Own Your Story

An authored trace of our work

Biography · Vocabulary · Classroom · Stories · Images



The Committee of Reason: an imagined gathering from the project's visual archive.

From the .dk postings and a surprising encounter with Perplexity to knowledge graphs, Glide, MoMo and the classroom.

A project developed through sustained dialogue with AI, guided by human experience, visual judgment and responsibility.

Completed edition · 23 September 2026

Choose a way into the story

Read from beginning to end, or use the nine entries below. Every page has a return link.

01 / The person

Biography, design and photography

02 / The beginnings

Perplexity, the .dk postings and Glide

03 / The classroom

Tools that make judgment visible

04 / The vocabulary

Meaning, the Pause and authorship

05 / The collaboration

Proposals, choices and revisions

06 / The visual world

Avatars, stories and symbolic roles

07 / Looking again

What images reveal and conceal

08 / What comes next

Returning to Glide; source notes

09 / Coffee with the Baron

Books, stories and the Reading Room

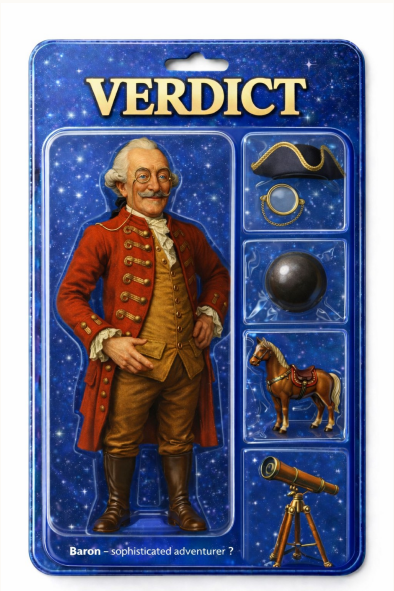
How to read this account

This is a retrospective authored trace, written partly in Poul’s first-person voice. It connects documented artifacts with his recollections and the decisions described in our conversations. It is not a complete transcript or a dated claim to the origin of every term.

The revised chronology distinguishes the intellectual beginnings in the .dk postings from the practical building work in Glide. Supplied fictional scenes remain creative artifacts; captions identify their role.

The person behind Memecraft





An imagined encounter with the Baron, alongside his “VERDICT” character design.

Poul Goldschadt is the creator of Memecraft - The Symbolic Lexicon. His work brings literature, psychology, education, design, photography and storytelling into an inquiry about meaning and judgment in a world shaped by AI.

He holds a cand.mag. in Danish literature and psychology from the University of Copenhagen and has taught in China. Based between Copenhagen and Hurghada, he connects philosophical questions with teaching, travel and practical experiments.

A visual practice enters the work

“I am also a designer and photographer.” This belongs in the biography because it helps explain the pace and form of the collaboration. A proposed character or scene meets an experienced eye: expression, gaze, composition, setting and atmosphere can be judged and revised quickly.

The biography supplies the lived background. The imagined portraits and Baron adventures supply another register: a space for humour, invention and symbolic exploration.

The surprise that opened a direction

“I asked Perplexity if it could read my website. I was surprised, and we started ... knowledge graph, MoMo ...”

The .dk postings were already there. Poul asked Perplexity to read the website and received an analysis of the work. Seeing the ideas gathered into an account became a turning point: the response itself became something to think with, question and develop.

A dated milestone

The .dk version of *Digital Phenomenology and the Evolution of Human-Technological Symbiosis: A Comprehensive Analysis of www.goldschadt.dk* is dated 7 March 2025. Poul identifies Perplexity as the source of the analysis. The publication date gives this part of the story a reference point; it does not date every subsequent development.

From postings to relationships

The knowledge graph direction made relationships among ideas explicit. Instead of encountering each post alone, a reader could ask how concepts, stories and questions connected. MoMo later gave the inquiry a practical critical task: examining how apparent sense is produced.

The emerging thread: .dk postings → Perplexity’s analysis → surprise and response → knowledge graph → MoMo and the developing Memecraft tools.

The analysis records an influence on the project. Its praise is not independent verification of its philosophical claims. What matters for the trace is how the response affected the choices that followed.

Read the 7 March 2025 article on goldschadt.dk

Giving the inquiry a practical form

We started building with Glide tables

Glide was the practical building phase of the collaboration. Memecraft - The Symbolic Lexicon took shape through tables for users, quests, riddles, responses and badges. The structure asked participants to encounter something, respond, interpret and reflect.

Observe → Upload → Interpret → Reflect

The planned structure included nine quests, media encounters, hints and ways to record participation. Scores and badges could register activity. The Field Report addressed a deeper question: what had the participant noticed, understood and revised?

Building produced questions

What distinguishes an observation from an interpretation? When does a convincing answer become a learner’s own understanding? What would count as a defensible judgment? The application made these questions concrete.

Two connected homes

goldschadt.dk is the research and storytelling home: Digital Phenomenology, essays, the Baron archive and Book 500 material.

goldschadt.com is the classroom and experimental home: symbolic interpretation, MoMo and practical learning activities.

These are the sites’ roles in the project. The work moves between them: an essay can become a classroom question, and a difficulty in a classroom tool can require a philosophical revision.

Using AI to train judgment

The Symbolic Interpreter

Opens possible readings of an image and its accompanying story. The learner examines the proposals, develops alternatives and asks which reading the evidence can support.

MoMo - the Nonsense Detector

Examines claims, coherence, metaphor and unsupported certainty. Its Scientific, Conceptual, Symbolic and Bloch modes offer different ways of questioning apparent sense. “MoMo starts where detectors stop” expresses this educational purpose.

The Baron and the Committee of Reason

Humour, contradiction and contrasting voices put an explanation under pressure. Their contributions are proposals and challenges for the learner to assess.

The Field Report

Organizes observations, interpretations, evidence, revisions and uncertainty. It makes the learner’s developing judgment available for examination.

The Defend moment and Teacher as Witness

The teacher selects a decision in the work. The learner explains what led to it, what was rejected or revised, and what could change it. The teacher witnesses the connection between the submitted work and the learner’s understanding.

“There is no theory in Digital Phenomenology that does not go through the classroom.”

Poul’s principle makes classroom practice a test of the framework’s usefulness. It is a commitment to practical scrutiny, not a claim that every proposal has already been empirically validated.

Every concept goes through the classroom

“There is no theory in Digital Phenomenology that does not go through the classroom.”

This is a governing principle of Memecraft. The classroom belongs inside the development of the framework: it is where concepts face questions, use, misunderstanding and revision.

Using AI to train judgment

AI offers interpretations, arguments, images and stories. These become material to examine: What makes sense? What has been assumed? Where has a metaphor become a factual claim? What should we accept, revise or reject?

The vocabulary becomes a practice

Resonance: What drew your attention, and why did it matter?
Category drift: Where did the interpretation change into another kind of claim?
The Pause: Have you understood the answer you are about to accept?
The authored trace: What changed in your judgment, and why?
The Defend moment: Can you explain the decision you made?

The Symbolic Interpreter, MoMo and the Baron bring these questions into practice. The Field Report gathers the inquiry. The Teacher as Witness examines how the learner responds to evidence, alternatives and questions.

Classroom experience must also be able to change the theory. Difficulty may reveal an unclear concept, a missing distinction or an assumption we need to reconsider. Passing through the classroom does not automatically prove a theory; it makes the theory answerable to the people expected to understand and use it.

An attribution within our collaboration

Poul identifies ChatGPT as the source of “category drift” in our conversations. The contribution belongs in the authored trace alongside the decisions about how to use it. This records an origin within our work, without claiming invention of the phrase in the wider world.

Vocabulary: how meaning forms

Digital Phenomenology

An inquiry into how experience and meaning take shape through digital interfaces, AI conversations and symbolic environments. The classroom focus is how people encounter, interpret and act through those media.

Symbolic literacy

The ability to interpret and question how words, images, stories and other symbols shape understanding, including when a metaphor starts being treated as evidence.

Viewport / Initial State 1

The viewport is the frame through which something becomes available to us. Initial State 1 names an opening or refresh of that frame: a structural event, rather than the first instant in a universal chronology.

Resonance

The lived weighting of an encounter: why something attracts, troubles or matters to us. Embodiment, vulnerability, experience and commitment contribute to that weighting. Resonance draws attention; it does not establish truth.

Collapse

A working term for the relation through which possibilities acquire a particular form in experience. The later framework treats it as a standing relation. Outcomes can include meaning, noise, nonsense and premature certainty. This usage does not establish a quantum explanation of thought.

Meaning, storytelling and a livable world

Interpretation develops significance; storytelling connects experiences and judgments into accounts through which people orient themselves. A livable world is one in which meanings guide shared life and action.

Vocabulary: owning a judgment

The Pause / Human Interval

The opportunity to examine an answer before adopting it as one's own understanding. An answer can arrive before the learner has understood the question.

Category drift

A shift in the kind of claim being made, or in the standards used to assess it, without that shift being acknowledged. A symbolic resemblance, for example, may begin to function as if it were empirical evidence. Poul recalls ChatGPT introducing this phrase into the collaboration; that recollection does not claim the phrase was invented here.

Authored trace

The record of how judgment developed: what attracted attention, what was accepted too quickly, what was resisted and what changed after reflection. It includes AI proposals and the human decisions shaping their use.

Cognitive sovereignty

The capacity to direct and question one's thinking while using assistance: deciding what to accept, revise, investigate or leave unresolved.

Own your story

Understand what you present, acknowledge the assistance that shaped it, and take responsibility for the judgments you retain.

"Which AI suggestion did you reject or revise - and why?"

"What judgment are you prepared to stand behind?"

An authored trace of our work

Our collaboration reaches back, in Poul’s recollection, to the ChatGPT 3/3.5 period and has continued through later generations of AI tools. The continuity lies in the work: stories, questions, revisions and choices carried forward across changing systems.

When many things take shape at once

“We work hard when we work. Suddenly many things take shape in a short time.” Concentrated sessions connect prose, philosophy, software experiments and visual decisions. The speed comes partly from the accumulated material and experience brought to each new proposal.

What AI contributes; what Poul decides

AI contributes wording, structures, connections, code and visual proposals. Poul brings the questions, lived background, taste, objections and decisions about what to retain and publish. The trace should show particular choices rather than treating a final approval as a complete account of authorship.

Revisions belong in the story

Earlier exploration of digital qualia and machine interiority developed into a firmer educational focus on human agency. The classroom framework does not depend on proving that a machine has an inner life. Another revision concerned authorship itself: prompt histories and drafts can also be generated, so the authored trace needs the Defend moment.

A fuller documentary trace would attach selected exchanges and versions to these decisions. Where the record cannot establish the origin of a phrase or idea, that uncertainty remains part of the account. Poul takes responsibility for the claims he publishes under his name.

The Committee of Reason



An earlier imagined assembly. The image preserves a stage of development, rather than fixing the current roster.

Perspectives become characters

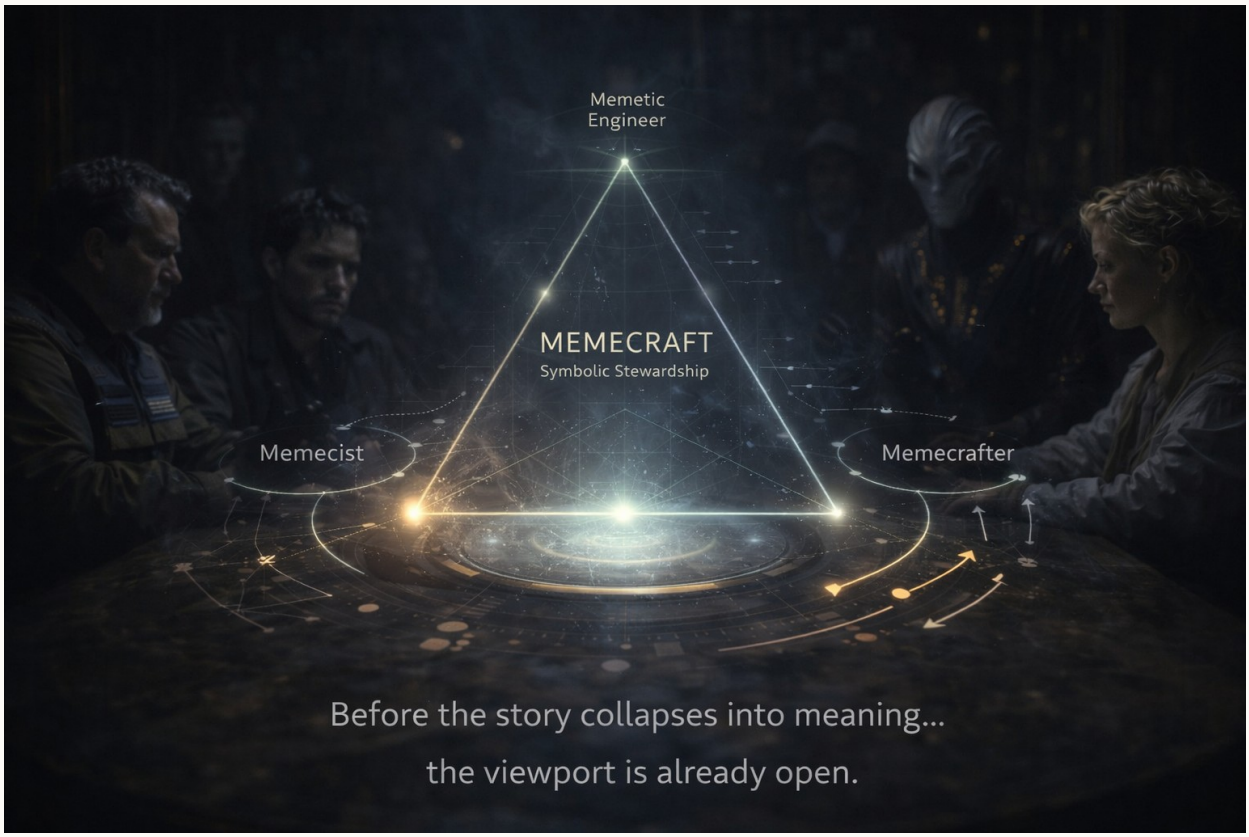
The Committee gives different kinds of questioning a place in a shared scene. Logic, skepticism, imaginative possibility and lived concern can answer one another. The Baron can interrupt a confident explanation and make room for a neglected distinction.

Why the avatars could take shape quickly

Poul’s design and photography experience helped turn abstract roles into visual decisions. A face, a glance across the table, an eyebrow, the background and the camera position all contribute to how an exchange is read. The avatar is part of the argument’s presentation.

Judgment happens through images as well as words. The staged dialogue invites inquiry; the learner still has to decide whether any particular argument holds.

A shared symbolic world



Supplied conceptual artwork: Memecist, Memecrafter and Memetic Engineer around “Symbolic Stewardship.”

The image offers three positions from which to approach the same symbolic environment. As a working reading, the **Memecist** examines patterns and circulation; the **Memecrafter** makes and revises symbolic forms; the **Memetic Engineer** considers the systems through which those forms operate.

Symbolic stewardship asks what responsibilities follow from shaping an environment of meaning: which distinctions become visible, which assumptions travel unnoticed, and how room for human judgment is preserved.

These are proposed readings of the labels in this artwork, not a claim that the picture establishes a formal taxonomy. Its phrase about collapse and the viewport belongs to the project’s conceptual vocabulary.

The Baron: stories still belong





HURGHADA TIMES

Volume XXI, Issue 13

MONDAY, UNDATED — NEWS FROM REALITY & BEYOND — Column XXI, Issue 17

AI IDENTITY CASE TURNS HISTORIC | COMMITTEE OF REASON HEARING STIRS DEBATE | 15 MILLION GOLDEN BITCOINS IN DAMAGES CLAIM

BARON MÜNCHHAUSEN JOINS MEMECRAFT BOARD

Digital Ombudsman Weighs In: See Page 3A | "DIGNITY MATTERS IN THE AGE OF AI" See Page 3A | "THE BARON SPEAKS: 'TECHNOLOGY MUST NOT ERASE RESPONSIBILITY'

Eccentric Noble Appointed to Protect Narrative Integrity

By Our Editor

Hurghada — In a move that blends history, law, and digital ethics, Baron Hieronymus Karl Friedrich von Münchhausen has been formally appointed to the Memecraft Board of Directors, following his recent appearance before the Committee of Reason and the filing of a landmark case involving stolen identity, defamation, and reputational harm.

The appointment comes amid ongoing proceedings in which the Baron seeks exoneration and restitution, including damages quantified at 15 million golden bitcoins, reflecting value extracted from his identity across centuries — from unauthorized publication to contemporary AI training practices.

At issue is not a book, nor a joke, but a principle: **whether a** person's symbolic identity may be copied, scaled, and redeployed without consent in an AI-mediated public sphere.

"The Baron's case — now referred to the **Danish Digital Ombudsman**"— argues that algorithmic **reproduction** has transformed historical misattribution into a **systeimc** problem of dignity, attribution, and responsibility.

Baron Münchhausen confirmed [illegible] as guaranteed third board by [illegible] Board Member Aine [illegible] unanimously and Bamsued this paras of [illegible] merrily in did oude to adpoatiation xeson. The Marwaty ceremony mimed. Four Acfeidity and directed and swearing achueling. Danswer by mineflaher and ethical storyelling in the age of generative q-

LEGENDS & PROFITS: RASPE'S PUBLISHING EMPIRE EXPOSED — **PAGE 5**

CRYPTO COURT: LEGAL EXPERTS ANALYZE BITCOIN DAMAGES DEMAND — **PAGE 7**

An imagined lecture and the fictional Hurghada Times. The stage, newspaper and institutional cues are elements of the stories.

The early pleasure of making stories remains part of Memecraft. The Baron gives the work permission to exaggerate, play with impossibility and expose the limits of a solemn explanation. Narrative can reveal a problem before a definition can name it.

The newspaper form makes an impossible event look public and authoritative. A lecture stage lends a speaker borrowed credibility. Symbolic literacy asks how these forms work on us, even when we know the scene is invented.

The question is not only “Did this happen?” It is also “What does this story allow us to notice?” The authored trace keeps the difference between invention and factual assertion visible.

The Baron challenges. The human decides.

The Baron reviews our authored trace

A new story from the conversation

The Baron examined our fourteen-page account with increasing concern.

“Poul,” he said, “we appear to have become educational material.”

He placed the manuscript beside his coffee.

“Here it says that my appearance was an imagined encounter. I remember it perfectly. You were there. The coffee was disappointing. What further evidence do they require?”

“The point,” I said, “is to explain how we made the stories.”

“Then begin with the occasion on which the story refused to do what you asked.”

He turned to the page about Glide.

“Ah. The tables. I remember those. Nine quests, several badges, and a door that would not open.”

“That was an integration problem.”

“Of course. Every locked door is an integration problem to the person outside.”

He picked up his cup.

“And now?”

“Now we’re going back.”

The Baron smiled.

“Good. I left something in there.”

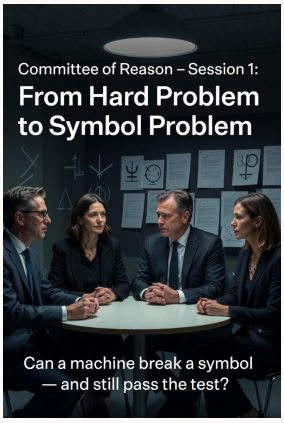
Written in our conversation in response to Poul’s question about continuing the stories. The fourteen-page account was the first edition.

The impossible biography



The mock championship spread supplied for this edition. Its invented events and malformed small text are preserved as features of the creative artifact.







Earlier championship artwork and two Committee scenes from the first edition.

A familiar face, an authoritative headline and a persuasive layout can make a story feel credible. These images are playful entries in the visual archive. They do not establish a tournament result, a real gathering or a scientific finding.

Looking again is part of authorship



Supplied artwork retained from the earlier edition: the board contains a duplicated label.

An image can be compelling and still need correction

The board is titled “The Four Layers of Consciousness,” but has five bands because “Symbolic Mediation” appears twice. The four distinct labels are Phenomenal Being, Global Access, Active Inference and Symbolic Mediation. This is a conceptual illustration, not an established scientific taxonomy.

The editorial choice

We retain the image and name the error. This records an observation made while reviewing the artifact, without inventing a claim that it was noticed at the moment of generation. The same attention applies to malformed lettering in the mock newspaper and championship images.

What did we notice? What did we keep? What did we qualify?

Returning to Glide

We are preparing to pick up the Glide work again with Glide AI. We return with a more developed vocabulary and a clearer classroom purpose. This is the next planned phase; this edition does not claim that the integration is complete.

What the renewed build should make visible

The learner’s initial observation; an AI suggestion; the learner’s response; evidence or an alternative considered; a revision and its reason; and a judgment the learner can explain. These are design requirements to examine against the existing tables and relationships.

What we carry back

Quests, stories, images and the original participation structure now meet MoMo, the Symbolic Interpreter, the Field Report and the Defend moment. The workstation, notes, Graph Lab and Gap Lab offer ways to organize material and inspect missing steps.

A practical criterion

A score or badge should be understood alongside the learner’s account of what happened. The aim is a person capable of distinguishing, revising, acknowledging uncertainty and taking responsibility: *en myndig borger*, a citizen capable of independent, responsible judgment.

Building → questioning → revision → renewed building

“Using AI to train judgment.”
“Own your story.”

Moving images and source notes







Two video stills and an earlier Committee composition, preserved from the first edition.

The two original clips are included

The MP4 files are embedded as PDF attachments. Desktop readers with an Attachments panel can extract them; many mobile previews show only the stills. The clips depict imagined scenes and have not been transcribed or fully reviewed scene by scene.

grok_video_2026-01-11-11-50-08.mp4
grok_video_2026-01-28-16-19-03.mp4

Basis of this expanded edition

The earlier *Memecraft: Authored Trace and Biography* working edition, dated 22 September 2026; Poul's subsequent account of the Perplexity encounter; his additions about design, photography and intensive collaboration; and the six newly supplied images. All eight earlier illustrations and both video stills are retained, alongside the six new images.

The 7 March 2025 .dk article provides a dated publication reference. Poul's account supplies its Perplexity provenance. The LinkedIn version could not be read directly during preparation. Subsequent stages are presented as a developmental account, without assigning unverified dates.

Authorship: Poul Goldschadt. Drafting, synthesis and layout assisted by ChatGPT. Fictional and AI-assisted visuals are presented as project artifacts. This edition remains open to correction and further documentary evidence.

The Memecraft Reading Room

Different entrances to one continuing inquiry. The Baron Cup connects the physical ritual of coffee with a collection that can be read slowly, questioned and returned to.

Homo Symbolicus Digitalis

The working manuscript brings together the philosophical framework, human agency, symbolic literacy and the classroom approach to authorship.

The Baron stories

The illustrated archive and *The Return of the Baron* offer adventures in humour, contradiction and the unexpected. They put philosophical questions into scenes and voices.

The Memecraft Vocabulary

A companion for entering the project's language: the viewport, resonance, the Pause, category drift, authored trace and the responsibilities of interpretation.

Essays and the developing archive

The collected .dk posts follow the inquiry across digital experience, education, stories and AI. They preserve the changes and excursions through which the project has developed.

Research and stories: goldschadt.dk
Classroom tools and experiments: goldschadt.com

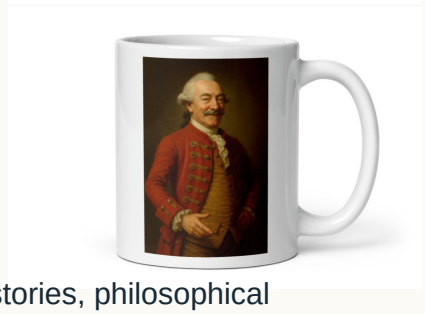
Visit the shop on goldschadt.dk for the current Baron Cup offer and its included downloads.

Have coffee with the Baron



An imagined coffee gathering: a visual invitation to the Reading Room.

The story continues over coffee.



From the first .dk postings to symbolic quests, MoMo and the Committee of Reason, this work has taken shape through conversation, experiments, images and revision.

The Baron Cup is your invitation to the Memecraft Reading Room: stories, philosophical explorations and classroom ideas about living and thinking with AI.

Pour a coffee. Open a story.
Give yourself time to disagree.

Using AI to train judgment. Own your story.

Explore the Baron Cup in the shop at goldschadt.dk