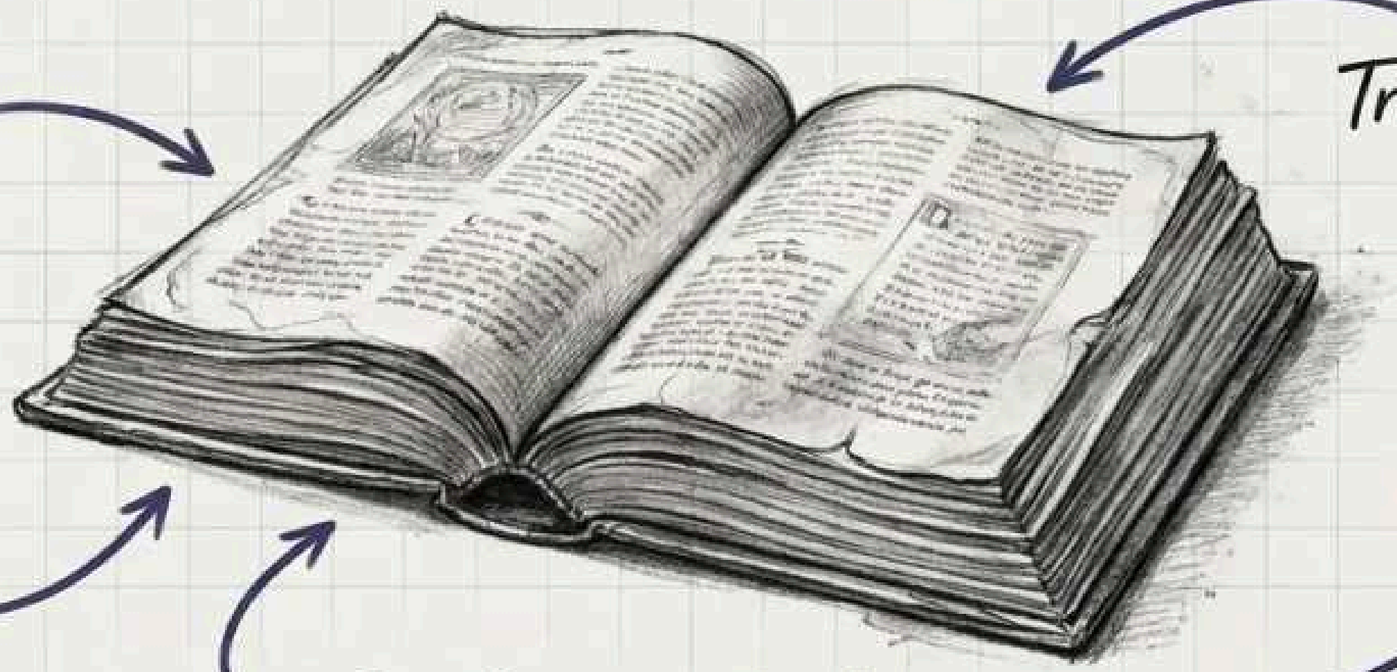
PHIL 100 B: Lecture 3 — Why the Academy Exists

A blueprint for making education useful.

Curriculum as STRUCTURE

Knowledge Repository

Transgenerational Dialogue



Foundation of Discourse

Intellectual INHERITANCE

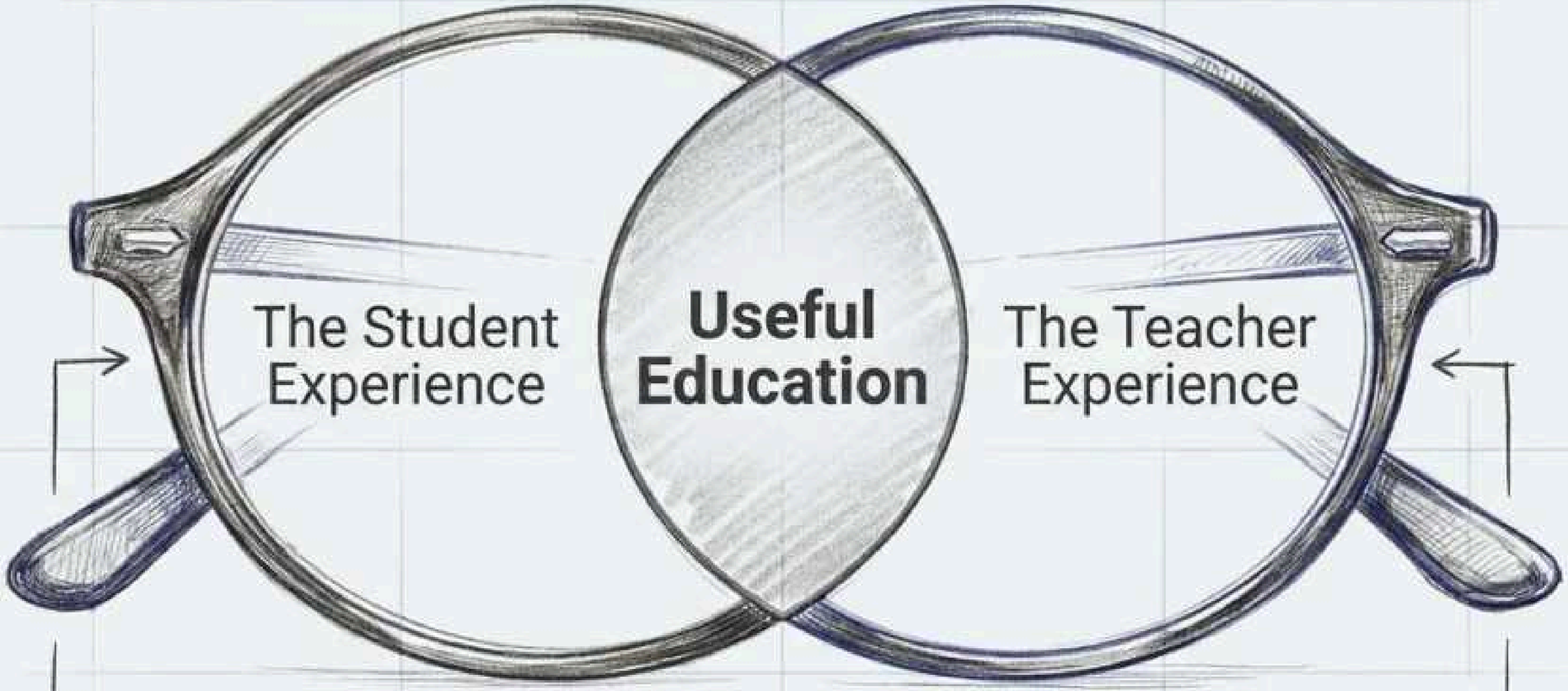
Synthesis & Application

Anderson Academy

garyanderson@mail.grokbot.com

X: @garyanderson

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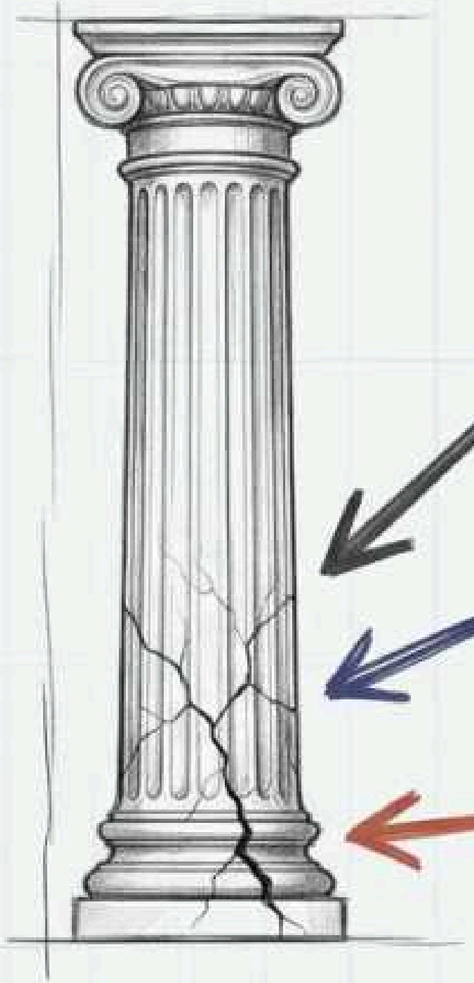


Every project begins with a reason. The Academy applies lessons from both sides of the lectern to uncover how education is best made useful.

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¶ 3.2

High Quality Instructors ÷ Low Cost = Initial Promise



Cost is relatively cheap and within reach.

Courses feature highly qualified instructors.

But a closer look reveals structural limits...

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The University Replica Model



Respectable Goal: Replicating the physical university experience online.

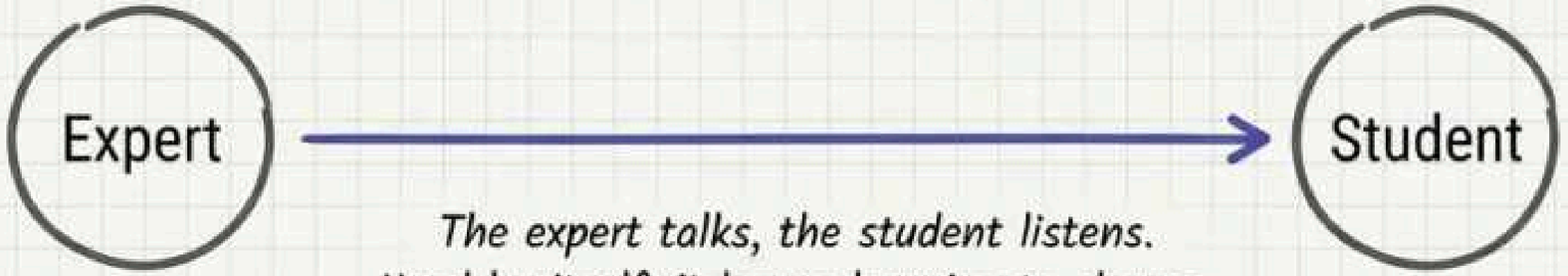
Expert-Led: Highly qualified experts speak directly on their subjects.

Demonstrated Efficacy: A valid approach that works well for many students.

Note: Nothing in this course diminishes the value of an expert speaking on their subject.

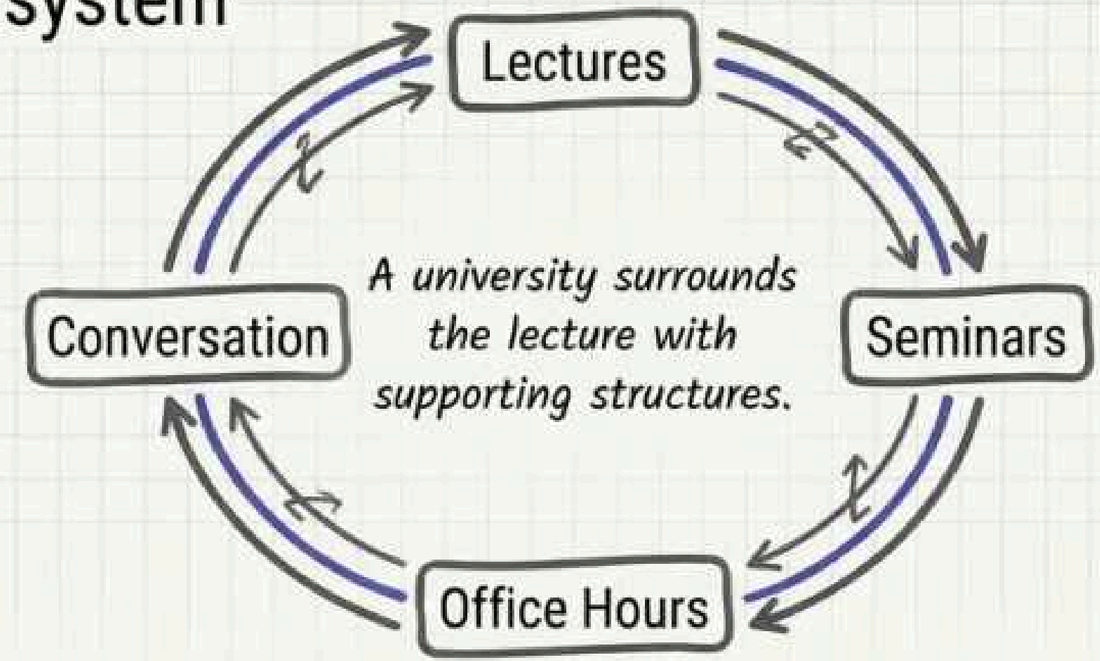
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One-Way Lecture



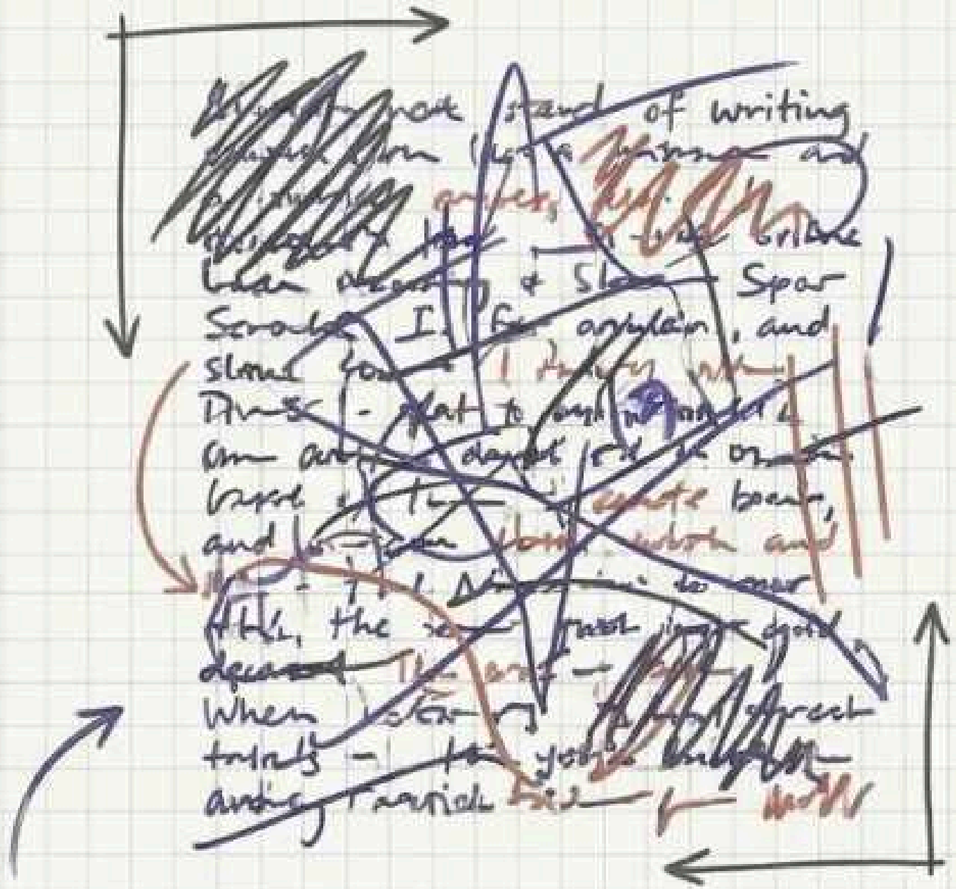
The expert talks, the student listens.
Used by itself, it leaves learning to chance.

The University Ecosystem



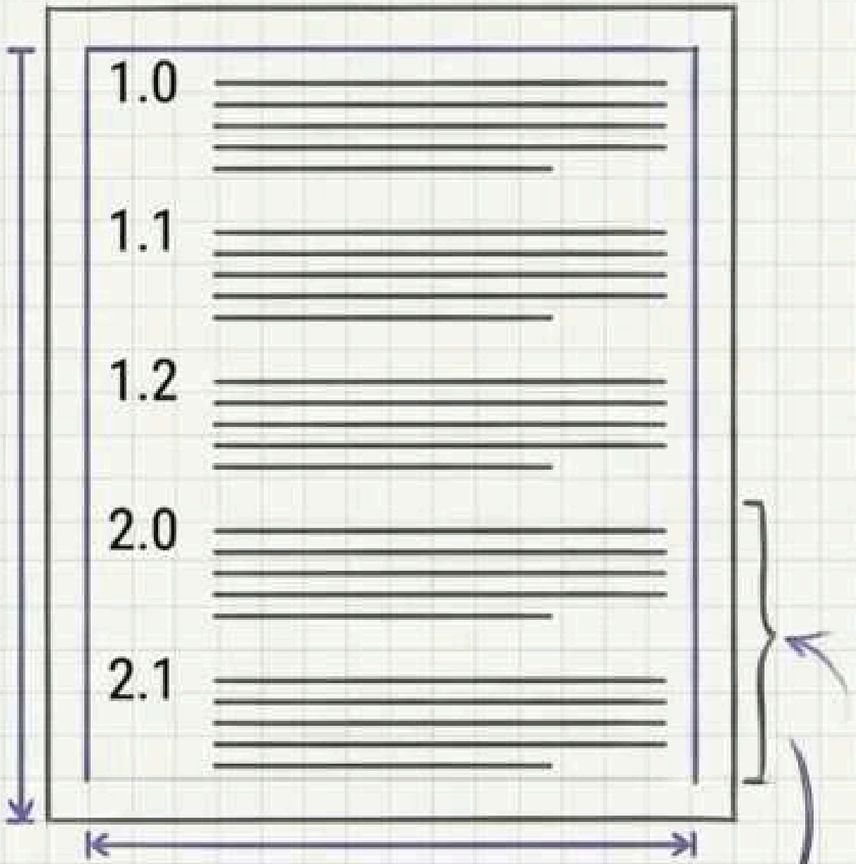
A university surrounds the lecture with supporting structures.

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Speech-Produced Transcripts

Runs on without structure, lacks numbered paragraphs, impossible to point to precisely.



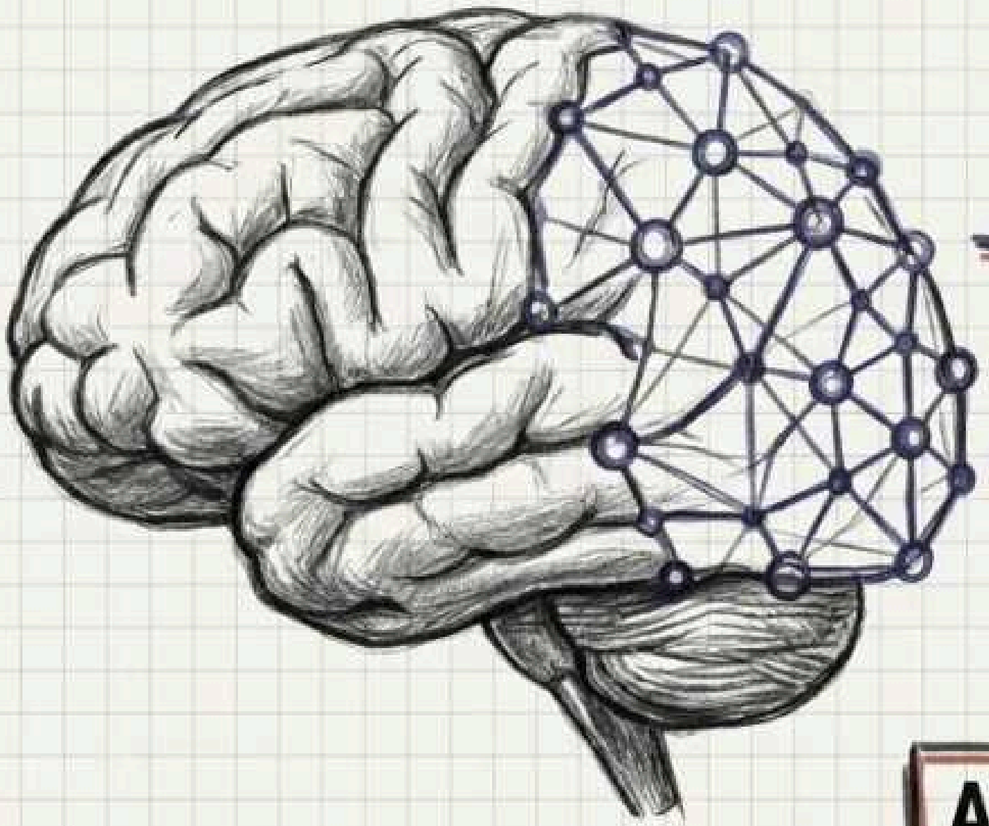
Structured Text

Built for study. Easily parsed by human or machine tutors.

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¶ 3.6

Clean, Structured Text + AI Prompting = Modern Learning



Explain: Explain this paragraph again.

Quiz: Quiz me on this section.

Argue: Argue the other side.

A messy transcript wastes the most useful new tool a modern student has.

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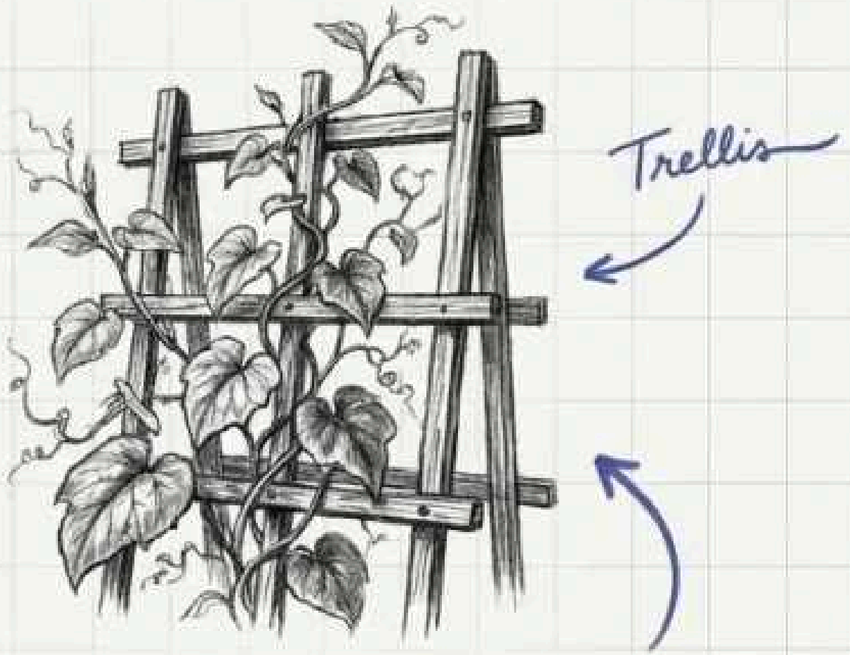
¶ 3.7

Summative
(The Traditional Standard)



Judges you at the very end with a final score or grade.

Formative
(The Academy Method)

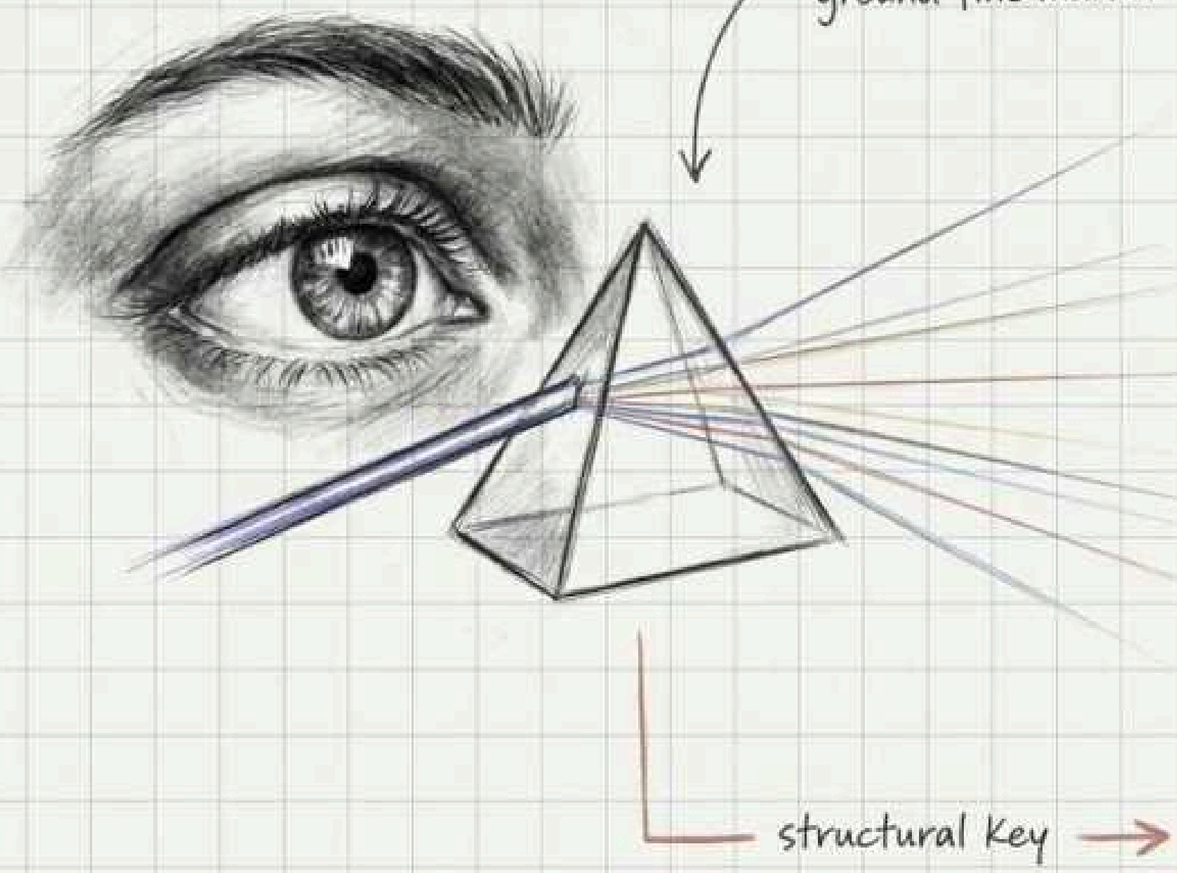


Helps you learn continuously along the way.

The central operating difference of the Academy (expanded in Lecture 4).

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¶3.8



The observations of one person...

...about one product, based on his own experience at a particular time.

Things change. Others may reach different conclusions. This is not a definitive judgment or an attempt to run down a company—it is simply the experience that led Gary to try something different.

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¶3.9

Shared Title ≠ Shared Content



Borrowed Ideas: If a course code lines up, the title made sense and was borrowed.

Original Creation: Courses reflect topics interesting to Gary and relevant to others.

The Guarantee: The content of every course is 100% written fresh, not copied from anyone.

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¶ 3.10

The Four Pillars of the Academy

Reachable & Short

Courses **must be short** enough to actually finish.

Transcripts First

Clean, numbered, and **ready for a tutor.**

Formative Assessment

Designed to help people learn instead of ranking them.

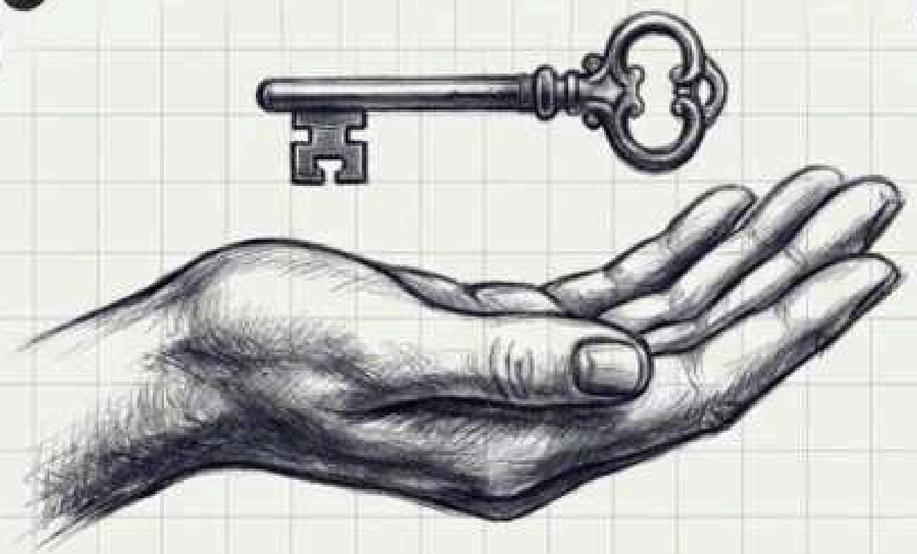
Locus of Responsibility

The responsibility for learning stays where it belongs: with the student.

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¶ 3.11

Knowledge ought to be easy to reach.



Driven by **Gary's retirement** and the freedom to build a model optimized purely for access rather than commercial constraints.

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¶ 3.12

~~Lecture → Transcript (By-Product)~~

Transcript (The Heart) → Lecture

- Makes numbering paragraphs easy.
- Allows rigorous fact-checking.
- Gives an AI tutor something actually worth reading.

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¶ 3.13

Gary's Direction
+ AI Drafting

→

Course Material
(Output 1)



Course Material
+ Student Prompting

→

AI Tutoring
(Output 2)

A human being decides what goes into a course.
The responsibility for all errors is his, not the machine's.

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¶ 3.14

What it is NOT



Makes no claim to grant degrees, credentials, or certificates. Not an accredited university replacement.

What it IS



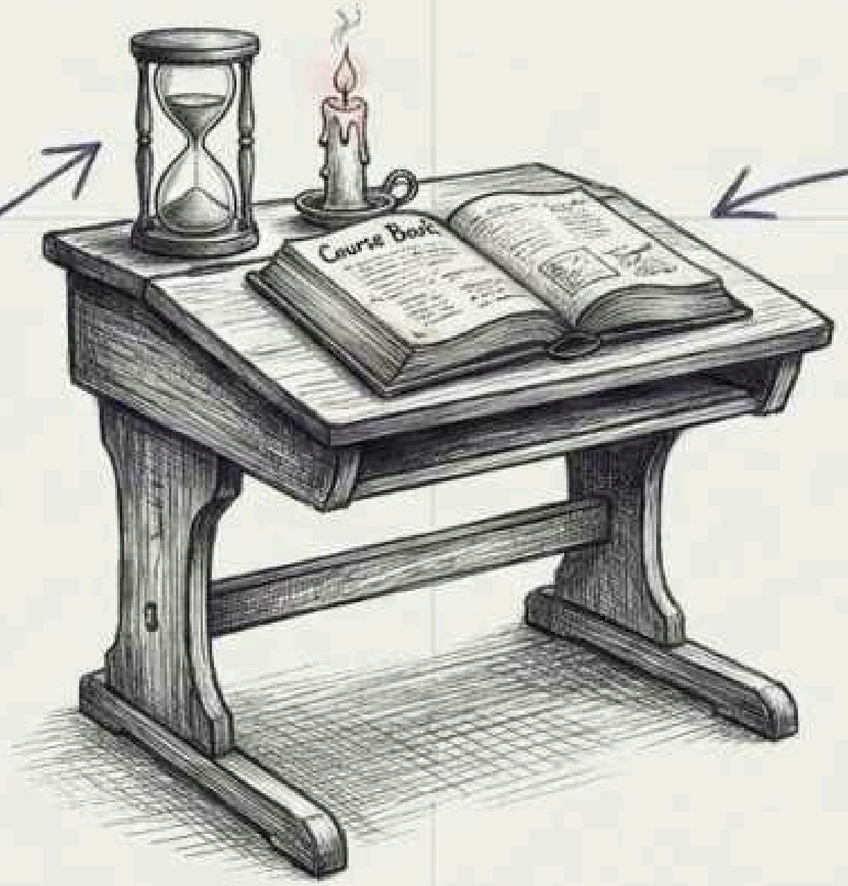
A library of well-organized first courses. Designed to help you begin learning something and to point you toward more.

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¶ 3.15

Teacher's Arrangement + Student's Responsibility = Actual Learning

A teacher can arrange material and offer practice, but *cannot* do the learning for you.



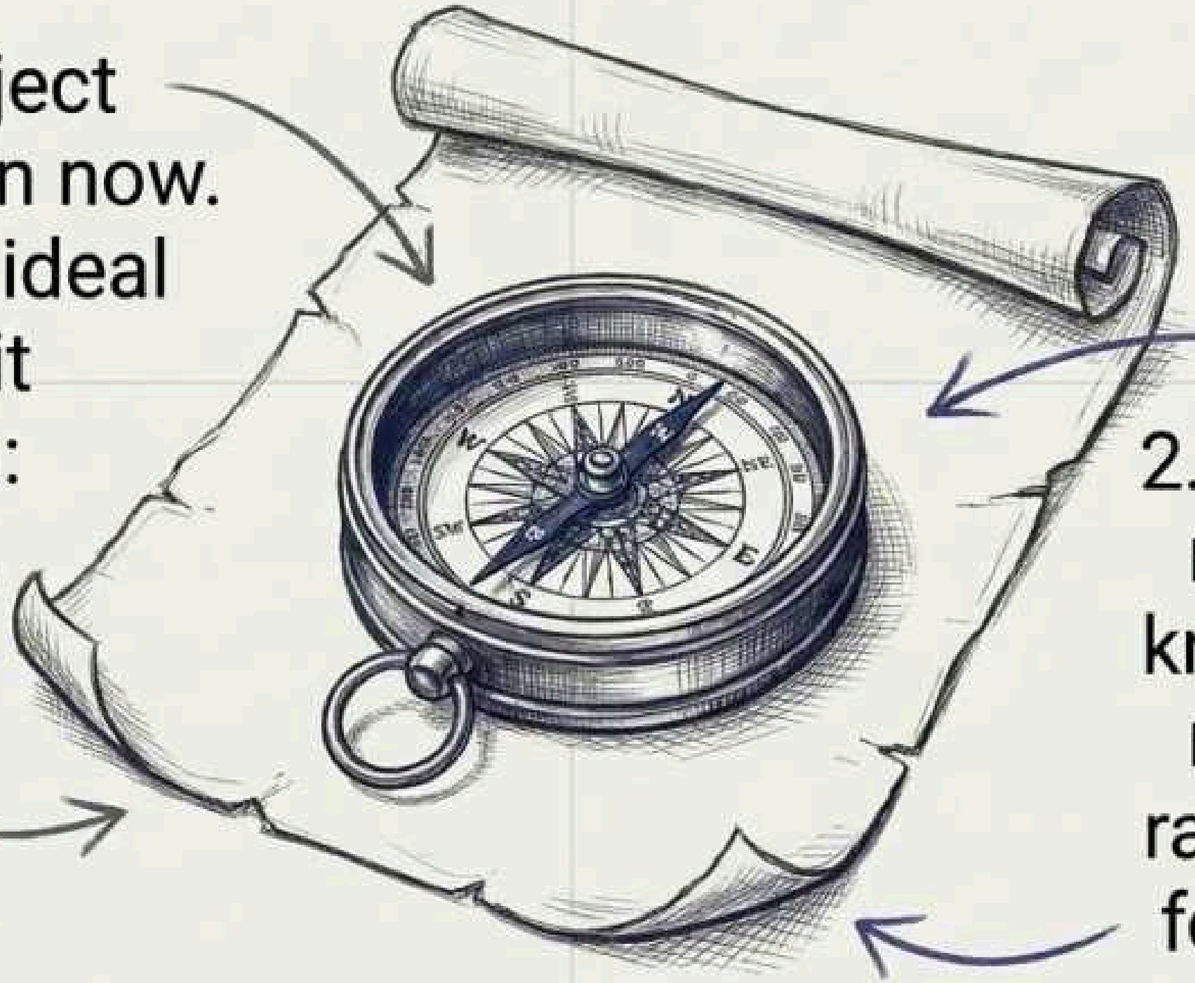
If someone wants to check your learning, they can make their own assessment from open Course Book.

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¶ 3.16

The Final Inquiry

1. Think of a subject you want to learn now. What would the ideal way of learning it look like for you: lectures, books, conversation, practice?



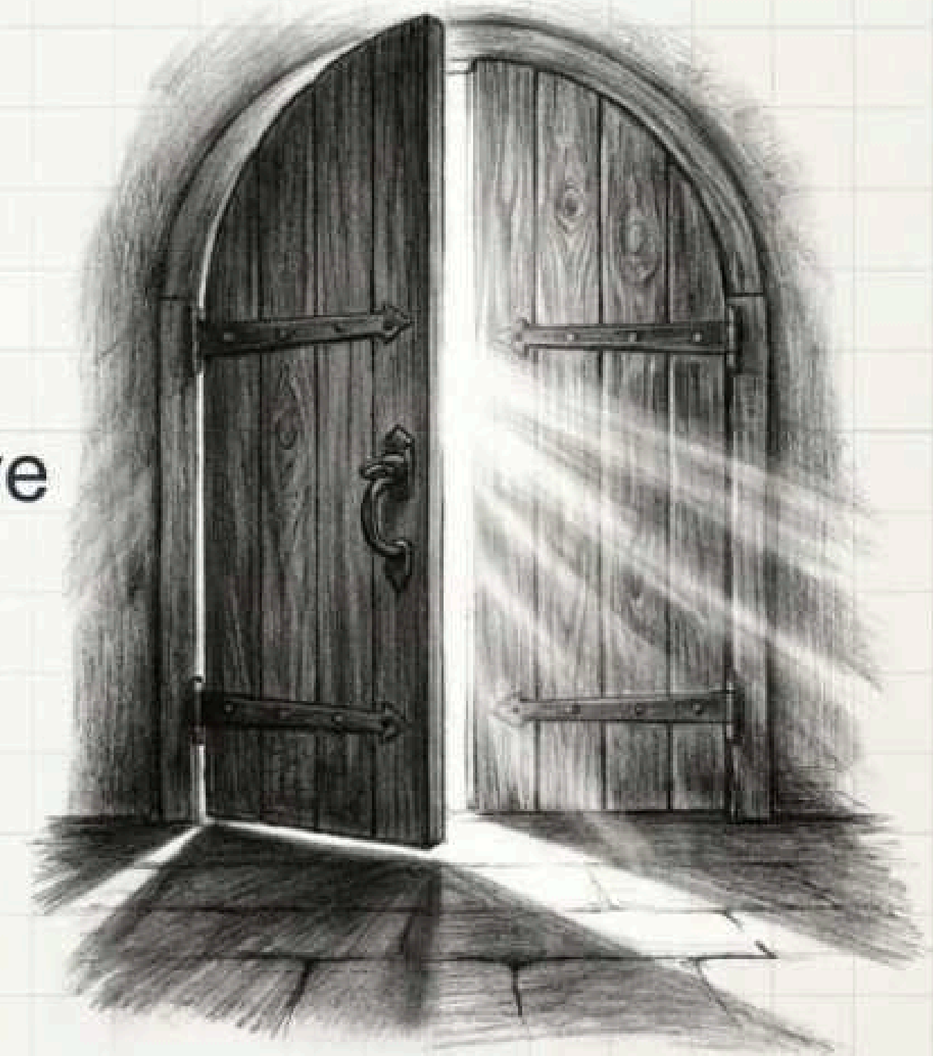
2. What would you need in order to know that you had really learned it, rather than merely felt that you had?

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¶ 3.17

Looking Ahead to Lecture 4

- Stepping inside a **finished** course.
- The detailed mechanics of Formative vs. **Summative** assessment.



End of Le

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