Paul Stephen Prueitt, PhD

Professor Prueitt has taught over 120 mathematics, physics or computer science courses in the nation's community colleges or in universities or four-year colleges. He has served as Research Professor in Physics at Georgetown University and Research Professor of Computer Science at George Washington University. He has served as Associate Professor or Assistant Professor of Mathematics at HBCUs in Virginia, Tennessee, Alabama and Georgia. Prueitt was co-director of an international research center at Georgetown University (1991-1994). He is a NSF reviewer and Principle Investigator. He served for over a decade as an independent consultant focused on information infrastructure, software platforms and intelligence algorithms. He has consulted on national intelligence software platforms and continues this work under private contracts.

His post Master's training in pure and applied mathematics focused on real analysis, topology and numerical analysis. His PhD, earned in 1988 from The University of Texas at Arlington, was developed using differential and difference equations as models of neural and immunological function. He has over forty-five publications in journals, books or as conference papers.

Motivated by a desire to understand the nature of the American educational crisis, he served for seven years at a Historical Black College or University, or at an open door minority serving institution. What he found is developed in his private writings. He currently teaches mathematics learning support courses, in Atlanta, using a deep learning method. The method uses four steps to bring mathematics learning support students to a college level understanding. The method is motivated from a study of behavioral neuroscience and properties of immune response mechanisms.

He has proposed the development of a virtual classroom built from current generation three dimensional multi user game environments. This classroom may be used as part of a recruitment process assisting junior and senior high school students as they make the difficult transition from Atlanta city schools to one of Georgia's colleges or universities. The virtual classroom will be fully monitored and dedicated to preparing each student for college placement exams in English, Reading and Basic Mathematics. A deep learning methodology is to be used. The classroom prototype is complete. An Atlanta Education Bridge could serve several tens of thousands of students, and lead to informed selection by the individual as to which college or university to apply to.

A proposal may be made based on a conjecture that poor training in K-12 has created a repressed capacity and absence of interest in most graduating high school students. This repressed interest is most noticed in regards to higher mathematics. Deep learning methodology appears to remediate this "acquired learning disability". An initial presentation of the methodology may be accomplished in a hybrid face-to-face and virtual classroom experience lasting six weeks. This six-week program, and a proposal to President Obama, is discussed at the web site www.educationWorlds.com.