



FIELD VIEW *FIELD VIEW* EDUCATION *EDUCATION*

A NEW OPERATING SYSTEM FOR LEARNING
A New Operating System for Learning

NEOSCRIPT

A HANDBOOK
OF EDUCATIONAL
PHILOSOPHY



01 · THE PROBLEM

Why Subjects No Longer Suffice

The structural limits of discipline-based education

The world does not present itself in subjects. No real problem announces itself as "chemistry" or "economics." Yet our schools continue to parcel knowledge into sealed compartments, training students to think within walls that the world has long since dissolved. The result is not merely inefficiency — it is a fundamental misalignment between how we teach and how understanding actually forms.

Knowledge in Silos

Disciplines fragment what ought to be continuous. A student learns about energy in physics and again in biology, never realising they are the same principle wearing different clothes.

Methods Without Portability

Each subject claims its own methodology, as though conservation or feedback were inventions of a single field. Students learn tools they cannot carry across domains.

Assessment That Forecloses

A single number at the end of a term tells you where a student ranks. It says nothing about what they can do, in what contexts, or where they might grow next.

Motivation by Coercion

When the only reason to learn is the examination, curiosity becomes a liability. Students optimise for marks rather than meaning, and the intrinsic drive withers.



02 · THEORETICAL FOUNDATION

Bourdieu's *Field Theory* as Pedagogical Grammar

Field, capital, and habitus — the sociological roots of scene-based learning

FIELD

Field

A social space with its own logic. The laboratory, the marketplace, the courtroom — each governed by distinct rules.

CAPITAL

Capital

Resources that count within a field. Knowledge, skill, reputation — exchange rates shift from one field to the next.

HABITUS

Habitus

Embodied intuition for the game — formed through immersion in the field, not classroom instruction.

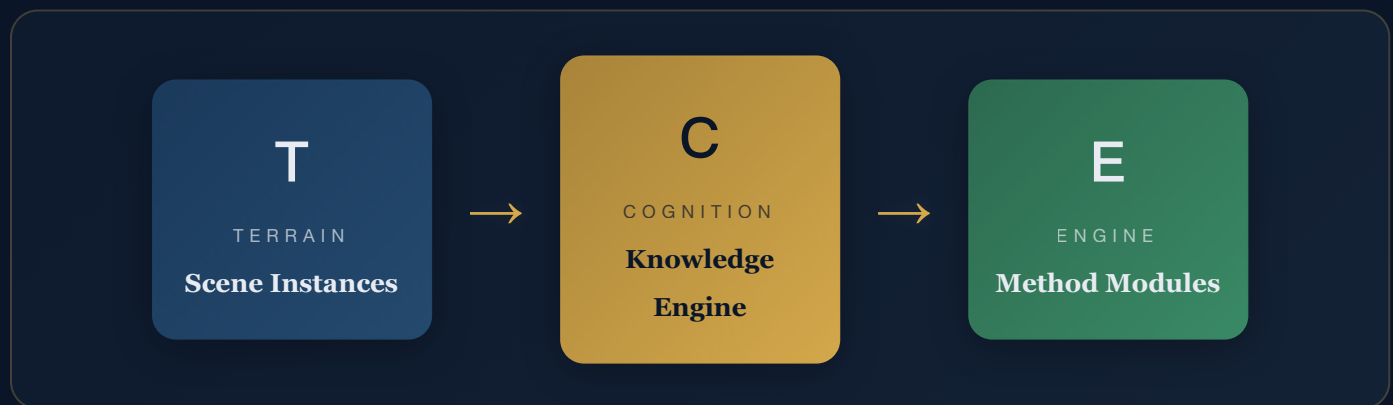
DIMENSION	SUBJECT-BASED MODEL	FIELD VIEW EDUCATION
<i>Organisation</i>	By knowledge type (chemistry, physics)	By field (laboratory, market, ecosystem)
<i>Methods</i>	Bound to disciplines	Independent modules, replicated across fields
<i>Motivation</i>	External (grades, rankings)	Intrinsic, through isomorphic immersion
<i>Competence</i>	Knowledge storage	Habitus formation and capital accumulation
<i>Assessment</i>	Written examinations → scores	Multi-field verification → capability maps



03 · ARCHITECTURE

$T \rightarrow C \rightarrow E$ The Causal Network

Terrain · Cognition · Engine — three layers, cleanly decoupled



Terrain Layer

- Isomorphic scenes drawn from real-world fields
- Laboratories, markets, ecosystems, workshops
- Each scene carries its own rules and constraints
- Students experiment and iterate within the scene

Cognition Layer

- Patterns extracted from scene experience
- Causal networks rather than fact inventories
- Shared structures that recur across fields
- 17 core cognitive nodes identified to date

Engine Layer

- Thinking tools that belong to no single discipline
- Conservation, feedback, boundaries, mapping...
- One method, verified across multiple scenes
- 18 universal method modules and growing

One Method, Many Fields

A method belongs not to a discipline but to every scene that needs it

Isomorphic Immersion — Simulation That Points to the Real

Students enter scenes that are structurally isomorphic to real-world fields — the causal relationships are faithful, but feedback arrives faster and the cost of error is lower. The real marketplace is an apprenticeship; an isomorphic marketplace with accelerated feedback is education.

CONSERVATION THINKING — ONE PRINCIPLE, FOUR SCENES

CHEMISTRY

Mass is conserved across reactions. Students weigh inputs and outputs in a simulated laboratory and discover that matter does not simply vanish.

ECONOMICS

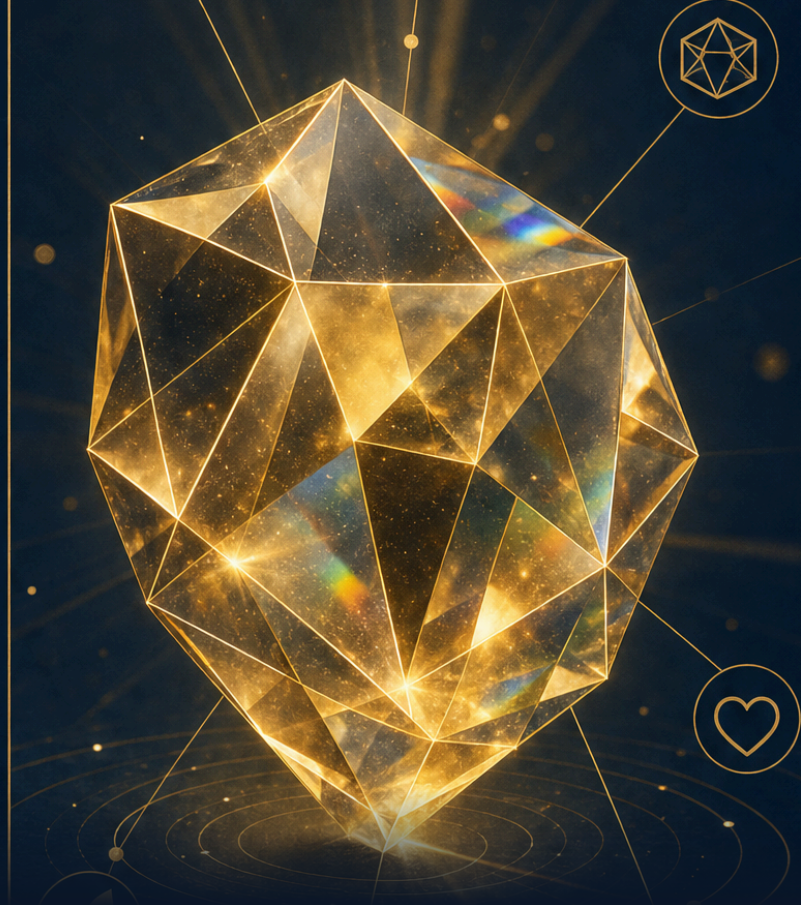
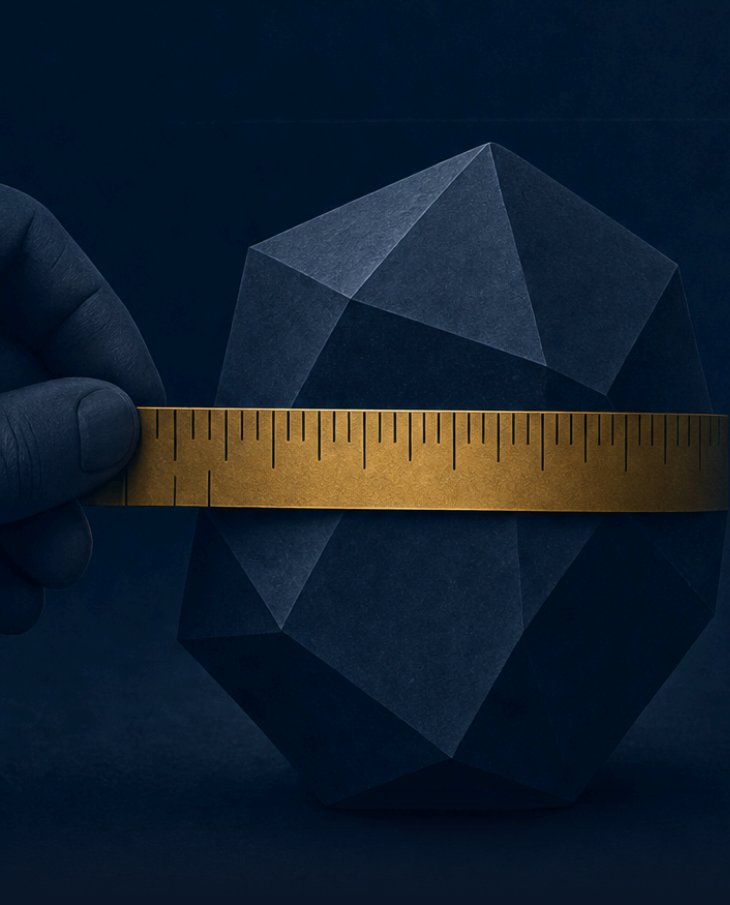
Value is conserved in exchange. One party's expenditure is another's income. In a simulated market, students trace the flow and find that money is never conjured from nothing.

ECOLOGY

Energy is conserved through the food chain. It transfers, transforms, but never increases. Students track energy flow and arrive at the same invariance.

DATA

Users are conserved through a product funnel. Loss at each step plus conversion equals the prior total. Students analyse user flow and rediscover conservation once more.



05 · ASSESSMENT REIMAGINED

From Scores to **Capability Maps**

Assessment as navigation, not verdict

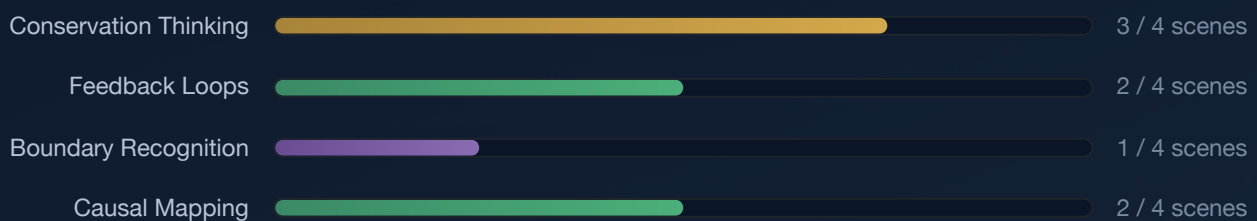
Conventional Assessment

- × Single dimension — one number
- × Summative — one chance at term's end
- × Discipline-bound ("Chemistry: 85")
- × Comparative — rank among peers

Field View Assessment

- ✓ Multi-dimensional capability map
- ✓ Cross-field verification (3+ scenes)
- ✓ Formative — continuously updated
- ✓ Personal — your own growth trajectory

Capability Snapshot — James Lin, Age 15





06 · THE MOTIVATION ENGINE

How Isomorphic Scenes **Kindle Intrinsic Drive**

Not "you must learn" but "I want to understand" — a structural shift from extrinsic to intrinsic

Isomorphic Immersion

01

Students enter scenes structurally faithful to the real world, where feedback is swifter and mistakes cost less. The real field is apprenticeship; an isomorphic field with accelerated feedback is education.

Curiosity Awakened

02

Genuine contradictions within the scene provoke genuine questions. "Why don't these simulated accounts balance?" — the question grows from the scene, not from the teacher's lesson plan.

Efficacy Confirmed

03

Solving a real problem with a method module builds authentic confidence. Not the hollow affirmation of a high mark, but the solid knowledge that "I balanced the books using conservation thinking."

Cross-Domain Transfer

04

The thrill of discovering that the same method works in an entirely new scene. "Economics obeys conservation too!" — in that moment, learning becomes self-expansion.

— A fire lit in an isomorphic scene needs no teacher to tend it.

*Let students explore **many paths** within isomorphic scenes — until they find **the one that is theirs alone***

Field View Education is not a new curriculum. It is a new operating system for learning. Within scenes structurally isomorphic to the real world, students iterate at minimal cost, exploring multiple paths simultaneously — until one converges as uniquely their own.

NEOscript

Field View Education

6/F Cheong Sun Tower, No. 118 Wing Lok Street, Sheung Wan, Hong Kong

+852 9564 4957

ark.honeyhughub.world



WHATSAPP



TELEGRAM



WECHAT

Let AI fulfil your dreams — personal and team