information about the Stackz language concept.

7.2. Promotion System

The desired promotion system can be chosen here.

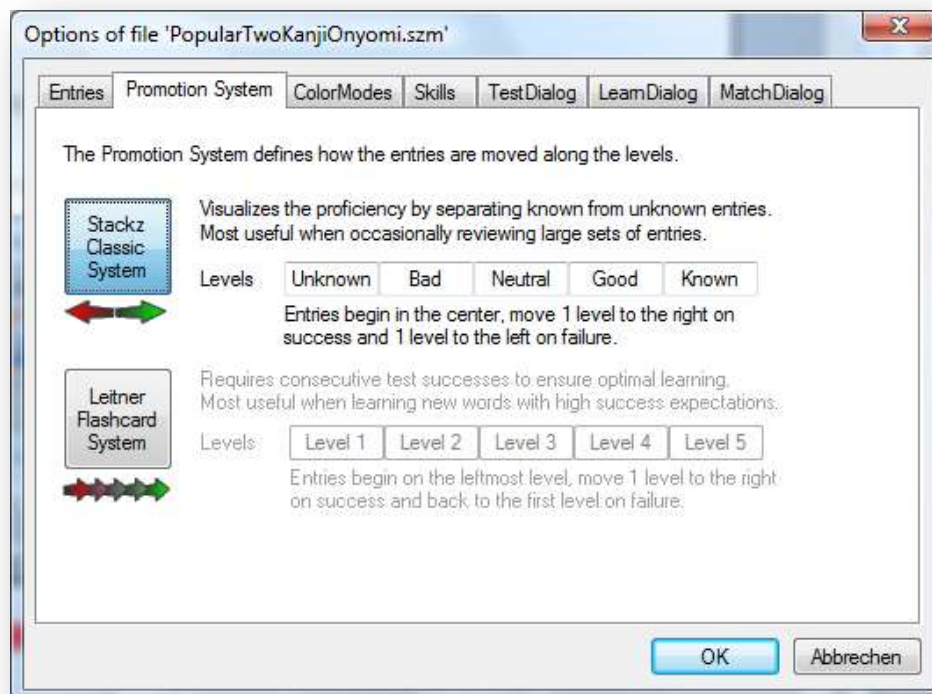


Fig. 21: File Options - Promotion System

Stackz Classic System: The cards begin in the center column (neutral position), positive test promote them one level to the right and negative tests demote them one level to the left. 'Reset entire file' puts the cards in the center column.

Leitner Flashcard System: The cards are initially in the first column. Positive tests promote them one level to the right. Negative tests, and 'reset entire file', put the cards back to the first column.

7.3. ColorModes Options

The ColorModes are defined in this screen.

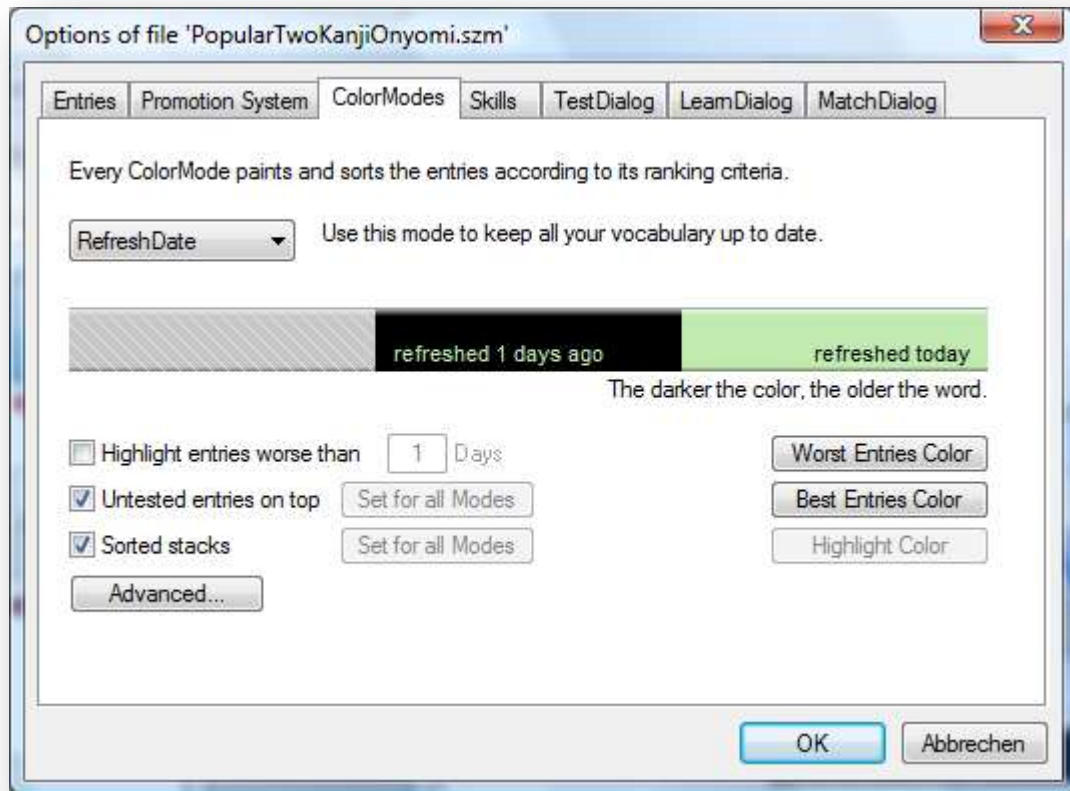


Fig. 22: File Options - ColorModes

ColorMode Dropdown list box: Selects the current ColorMode.

Highlight Entries worse than: All entries "worse" than the specified value are displayed with the specified color. "Worse" depends on the current ColorMode:

ColorMode	"worse" means
RepeatAdvisor	n/a
RefreshDate	older than ... days
SuccessRatio	less than ... % success
FailureCount	more than ... failures
SuccessCount	less than ... successes

Untested entries on top: If ticked, untested entries are placed on top and thus presented before the tested entries.

Sorted stacks: If ticked, the stacks are sorted according the current ColorMode.

Worst Entries Color, Best Entries Color, and Highlight Color: Definition of the color scheme of the current ColorMode.

Advanced: There are advanced options for the ColorModes RefreshDate and RepeatAdvisor.

RefreshDate Advanced Options: The display of the ColorBand reference can be set to relative date (e.g. "refreshed 20 days ago") or to the absolute date. Also, marking of uninitialized entries can be switched off to see the date color even if the positive test count is zero. This is useful when files of Stackz file formats older than 2.0 are opened, which do not have any test counters.



Fig. 23: RefreshDate Details

RepeatAdvisor Advanced Options: This ColorMode highlights items that are recommended for refreshing. The more difficult the entry is classified, the shorter the repetition interval. The exact definition of the highlighting rule can be defined in the advanced options: The difficulty estimation can be set to "Promotion Level" or "Success Ratio".

The refresh rate can be set to duplicate on every success for entries in the rightmost column in order to further diminish the exposure of well known entries.

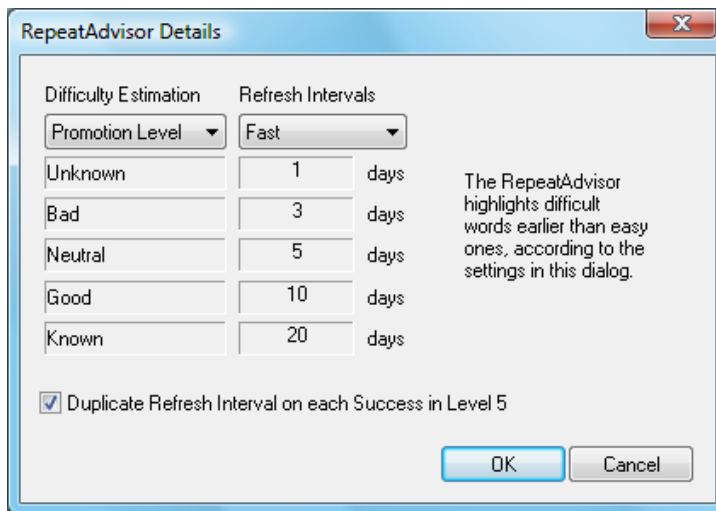


Fig. 24: RepeatAdvisor Details

7.4. Skills Options

The skills, i.e. named attribute sequences, are defined in this screen.

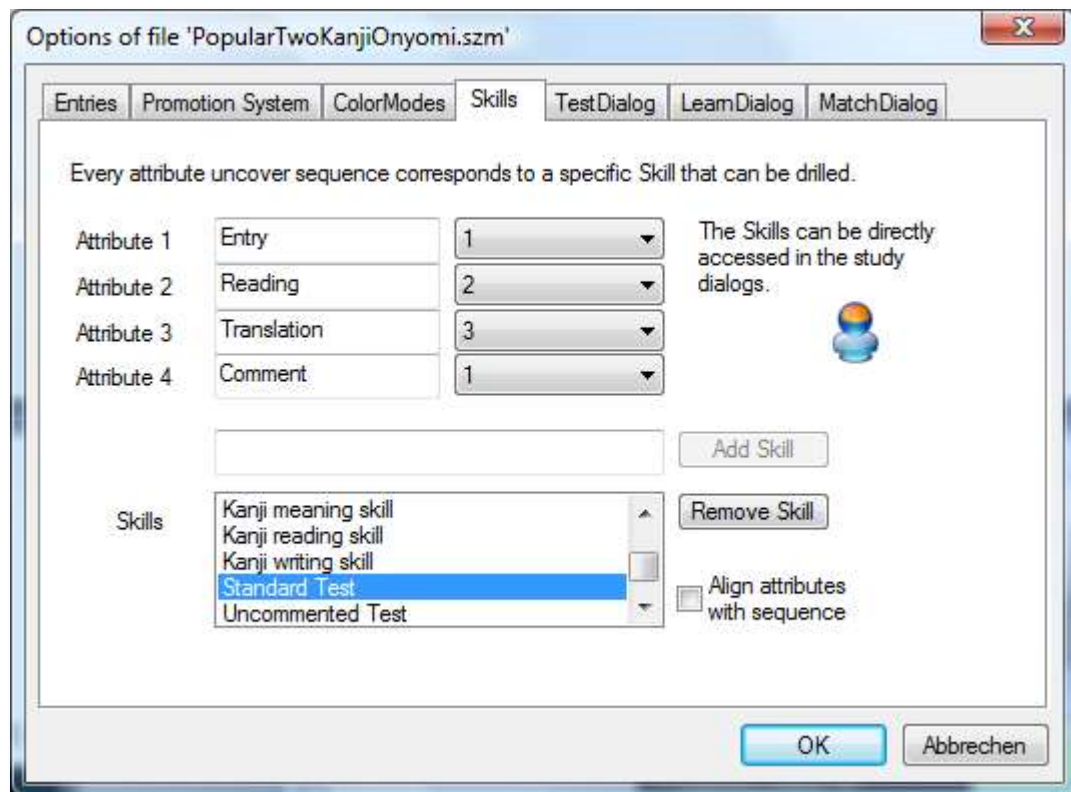


Fig. 25: File Options – Skills

In the upper part of the dialog, the appearance order is selected. A defined sequence can be stored along with a name using the **Add Skill** button. The button **Remove Skill** removes the selected skill. If the checkbox **Align attributes with sequence** is ticked, the attributes are appearing from top to bottom in the study dialogs instead of their default position.

7.5. 🎓 Test Dialog Options

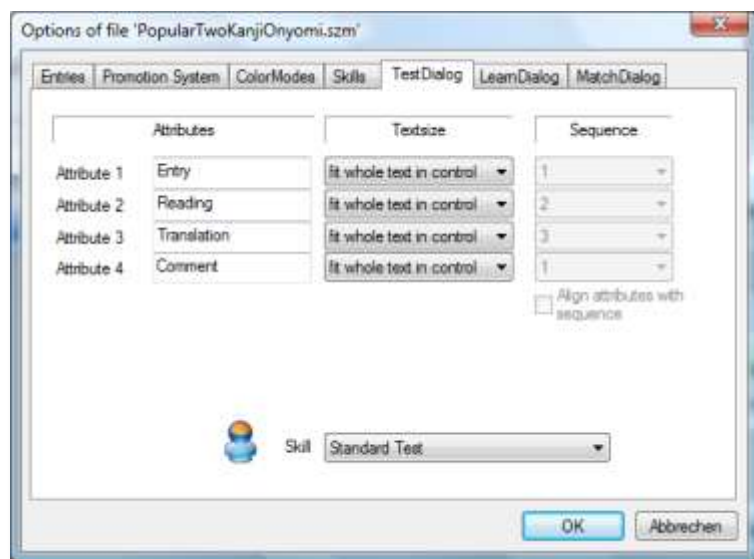


Fig. 26: File Options – Test Dialog

Textsize: size of the displayed attribute according the table below.

Setting	Meaning	Text visibility	Text size changed
fit whole text in control	The font is resized to fit the text in the current size of the textbox.	Full text always visible, no scrollbars	On every text change. It may become very big or small.
show x line(s) in control	The font is automatically chosen such that x lines can be displayed in the textbox.	Always x lines visible, scrollbars	Only on resizing the textbox.
defined attribute size	The attribute size is always used.	scrollbars	never

Sequence: The order of appearance of the attributes in the test dialog. This is only enabled for <Custom Skill>.

Align Attributes with Sequence: if checked, the attributes are placed according to the Skill appearance sequence in the Test Dialog. If not checked, the attributes are placed in the same order as listed in the Entries tab of the file options dialog.

Skill: The currently selected Skill. If set to <Custom Test Skill>, a specific sequence can be defined in the Test Dialog using the sequence controls above.

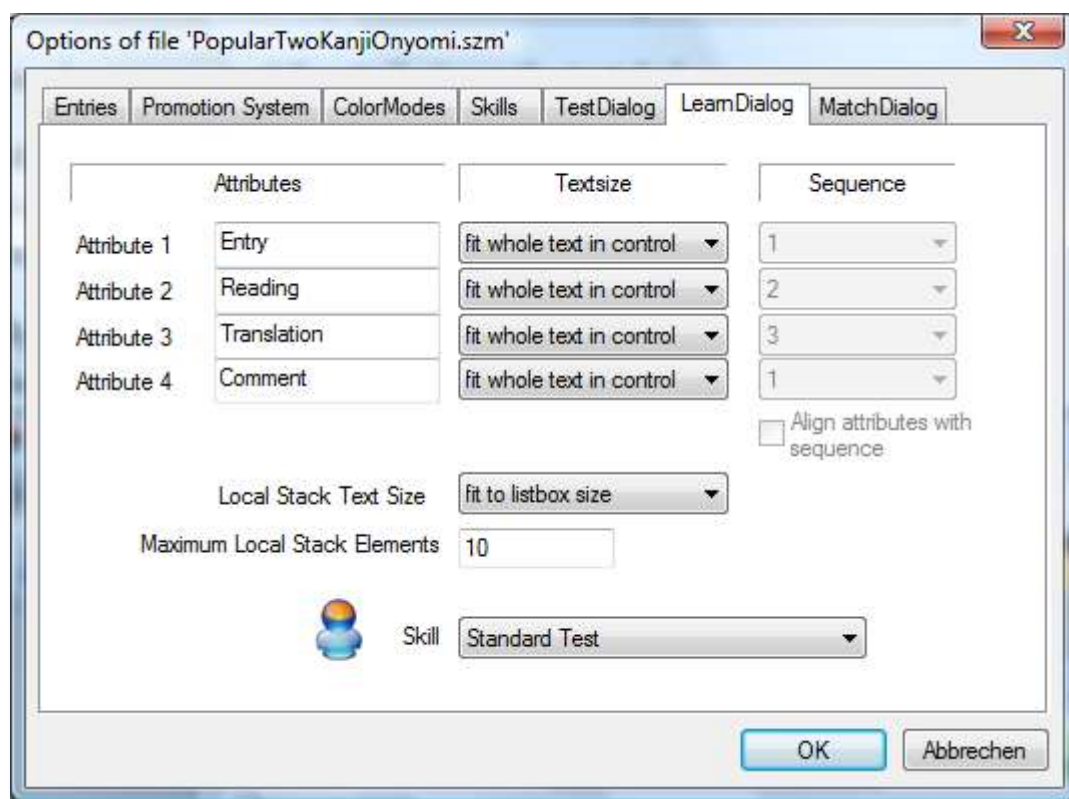
7.6.  Learn Dialog Options

Fig. 27: File Options - LearnDialog

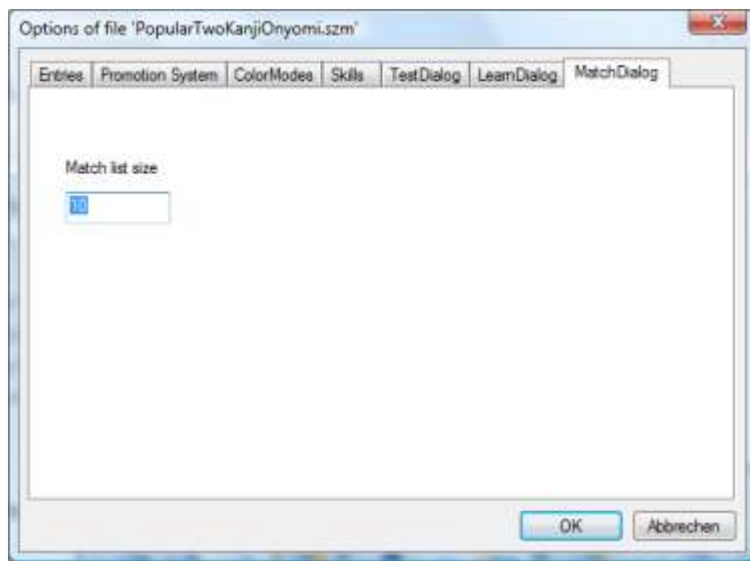
Automatic Text size, Sequence, Align attributes with sequence, Skill: cf. Test Dialog Options (7.5).

Local stack text size: Size of the text in the local stack.

Setting	Meaning	Line visibility	Text size changed
fit to listbox size	The font is resized to fit in the size of the listbox.	All lines are always visible	On resizing listbox and on changing number of entries in the list.
defined attribute size	The attribute size is always used.	might be necessary to use scrollbars	never

Local stack elements: The number of items in the local stack can be set here. The best number depends on the difficulty of the new words. The bigger the number, the more difficult the learn task of this reduced list becomes.

7.7. Match Dialog Options



Match list size: The number of items in the match dialog can be set here. The best number depends on the difficulty of the new words. The bigger the number, the more difficult the learn task becomes.

8. 🌐 Languages

In order to supporting different platforms with different font systems, the attributes in the Stackz documents can't be mapped directly to fonts. They are rather assigned to a language, which then in turn is mapped to a font on the platform.

The following terms are needed to describe this system.

Font: platform specific means to display the text. The font must contain the characters being displayed, i.e. must be able to display the given language.

Language: Stackz concept used for grouping together text elements using the same font and the same dictionaries. Every language has a font assigned; all dictionaries are linked to one of the defined languages.

File Language: The "main" language of a Stackz document. Any of the attribute languages can be set as file language in the File Options.

Stackz Language: The current language of the Stackz application. Defines what dictionaries are visible, and the initial language of all attributes in new Stackz documents. Can be selected manually with the 'Options' menu or with the 'Stackz Language' Toolbar.

When a Stackz document is activated (i.e. opened or selected), Stackz is set to adopt the language of this document for the visible dictionaries and for the attribute language of new files.

The **Stackz Language** is automatically set to the **File Language** of an activated Stackz Document. This ensures that the correct dictionaries are visible when switching from one target language to another.

9. Entering Text

9.1. Asian Language Input

Asian languages can directly be entered with the Microsoft IME on Western Windows XP or Vista. Please check the links section of the MindDate site for more information about installing the correct IME for your language and your Windows version.

Japanese Kana can be entered without Microsoft Windows IME.

If the IME is not installed on your system, you can still enter Japanese hiragana and katakana characters. To toggle between rooma-ji mode and the built-in kana-mode, either press `F2` or `Ctrl+SPACE`, or click on the toolbar icon for rooma-ji and for hiragana input mode. In kana-mode, the caps lock key on the keyboard determines whether hiragana or katakana characters are inserted.

Japanese Kanji can be entered without Microsoft Windows IME.

If the IME is not installed on your system, you can enter Japanese kanji by converting the selected text to the corresponding kanji by pressing `F5`. The selected text can be hiragana, katakana or even English text, the candidate list includes results all dictionary exact matches. For this conversion, kanjidic as well as all currently selected EDICT files are consulted. For information about installing dictionary files, please refer to the Dictionary Configuration section.

Mandarin Pinyin characters can be directly entered without Mandarin IME.

Combinations of vowels and tone numbers are automatically converted into the appropriate pinyin character during typing. For accentuated characters (e.g. `ü`), use the colon (`u1:`) or the `v` character (`v1`). Make sure that a font with the script `CHINESE_GB2312` is used, and that the Mandarin IME is disabled for entering pinyin.

Korean text is entered with the Korean IME, which relies on a Korean keyboard. The table below shows the corresponding keys of an English keyboard.

Korean Keyboard									
ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
ㅙ	ㅚ	ㅜ		ㅝ				ㅞ	ㅟ
Q	W	E	R	T	Y	U	I	O	P
b/v	j/z	d	g/k	s	yo	yeo	ya	ae	e
pp	cc	tt	kk	ss				yae	ye
ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ		
A	S	D	F	G	H	J	K	L	
m	n	(o)	r/l	h	oh	eo	ah	yi	
ㅋ	ㆁ	ㆆ	ㆅ	ㆄ	ㆃ	ㆂ	ㆁ		
Z	X	C	V	B	N	M			
k	t	ch	p/f	yu	woo	eu			

Fig 28: Korean Letters on an US keyboard

9.2. Other edit control specific issues

The edit context menu is opened with a right mouse click on the edit control.

Most of the actions described in this section can be started with this menu. If applicable, the shortcuts are listed along with the command in the context menu.

To insert a linefeed, `Ctrl+RETURN` must be pressed in some contexts.

This applies to all situations where the `RETURN` key has the special function to finish the edit action as a whole and to launch the default action. In the dictionary tool dialog for example the `RETURN` key starts the query linefeeds can be entered with `Ctrl+RETURN`.

Appendix I The Menus

I.A File

New	Ctrl+N	Open new file
Open...	Ctrl+O	Open existing file
Close		Close active file
Save	Ctrl+S	Save active file
Save As...		Save active file under a different name
Print Setup...		Open print setup dialog
<Recent Files>		Directly open a recent file
Exit		Close Stackz

I.B Options

Stackz Options...		Open the Stackz options dialog
File Options...		Open the File Options dialog
Propagate File Options...		Apply the file options of the active Stackz document to all other open documents. (The documents must be saved afterwards to keep the new settings)
<Language>		Select the Stackz Language

I.C Tools

Retention Manager		Open the Retention Manager Dialog
Learn	F3	Open the Learn Dialog Note: hold down ctrl or shift key while clicking to hide main window
Test	F4	Open the Test Dialog Note: hold down ctrl or shift key while clicking to hide main window
Match	F5	Open the Match Dialog Note: hold down ctrl or shift key while clicking to hide main window
Edit	F2	Open the Stack Edit Dialog
Shuffle		Shuffle the selected stacks
Reset entire file		Reset the statistics information of the entire file
New Lesson		Insert a new lesson
Remove lesson		Remove the selected lesson(s)
Move lesson up		Move the selected lesson(s) down in list
Move lesson down		Move the selected lesson(s) up in list
Cut	Ctrl+X	Cut the selection to the clipboard
Copy	Ctrl+C	Copy the selection to the clipboard
Paste	Ctrl+V	Paste from clipboard
Print		
as list		Print the selected entries as list
as flashcards		Print the selected entries as flashcards

I.D Wordlists

Online Wordlist Archive...		Open an explorer window with the online archive
List Import Wizard...		Open the List Import Wizard
AutoImport lesson(s)...		Import several files into lessons
Import from file...		Import a List from a file in the specified format
Export to file...		Export selected stacks to a file in the specified format
Find Stackz Wordlists...		Search for a specific text in several Stackz wordlist files

I.E Dictionaries

Stackz 7 Flashcard Organizer - User Manual

D <u>i</u> ctionary	F6	Open Dictionary tool
Kanji <u>I</u> nfo	F8	Open Kanji Info tool
Select <u>K</u> anji	F7	Open Select Kanji tool
<u>E</u> xample Sentences	F11	Open Example Sentences tool
<u>T</u> extpad	F9	Open textpad
<u>S</u> etup...		Open dictionary setup dialog

I.F Window

<u>T</u> oolbars...		Opens the appropriate toolbar
<u>F</u> ile		
<u>A</u> ctions		
<u>E</u> dit		
Wordlist <u>C</u> ontent		
Wordlist <u>S</u> tructure		
Stackz <u>L</u> anguage		
<u>D</u> ictionaries		
<u>G</u> UI <u>T</u> hemes		
<u>R</u> eset Panels		Reset the layout of the panels to the default place
<u>S</u> tatus Bar		Show or hide the status bar
<u>C</u> ascade		Cascade all open Stackz documents
<u>T</u> ile		Tile all open Stackz documents
<u>A</u> rrange Icons		Arrange the minimized documents

I.G Help

<u>A</u> bout		About Stackz: Program Version and other Info
<u>S</u> tackz topics		Opens the user manual
<u>L</u> anguage Tools topics		Opens the dictionary related user manual
<u>T</u> utorials		Opens the tutorials
<u>C</u> heck for update...		Checks on the internet for a new version
<u>L</u> icense key...		Open

Appendix II The Context Menus

II.A Stack Context Menu





<u>L</u> earn	F3	Open the Learn Dialog Note: hold down ctrl or shift key while clicking to hide main window
T <u>e</u> st	F4	Open the Test Dialog Note: hold down ctrl or shift key while clicking to hide main window
<u>M</u> atch	F5	Open the Match Dialog Note: hold down ctrl or shift key while clicking to hide main window
<u>E</u> dit	F2	Open the Stack Edit Dialog
<u>S</u> huffle		Shuffle the selected stacks
<u>C</u> ut	Ctrl+x	Cut the selection to the clipboard
<u>C</u> opy	Ctrl+c	Copy the selection to the clipboard
<u>P</u> aste	Ctrl+v	Paste from clipboard
<u>I</u> mport from file...		Import a List from a file in the specified format
<u>E</u> xport to file...		Export selected stacks to a file in the specified format
<u>P</u> rint		
as <u>l</u> ist		Print the selected entries as list
as <u>f</u> lashcards		Print the selected entries as flashcards
<u>A</u> admin		
Set to <u>O</u> ldest Date		Sets the refresh date of all cards to the oldest date in the document
Set to <u>T</u> oday's Date		Sets the refresh date of all cards to today's date
<u>R</u> eset Test Counters		Reset the statistics information of the entire file
Show <u>S</u> tatistics		Shows statistics dialog (entries count, newest and oldest entry)
Revert to <u>L</u> ast Test		Advances the refresh date of all entries by the period of time passed since the last positive test. This has the effect of bringing the file to the state where it was left after a pause.

II.B Stack Edit Context Menu





Search in Dictionary	F6	Runs a query in the dictionary tool
Analyze	Ctrl+F6	Runs a query in the dictionary tool with the "analyze" checkbox ticked
Select <u>K</u> anji	F7	Selects Kanji
Kanji <u>I</u> nfo	F8	Shows the Kanji info
Add to Textpad	F9	Adds the selection to the textpad
<u>E</u> dit	F2	Enters the in-place edit mode
<u>R</u> emove	DEL	Removes the selected entries
<u>I</u> nsert New	INS	Inserts a new entry
<u>O</u> pen Dictionary	F6	Opens and activates the dictionary tool
<u>C</u> ut	Ctrl+x	Cut the selection to the clipboard
<u>C</u> opy	Ctrl+c	Copy the selection to the clipboard
<u>P</u> aste	Ctrl+v	Paste from clipboard
<u>P</u> rint		
as <u>l</u> ist		Print the selected entries as list
as <u>f</u> lashcards		Print the selected entries as flashcards
<u>M</u> aintenance		
Move to Stack...		Moves the entry to the specified stack
Swap with Column x		Swaps the selected attribute with the one of column x
<u>A</u> admin		
Set to <u>O</u> ldest Date		Sets the refresh date of all cards to the oldest date in the document
Set to <u>T</u> oday's Date		Sets the refresh date of all cards to today's date
<u>R</u> eset Test Counters		Reset the statistics information of the entire file

Appendix III The Toolbars




III.A File

Icon	Tooltip	Description
	New	Open new file
	Open	Open existing file
	Save	Save file
	File Options	Open file options dialog


III.B Edit

Icon	Tooltip	Description
	Edit Selection	Edit the selected text
	Cut	Cut selection to clipboard
	Copy	Copy selection to clipboard
	Paste	Paste from clipboard



III.C Actions

Icon	Tooltip	Description
	Learn	Open Learn Dialog Note: hold down ctrl or shift key while clicking to hide main window
	Test	Open Test Dialog Note: hold down ctrl or shift key while clicking to hide main window
	Match	Open Match Dialog Note: hold down ctrl or shift key while clicking to hide main window



III.D Stackz Language

Icon	Tooltip	Description
	Stackz Language Settings	Open Stackz Language Settings Dialog
<language>	<dropdown>	Select the Stackz Language







III.E Wordlist Content

Icon	Tooltip	Description
	List Import Wizard	Open List Import Wizard
	Import from File	Import a List from a file in the specified format






Stackz 7 Flashcard Organizer - User Manual

	Export to File	Export selected stacks to a file in the specified format
	Retention Manager	Open the Retention Manager Dialog

III.F Wordlist Structure

Icon	Tooltip	Description
	Move lesson up	Move the selected lesson(s) up in list
	Move lesson down	Move the selected lesson(s) down in list
	New lesson	Insert new lesson
	Remove lesson	Remove the selected lesson(s)
	Shuffle	Shuffle the selected stacks
	Propagate file options	Apply the file options of the active Stackz document to all other open documents. (The documents must be saved afterwards to keep the new settings)

III.G Dictionaries (dictionary edition only)

Icon	Tooltip	Description
	Dictionary	Open Dictionary tool
	Kanji Info	Open Kanji Info tool
	Select Kanji	Open Select Kanji tool
	Example Sentences	Open Example Sentences tool
	Textpad	Open textpad

III.H GUI Themes

Available themes
Office 2007 (Release 2) Silver Theme
Office 2007 (Release 2) Obsidian Theme
Office 2007 (Release 2) Luna-Blue Theme
Office 2007 (Release 1) Theme
Native Windows XP Theme
Visual Studio 2005 Theme
Office 2003 Theme (without Windows XP Theme colors)
Office 2003 Theme
Office XP Theme / Visual Studio .NET Theme
Office 2000 Theme

Appendix IV Index

A

Autoimport Lesson(s) · 39

B

Best Practices · 16

C

ColorBand · 31

ColorModes · 15, 31

Computer, Role of · 10

D

DefinedOrder ColorMode · 34

Dialog

Learn · 23

Match · 26

Test · 20

E

Exporting

Lists · 38

F

FailureCount ColorMode · 33

Font · 55

H

Handeld Devices · 16

I

Importing · 39

Lists · 38

L

Language · 55

File · 55

Stackz · 55

Stackz Document · 55

Languages · 45

Lesson · 18

List Import Wizard · 39

M

Masking Entries · 31

Menu Commands · 58

O

Options

File · 47

General · 46

Stackz · 45

P

Process

Learn · **8**

Study · **8**

Test · **9**

Proficiency, Visualization of · **10**

R

RefreshDate ColorMode · **32**

RepeatAdvisor ColorMode · **32**

Retention Manager · **11**

S

Skill · **35**

Stack · **19**

Stackz Options · **45**

Study Set · **11**

SuccessCount ColorMode · **34**

SuccessRatio ColorMode · **33**

T

Toolbars · **61**

Appendix V Figures

Fig. 1: The Stackz Concept	7
Fig 2: Visualization of the Proficiency State	10
Fig 3: Retention Manager – collapsed state	11
Fig 4: Retention Manager – expanded state	14
Fig. 5: Study Set "Introduce New Cards"	14
Fig. 6: Study Set "Examine Expired Cards"	14
Fig. 7: Study Set "Bulk Refresh Cards"	15
Fig. 8: Stackz Data Visualization	18
Fig. 9: Unsorted Stacks	19
Fig. 10: Test Dialog	20
Fig. 11: Learn Dialog	23
Fig. 12: Match Dialog	26
Fig. 13: Stack Edit Dialog	28
Fig. 14: Insert entry - select target stack	30
Fig. 15: List Import Wizard (1/3)	41
Fig. 16: List Import Wizard (2/3)	42
Fig. 17: List Import Wizard (3/3)	43
Fig. 18: Stackz Options – Languages	45
Fig. 19: Stackz Options - General Options	46
Fig. 20: File Options - Entries	47

Fig. 21: File Options - Promotion System	48
Fig. 22: File Options - ColorModes	49
Fig. 23: RefreshDate Details	50
Fig. 24: RepeatAdvisor Details	51
Fig. 25: File Options – Skills	51
Fig. 26: File Options – Test Dialog	52
Fig. 27: File Options - LearnDialog	53
Fig 28: Korean Letters on an US keyboard	57