

LAB-based PYRAMIDeDUCATION

The LAB-approach places the authority in the laboratory, where mathematics arises from 2*4 tasks in counting and adding in time and space. In this way the learner is educated, not by books, but by Many.

Primary school mathematics is learned through educational sentence-free meetings with the sentence subject developing tacit competences and individual sentences coming from abstractions and validations in the laboratory, i.e. through automatic 'grasp-to-grasp' learning.

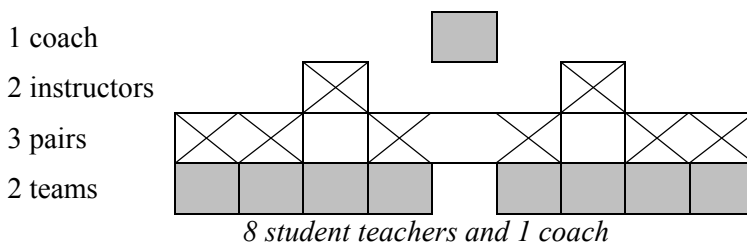
Secondary school mathematics is learned through educational sentence-loaded tales abstracted from and validated in the laboratory, i.e. through automatic 'gossip-learning'.

In PYRAMIDeDUCATION 8 student teachers are organised in 2 teams of 4 students choosing 3 pairs and 2 instructors by turn.

The teacher coaches the instructors instructing the rest of their team. Each pair works together to solve count&add problems and routine problems; and to carry out an educational task to be reported in an essay rich on observations of examples of cognition, both re-cognition and new cognition, i.e. both assimilation and accommodation.

The coach assists the instructors in correcting the count&add assignments. In each pair each student corrects the other student's routine-assignment. Each pair is the opponent on the essay of another pair.

Each student pays for the education by coaching a new group of 8 student teachers.



In this way Many-based mathematics from below will multiply as a self-reproducing virus on the Internet, until it can surface in ten years when half of the mathematics teachers have retired unable to reproduce by failing to make set-based mathematics from above relevant to the mathematics students.