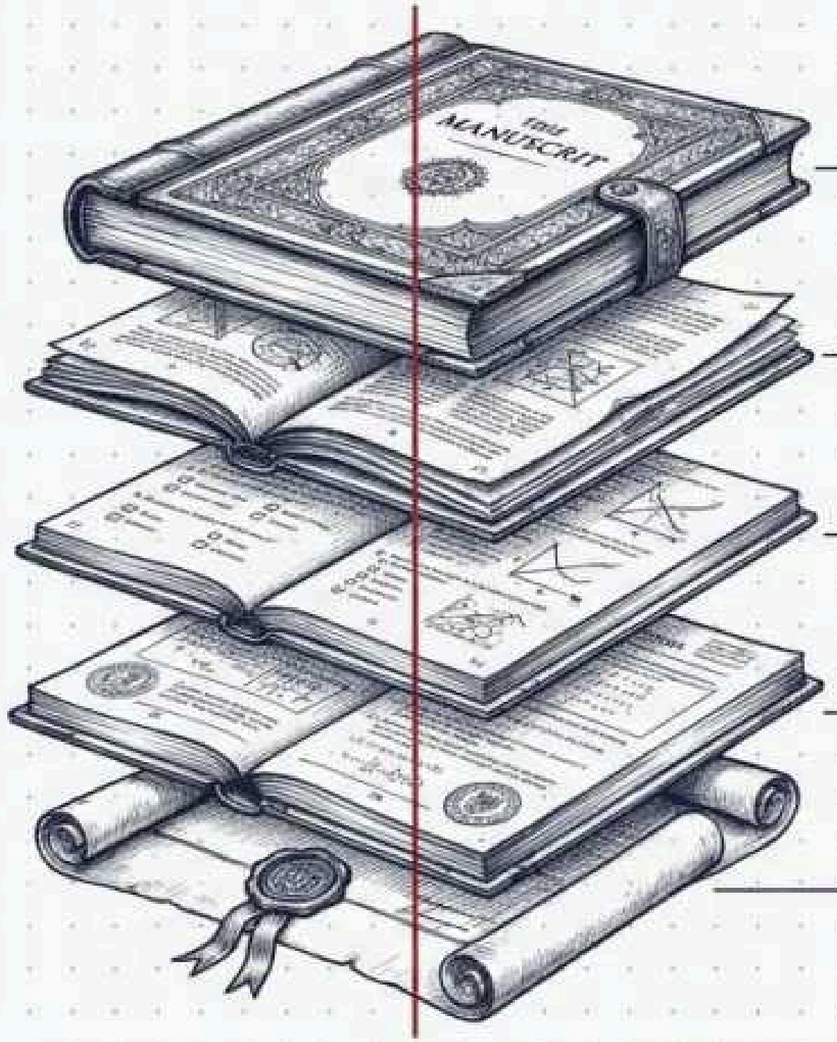
The Course Ecosystem



Overview

Six Short Lectures

Quizzes

Final Exam

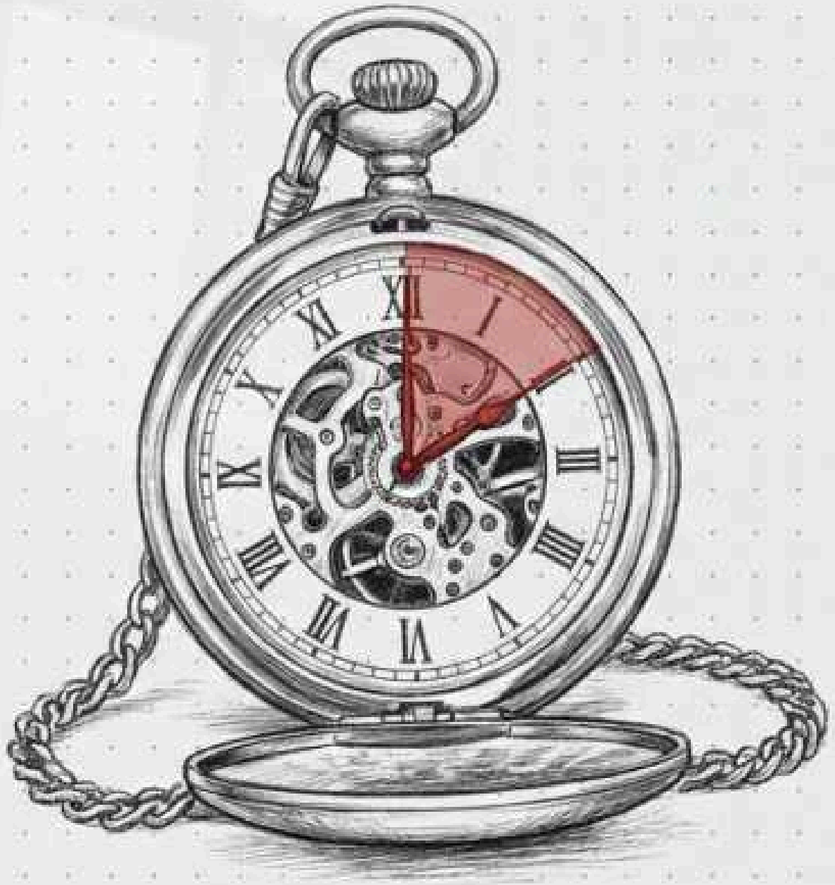
Tripos Paper

Every course in the Academy is engineered with these identical pieces.
Understanding their function reveals the design of the whole.

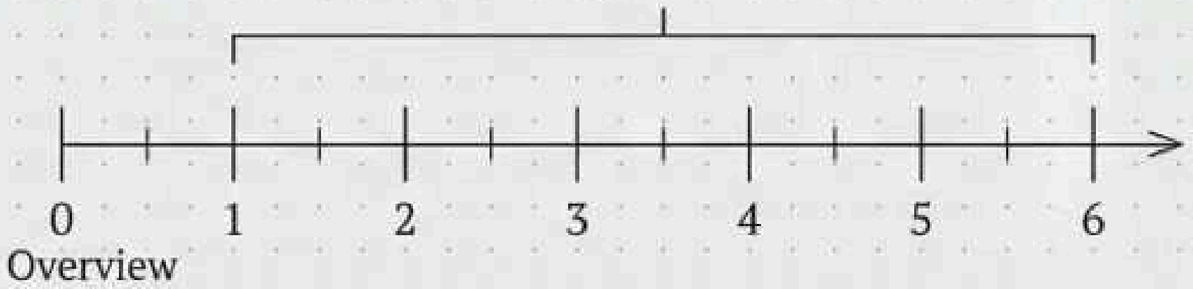
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The Lecture Unit

¶ 4.2



Core Subject Modules



Duration:
~10 minutes of narration per unit.

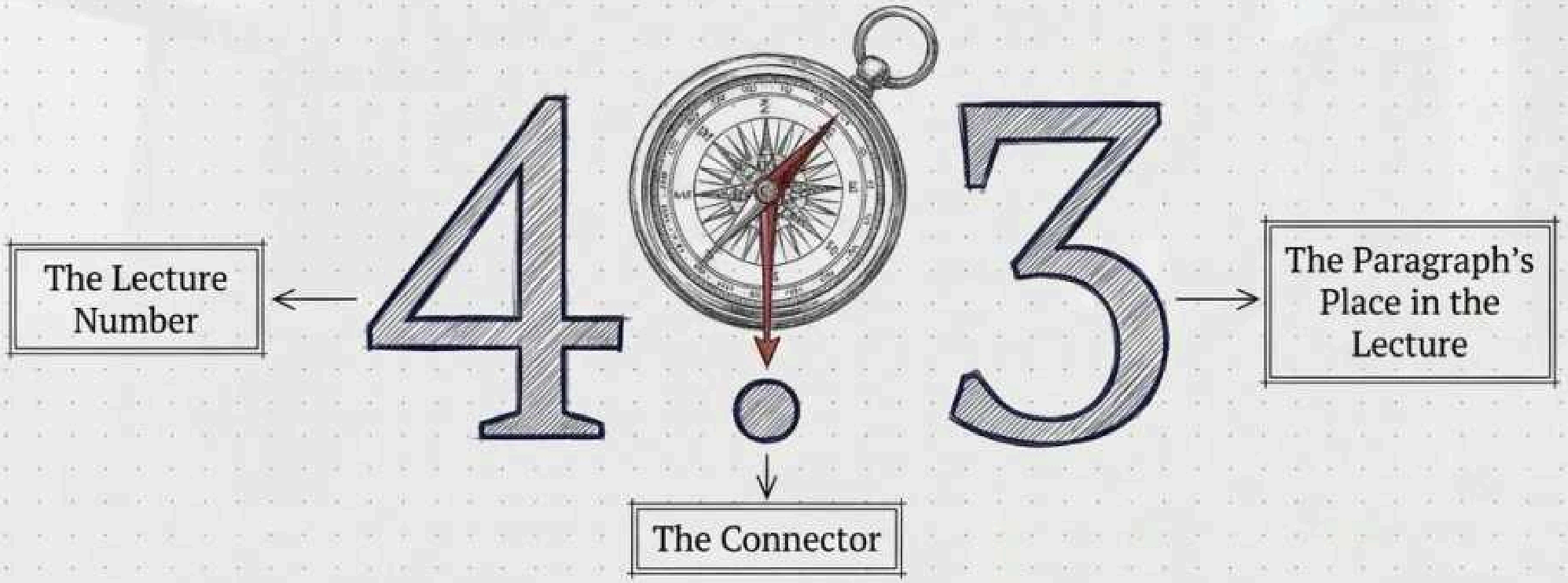
Scope:
A first hour in a subject, not an entire degree.

Philosophy:
Built to be taken one piece at a time.

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Anatomy of a Paragraph Number

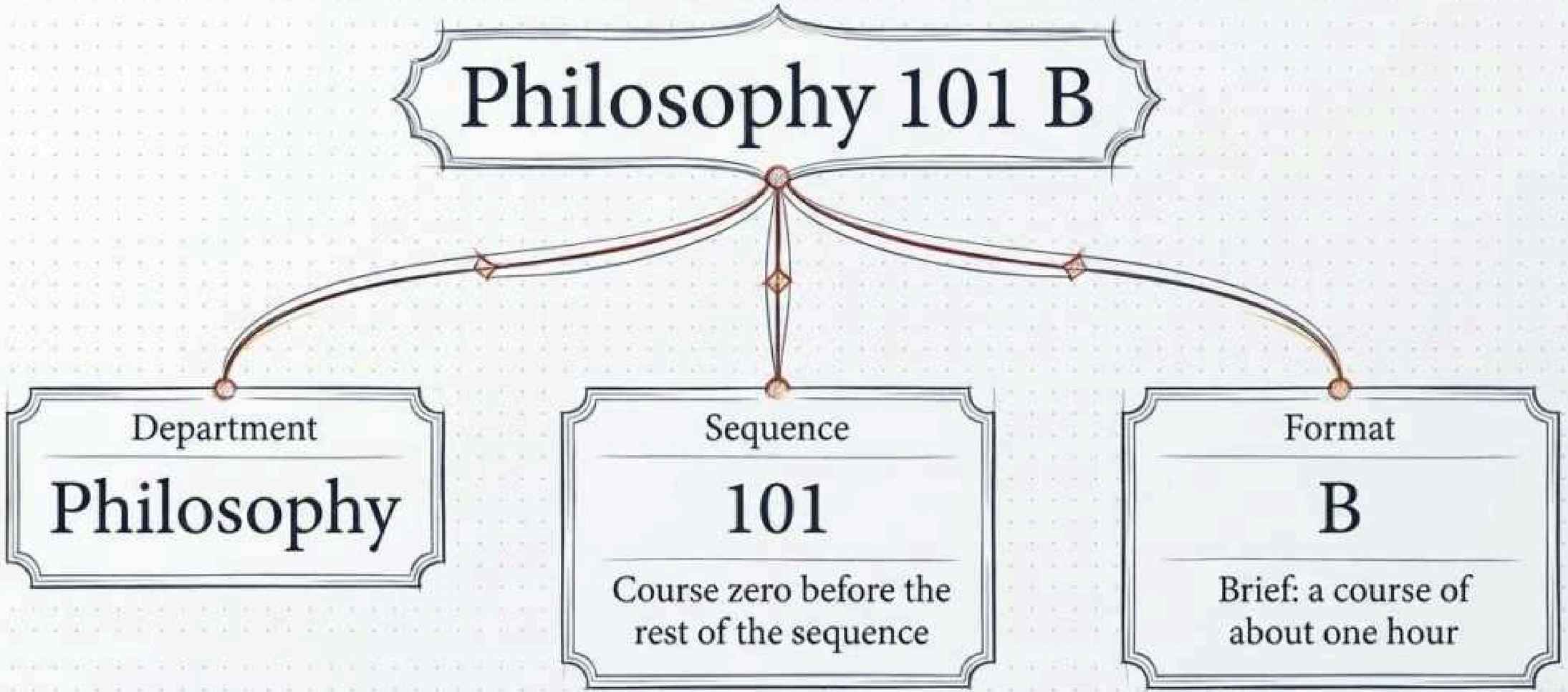
¶ 4.3



Establishes precise reference coordinates. Allows quiz answers and AI tutors to point you to the exact passage.

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Cracking the Course Code



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The Definition of Assessment



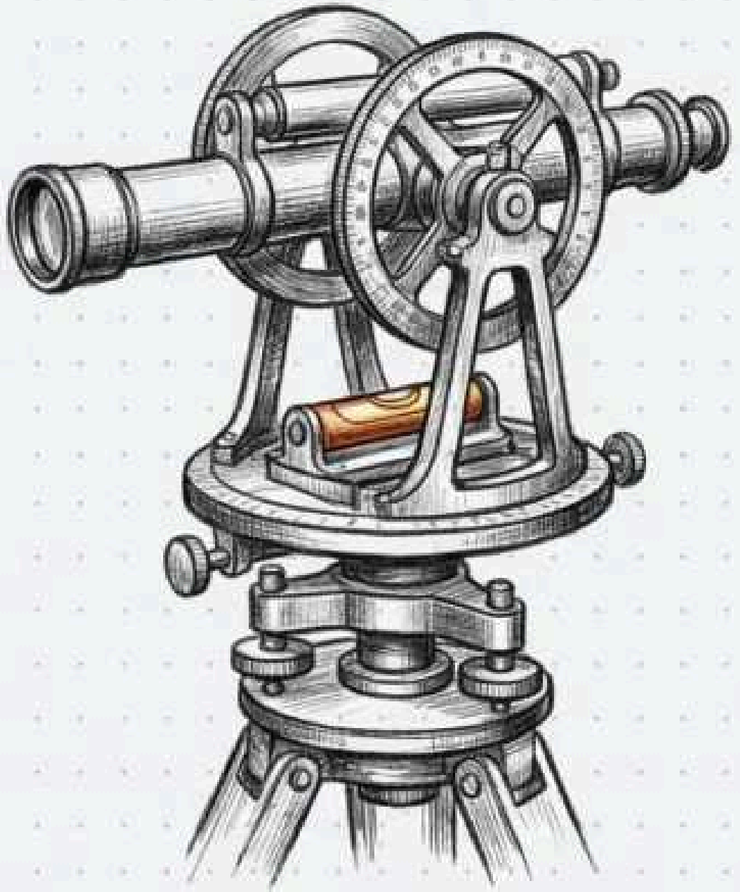
Gathering evidence about what someone knows or can do.

- Assessment is not always a test with a grade attached.
- Distinguished by when they happen and what they are for.

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The Assessment Matrix: Diagnostic

	Diagnostic
Timing	Before teaching begins
Purpose	Establish a baseline (identify existing knowledge and mistaken beliefs)
Stakes	None



Tells the teacher and the student exactly where to start.

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The Assessment Matrix: Formative

¶ 4.7

	Diagnostic	Formative
Timing	Before teaching begins	During learning
Purpose	Establish a baseline (identify existing knowledge and mistaken beliefs)	Help and shape understanding via immediate feedback
Stakes	None	Low



Shapes your understanding while it is still being formed.

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The Assessment Matrix: Summative

	Diagnostic	Formative	Summative
Timing	Before teaching begins	During learning	At the end
Purpose	Establish a baseline	Help and shape understanding	Judge and score (e.g., final examinations, licensing exams)
Stakes	None	Low	High



Sums up how well you did, with no chance to learn from the result before it counts.

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Robert Stake's Soup Metaphor

¶ 4.9

Formative Assessment

The Cook



Tasting in order to adjust the seasoning.

Summative Assessment

The Guest

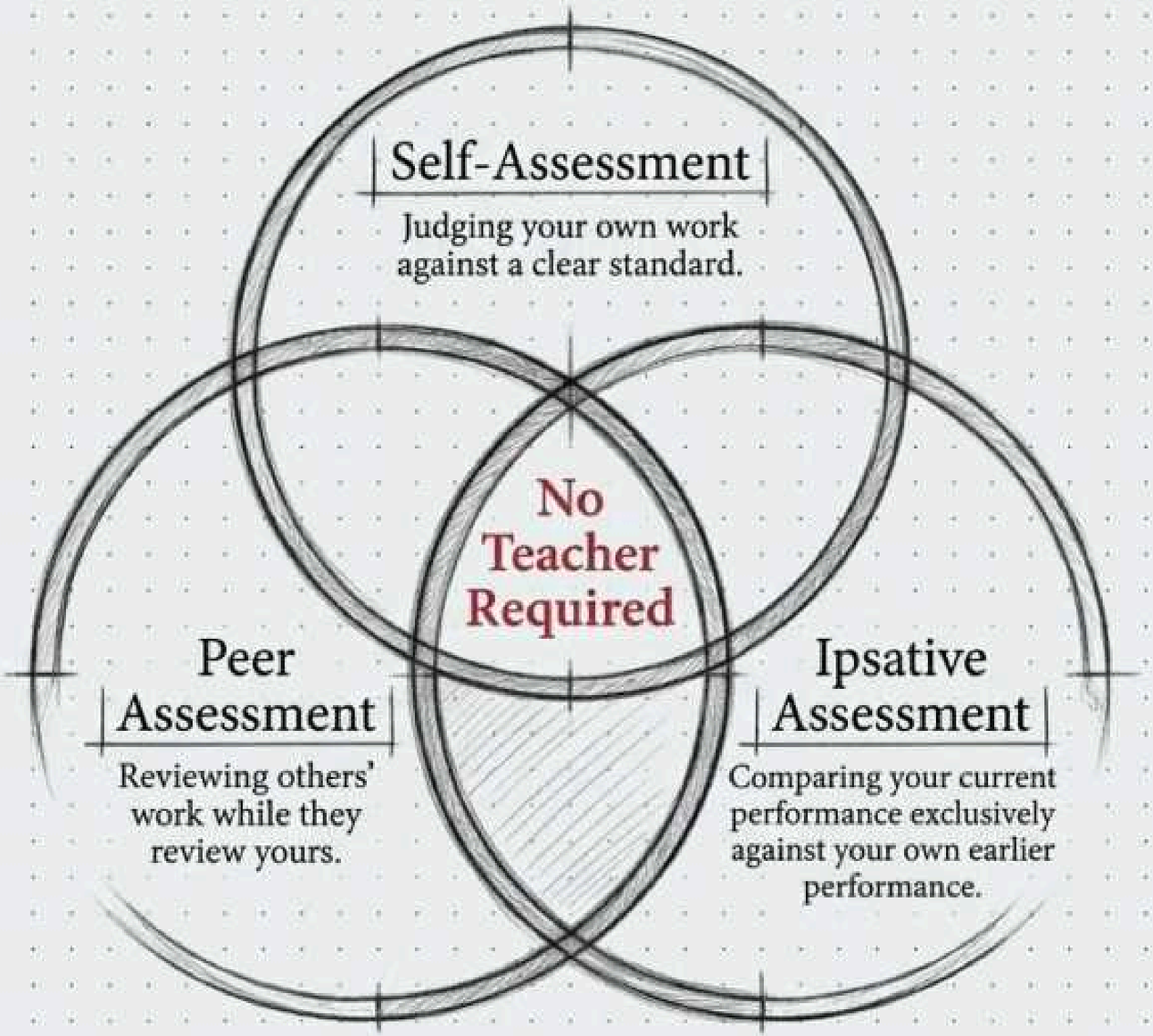


Tasting in order to judge the result.

Both matter, but they do different jobs, and they belong at different times.

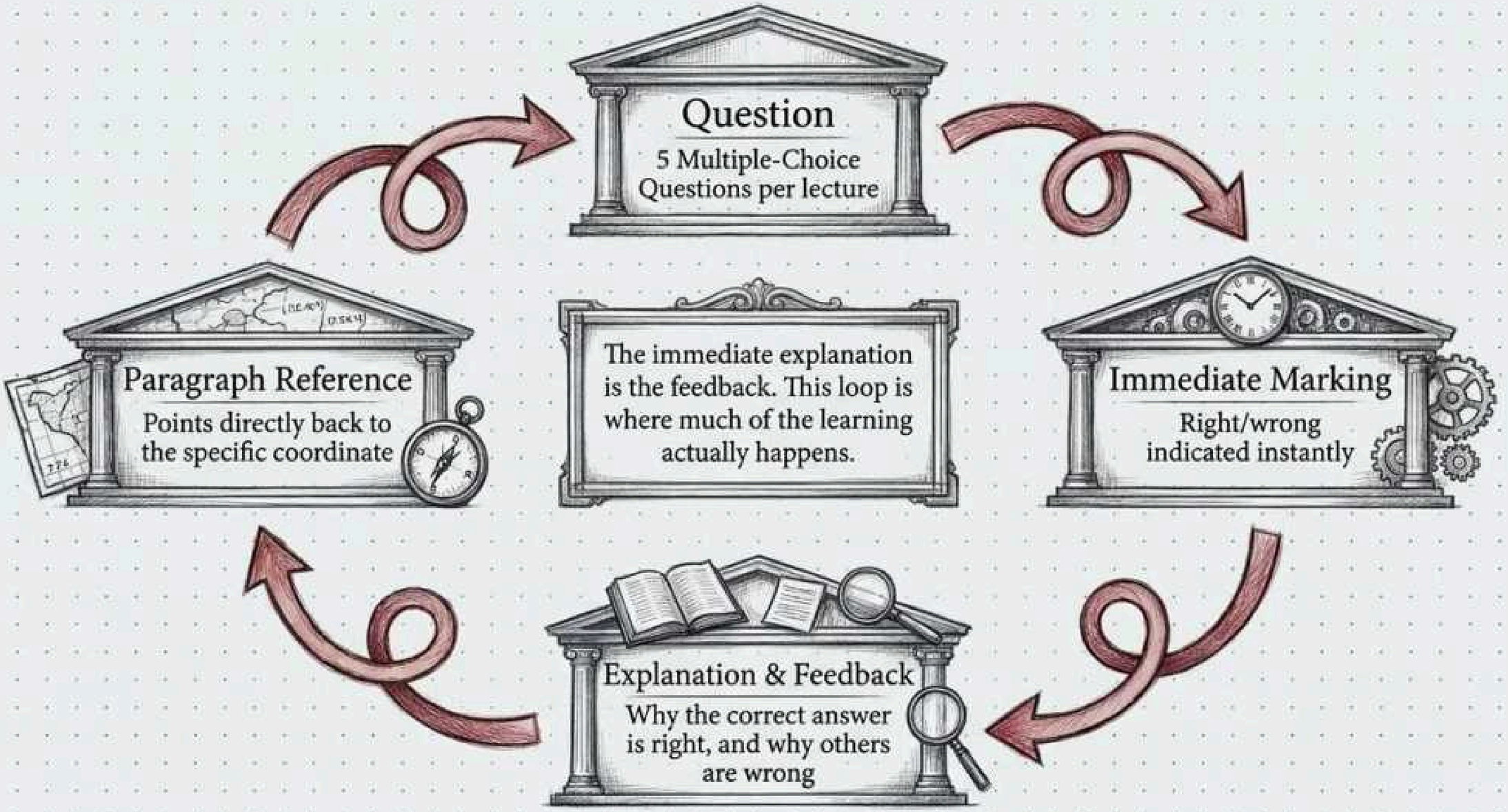
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The Formative Constellation



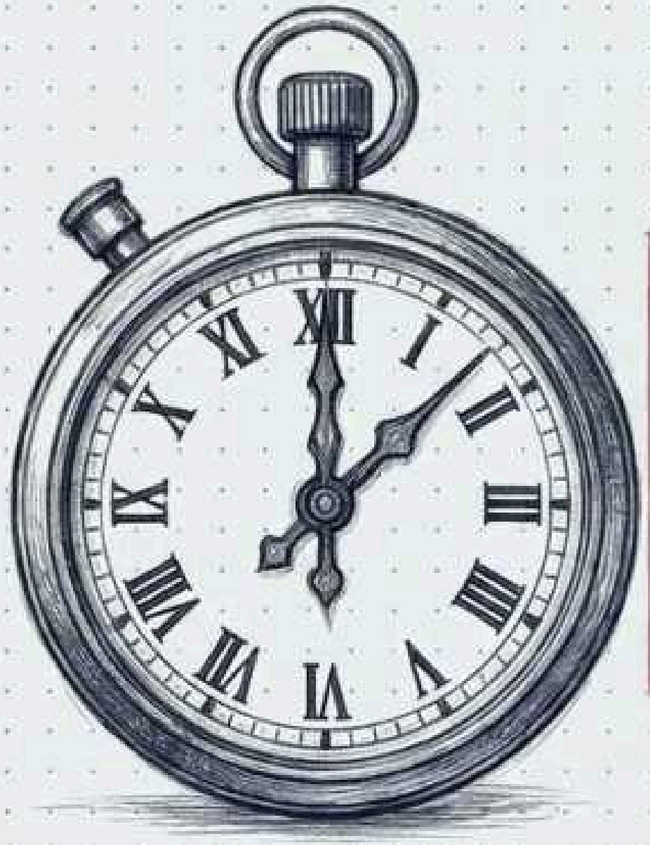
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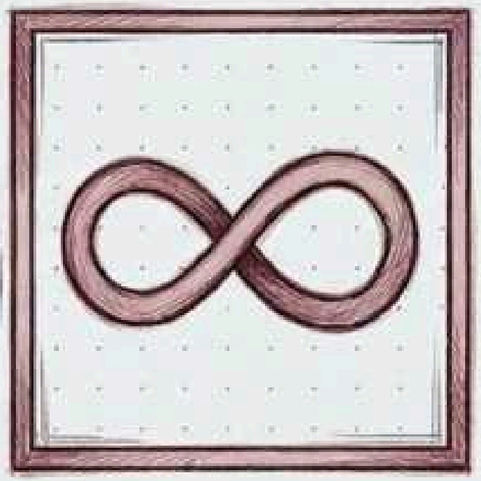
Mechanism I: Lecture Quizzes



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Mechanism II: The Final Exam





Scope

50 MCQs covering the entire course.

Scoring

Only revealed at the end, mimicking a real exam.

The Timer

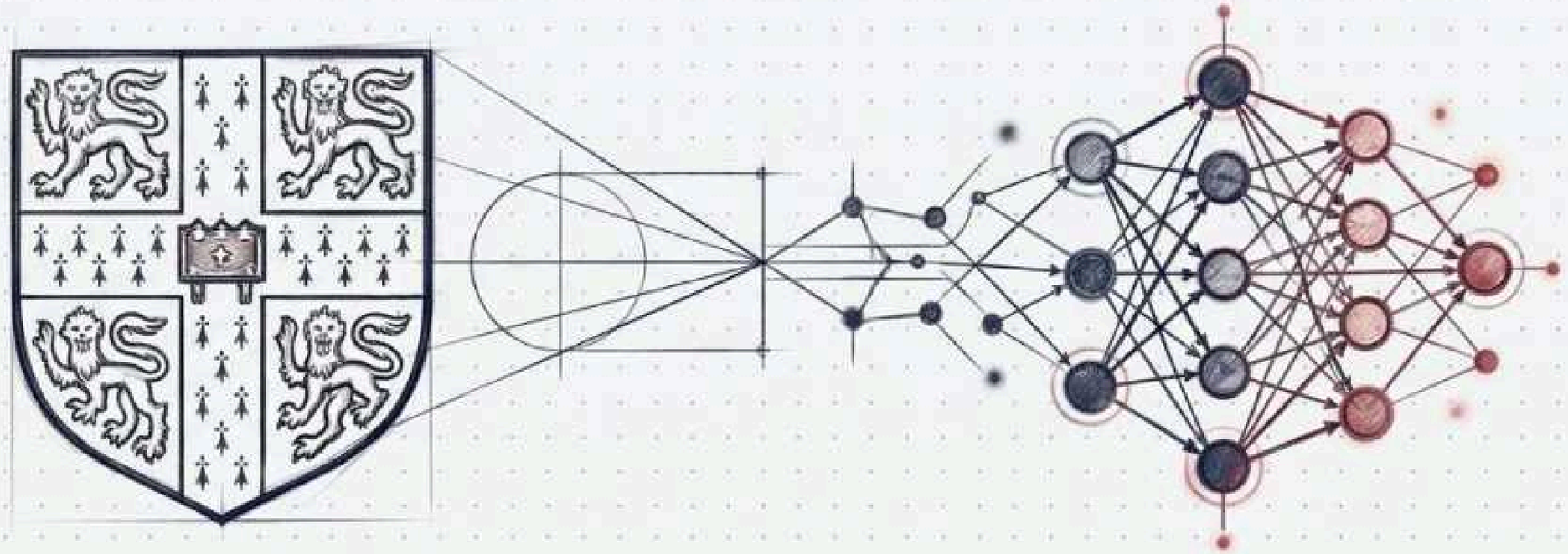
A 60-minute guide to simulate supervised conditions, not a mechanism that forces you to stop.

Privacy

The Academy keeps no scores. You are the only person who sees the result.

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Mechanism III: The Tripos Paper



Origin

Named for the Cambridge University honours examination.

Structure

6 essay questions (one per lecture).

Resources

Model answers, assessment notes, and a ready-made AI prompt provided on the course page.

You provide the Course Book and the prompt to an AI of your choice. It becomes your examiner or discussion partner.

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Executing the Tripos

1. Generate

Write or speak your own answer first.
(Writing exposes what you do not yet understand).

Do not bypass the generation phase. Writing is the mechanism that reveals the gaps.

2. Compare

Measure your raw output against the provided model answer.

3. Interrogate

Engage in a conversation with the AI examiner to field the follow-up questions a real supervisor would ask.

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The Analog Alternative



Printable Design

Quizzes, Final Exam, and Tripos Paper are all designed to be printed.

Offline Execution

Can be executed entirely offline with a pen.

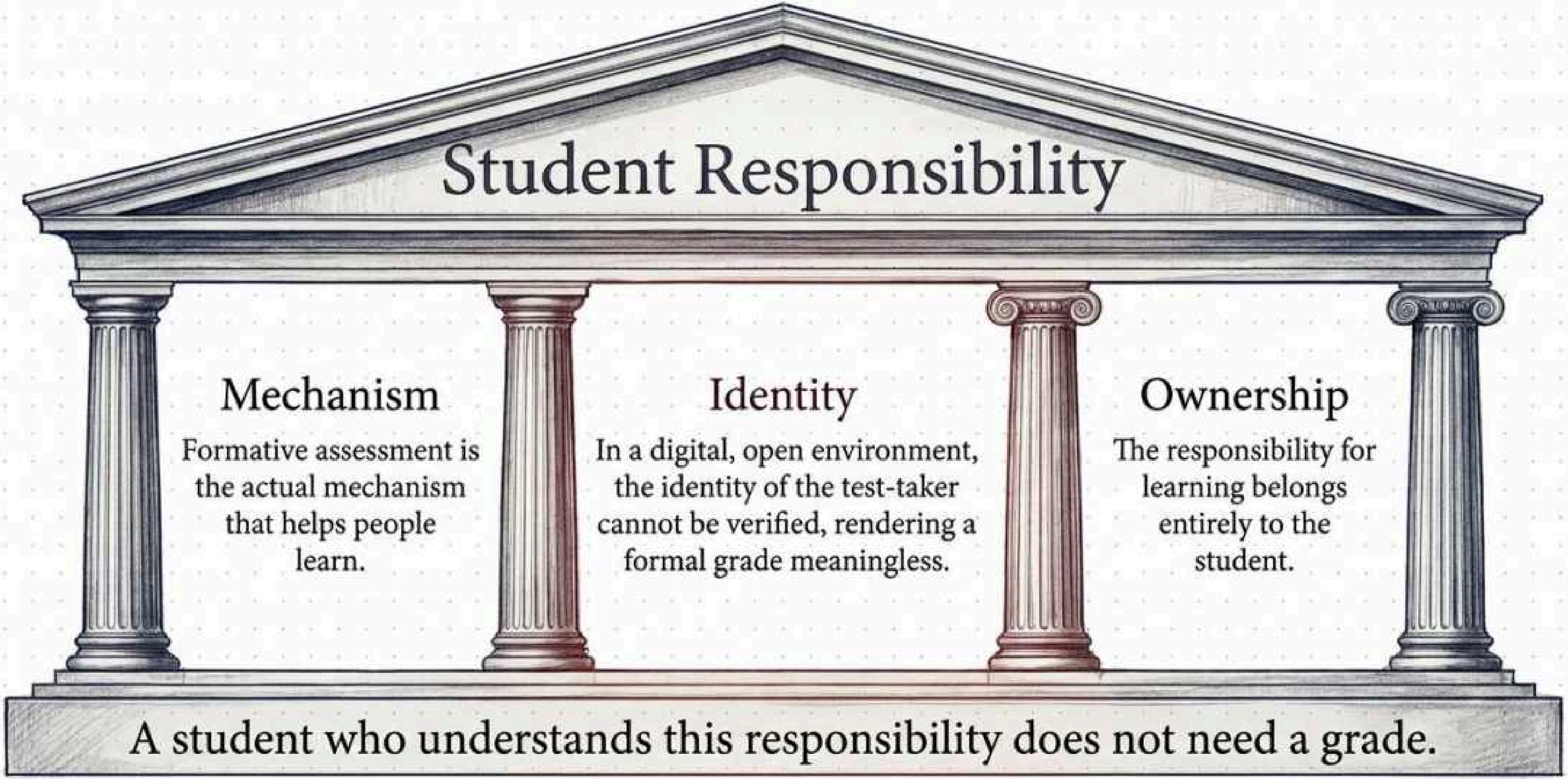
Post-Execution Marking

Answer keys are intentionally kept separate to allow for self-marking.

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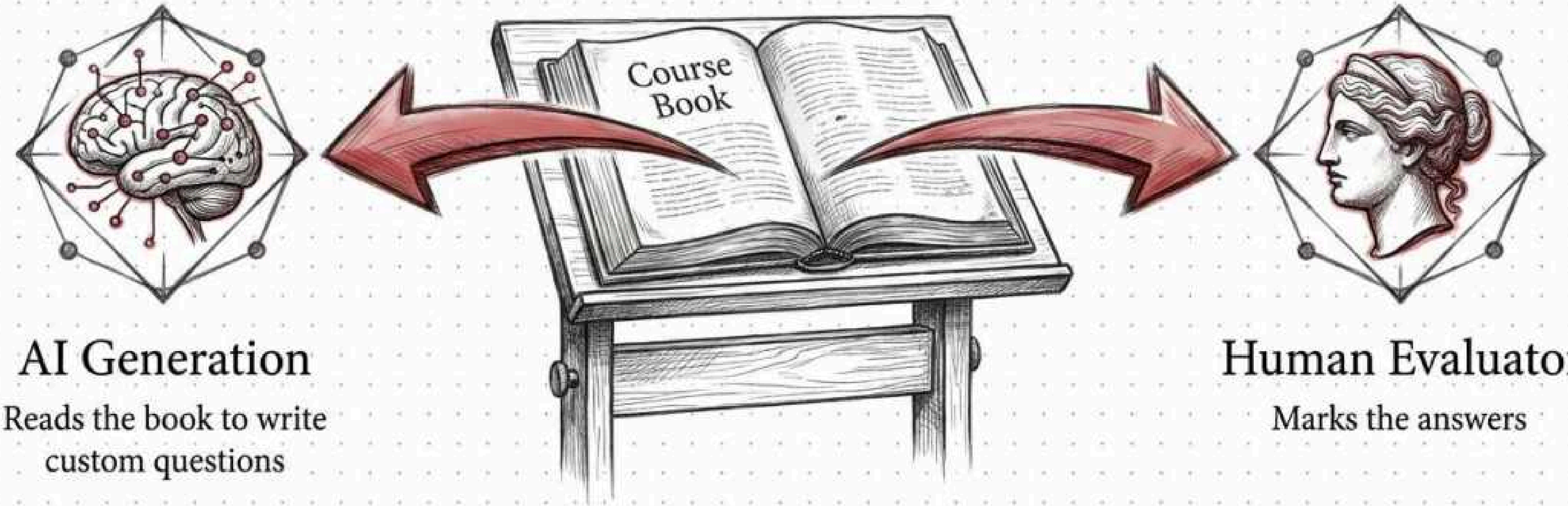
Why Only Formative Assessment?

¶ 4.16



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Independent Auditing



AI Generation

Reads the book to write custom questions

Human Evaluator

Marks the answers

Designed for employers, teachers, or self-audits seeking verifiable external summits of learning. Evidence comes from a test entirely independent of the Academy.

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Lecture Question & Reflection

Recall

A time when a test actively helped you learn.



Contrast

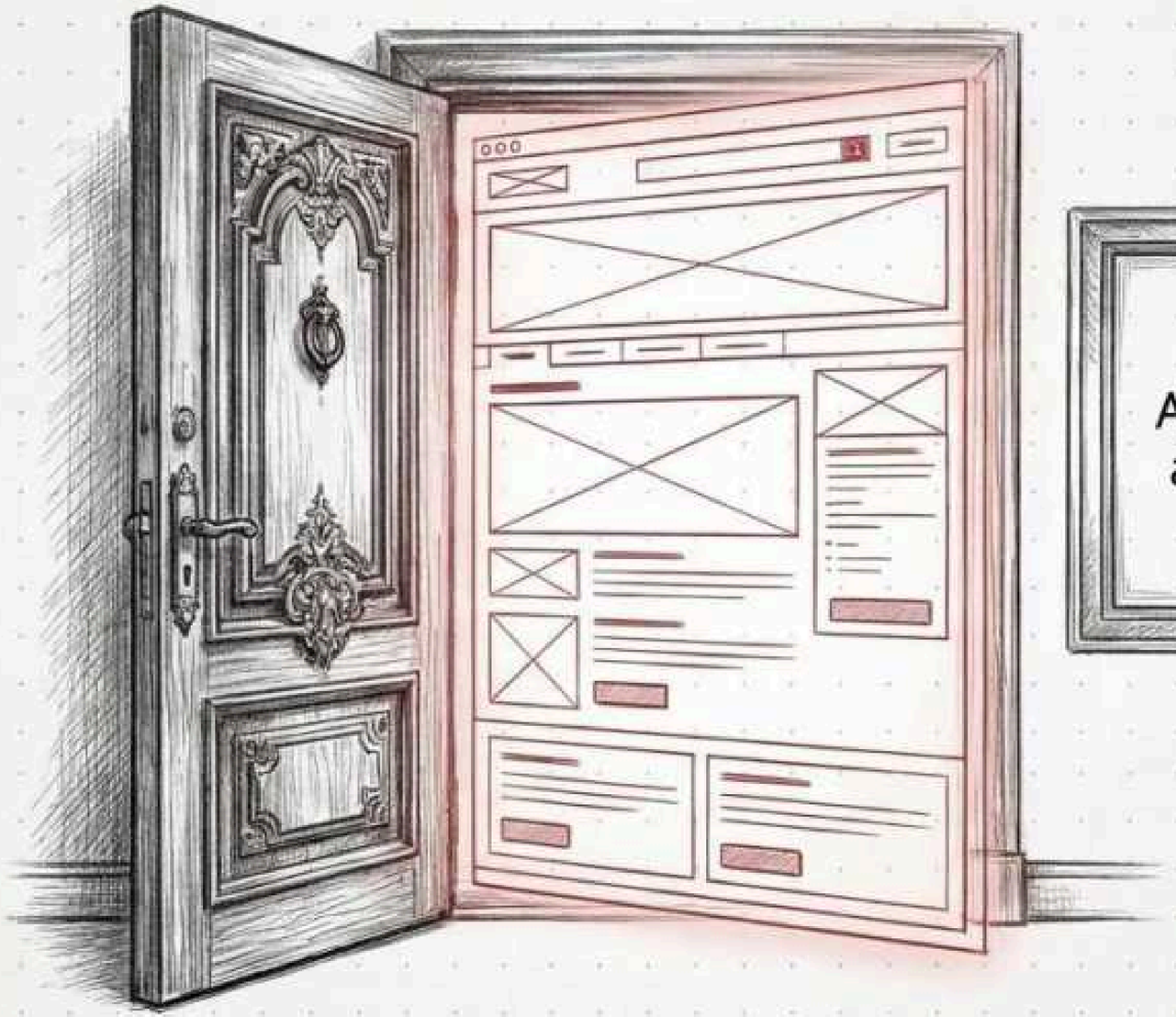
A time when a test only judged you.

What was different about the two experiences?

What would you change about the way you are assessed in school or at work, if you had the choice?

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Looking Ahead



Lecture 5:

A tour of a course page, and what every button on it is for.

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