

Milestone focuses its learning outcomes in a sequential manner, the first year focuses on giving a student a map. The map is about properly situate the subjects, to categorize them such that it is clear what the subject of study and themes included are. Once this is done, the idea is to enable the student that links between the subjects, their common themes or methodologies. Some subjects seem to be defined by their method, whilst others seem to be defined by their subject, as such, there will be many ways to think about any specific topic. Ideally this will allow the students to find out more about their own preferences, to see which of the topics they are more interested in learning more about. The focus on problems is especially important because it allows for students to see the direct links between how a specific method can be used to solve practical problems.

Once they have the map, in their second year, the students can explore continents of the map by having courses that combine fewer subjects. In the second year, the focus is on building on the tools that will allow the students to interact with the map. To properly learn a topic, one must be able to analyze and solve problems in a more general sense. To achieve this, it is perhaps most important to focus on *articulating* what the problem presented is, or indeed to determine if it is indeed a problem. Proper articulation usually takes the form of an essay, specifically, writing. The goal of this kind of engagement is spark interest by enabling interaction with the subject matter, paralleling Milestone's first year course design around games. Articulating does not have to take the form of an essay; in more technical disciplines it can take the form of equations or simply graph and illustrations. The idea is to be able to generalize one's understanding so that a student can see how solving one harder problem can offer answers to numerous smaller ones. However, in some subjects, the harder problems are usually separable into smaller ones, making abstraction less important than decomposition.

The third year, the students can attempt to see what kind of debates are present in each territory, this will allow for a deeper understanding of the state of play. Once they understand the kinds of problems at play and the kind of tools used to solve them, they can dig deeper to see what kind of answers different tools give in different situation. In my own field, economics, utilitarianism is taken to be the default position, mostly because it is the only analytically tractable position that one can take to evaluate policy outcomes, on the other hand, in philosophy or classical literature, utilitarianism is often critiqued as missing key aspects of our intuition. The main goal of the third year is to allow a student to adopt ways of analyzing the world, such that they can be more systematically applied in the fourth and final year. Here students would be encouraged to improve their learning by participating in international or national competitions of various kinds or even just engaging in debates.

In the fourth year, students are encouraged to narrow their focus. This allows for proper polishing of students understanding. In any given field, the tools that are usually used have very strong complementarities. In mathematics this is the most obvious, if one learns geometry and real analysis, then when they attempt to say prove a result in probability, they can use tools from both other fields to construct such a proof. In economics, the complementarities are to be found within game theory, calculus and probability theory. Once these tools are learned deeply, they can be applied elsewhere, for instance, game theory is often used in genetic for modelling evolutionary phenomena. The level here could be very advanced, perhaps even university grade. This is useful not only because students can be better prepared for university but also because it will allow them to tailor their applications for university to better fit the specific subjects they are applying for. It will also allow them to better select between universities such that the specific subject matter they want to focus on is available.

