

Oslo, 19 September 2023

## **Why House of Math will become The number one math learning platform globally**

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way—in short, ....”

Charles Dickens

In short, *per aspera ad astra*—through hardship to the stars. I have always wanted to build something big. I have always loved math. I always wanted to master it, even when I flunked it in high school. I have always wanted to move the needle in a way that moves the world. I never wanted to become a teacher—I hated teachers. They always gave me hell. But life has a sense of irony: I became great at the one thing I despised. And then I discovered it was my calling, I loved it.

Growing up, I didn't fit in. There was no space for how I saw the world, no room for my relentless belief that if I try hard enough, I can do it. That mindset made people uncomfortable and irritated. To me it was a superpower.

When I decided to study math, it was because I always found it to be magical. Everyone thought I had lost my mind—I had just failed it and barely understood fractions.

But math was immensely intriguing. I felt «If I know math, then I know the secret to the universe! » To me, math was the holy grail of knowledge and insight, the universal language of humanity and the cosmos. Math would be my key to master life, I would be able to do whatever I wanted, wherever I wanted. Understanding math gave me calm in my never-ending flow of «why? »-questions. Doing math was like getting to peep through the keyhole of truth and seeing more and more as my knowledge grew. Doing math gave me inner peace—feeling of mastery. Learning math is the most wonderful gift my life has given me.

While I studied math a friend asked if I could tutor a student. I said yes, as I was broke as a bum. I prepared for hours and hours afraid I wouldn't be able to answer all questions—the \$100 pay for those two hours couldn't have been more than \$10 an hour including my prep time. Not exactly a booming business!

But I was good at teaching—Great actually. My first student got an A\*. Word spread. More students began calling and soon I tutored 40 hours a week. From

5am to 2am I was on, delivering whatever my “kids” needed. I was soon out of capacity, and I had to choose between hiring more people and build a company or keep it as a hobby. I was obviously onto something, so I decided to build. But I quickly realized Norway wasn’t the right market for scaling tutoring. This was not what I was supposed to do with my life, I needed more, I wanted something much bigger.

I had always wanted to write a book. A bucket-list kind of thing. So, when the political left accused me of making the rich richer through tutoring, I responded the only way I knew how: with action. I wrote books for the *entire* school system, so that everyone—regardless of income—could access my way of teaching. Funny, isn’t it? A girl raised on the east side of Oslo, kicked out at 16, suddenly being painted as a symbol of inequality. The critics were loud, and the irony was deafening. I even ended up on national TV, defending myself in a debate with the Minister of Education and the opposition’s education leader. But I didn’t just talk—I wrote. 11 books. 27 titles so far. Covering K–13. At my most productive, I knocked out a seven-book series in eight months. Since then? The critics have silenced.

Still searching for something more, I explored board opportunities, educated myself in governance, landed seats on listed and non-listed companies, and studied at Harvard and Stanford. I was ready for the next chapter.

Then Covid hit. No one knew how dangerous it was. I had heart surgery as a child—so I assessed the risk and locked down completely. 14 months in isolation. No family, no friends, no colleagues.

But nothing is so bad that it doesn’t serve a purpose. Investors started calling. Learning suppliers started calling. Everyone needed an app or wanted to invest in an app. I had none. I didn’t want to build an app, just to have one. If I was going to build a learning tool, I needed to know that it would deliver groundbreaking learning. But they planted a seed, and I started to ponder how I could build the absolute best math learning site in the world. I wanted nothing less. Norway is but a suburb to the world in market size. I needed more.

Tuesday 18 August 2020 was the day I knew what I wanted to do with my life.

***I was going to build the world’s best math learning platform. A one-stop-shop that meets every learner’s needs. A system that maps where each student is and delivers a personalized, optimized learning path. A platform powered by AI that understands your learning***

I had seen my method work for almost two decades. I had studied psychology, didactics, neuroscience and pedagogy. I knew how to do this. And so, the House of Math tech adventure began:

**We were going to build the no 1 go-to math platform in the world!**

To mitigate the overconfidence fallacy, I asked my most brutally honest friend to challenge the idea. He gave it a thumbs-up. That day, I decided to change my life—and the life of millions of others.

### **The 10 missions of House of Math**

- Revolutionize how humans learn math
- Transform classroom instruction
- Make math anxiety history
- Reframe math as a lifelong blessing
- Inspire teachers to become Math Mentors
- Ensure access for every learner, everywhere
- Turn homework into a no-conflict zone
- Empower parents to join the journey
- Deliver the shortest route to top grades
- Evolve continuously with the science of learning

### **How we'll do it**

The road to empowering all math learners is that of resistance, doubt and pain, but also conviction, small victories, confidence and eventually a learning revolution. Change threatens the establishment. It is however a relief and joy for the learner. We won't wait for outdated systems to catch up. We'll build forward. As knowledge grows, we must evolve and adapt. As Charles Darwin never said, however brilliantly put:

“It is not the stronger species that survive, nor the most intelligent, but the most adaptable to change.”

So, we stay on course, giving the user the fastest and easiest way to master math. It's been tested, refined, and proven over the past two decades. We will develop and adapt as technology and opportunity allow for it. We are at the forefront of developing math learning. And even though we are limited by human biological learning we believe even THAT may change.

And we will stay open to use whatever channel that lets us reach our goals. Like water finds the path of least resistance but always reaches the ocean, so do we. We'll go person for person, company by company, but schools will have to come at their own time. We want to work together with teachers but not try to convert a system directly. While the system moves slowly, we strategically attack all other angles making it challenging for the existing classroom structures to prevail.

Patience is the key to success, they say. But impatience gets things done. We believe in both. We know building big takes time. But we also know that we underestimate how much we can do today. So, we believe like gods and we work like peasants.