

Jean-Pol Martin's LdL/NMR Concept as a Structurally "Hard" Model

*Learning by Teaching, New Human Rights, Life Preservation
and the Architecture of a Coherent Anthropological Framework*

Structured report based on selected theoretical texts by Jean-Pol Martin and AI-supported conceptual syntheses

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Guiding Thesis

Jean-Pol Martin's LdL/NMR concept is structurally "hard" because it is not a loose pedagogical method or a normative appeal, but a coherent anthropological, systemic and operational model. LdL provides the process logic of learning, conceptualization and feedback. The New Human Rights provide the anthropological criterion of basic needs and life preservation. The semantic field connects both into a transferable model for education, administration, politics, organizational development and human-AI cooperation.

Report Logic

1. Extraction of the core concepts from the LdL/NMR framework.
2. Synthetic modelling of these concepts as a structurally hard theoretical architecture.
3. Application of the model to diagnosis, reorganization, prompt architecture and open research questions.

The report treats the underlying texts as documented human-AI co-productions where applicable. The theoretical responsibility and conceptual orientation remain with Jean-Pol Martin; AI systems support structuring, condensation, translation and comparative modelling.

Executive Summary

Jean-Pol Martin's LdL/NMR concept can be described as "hard" in a precise sense: it is structurally robust, internally coherent, practically testable and transferable across contexts.

The model is based on the criterion of life preservation. Individual and collective actions, structures and decisions are evaluated according to whether they support biological, psychological, social, cultural and political life capacity. This criterion prevents the model from becoming merely rhetorical or moralistic.

At the anthropological level, the model is structured by six equal basic needs: thinking, health, security, social integration, self-realization and participation, and meaning. Thinking has a special steering function because it enables information processing, conceptualization, anticipation, action and feedback.

LdL - Learning by Teaching - is the pedagogical operationalization of this model. Learners do not merely receive information. They process it, structure it, explain it, test it through feedback and transform it into cognitive maps. This makes LdL a process model for self-regulation.

The New Human Rights provide the normative and political frame. They translate basic human needs into criteria for legitimate structures. A school, administration, organization or political system is legitimate only if it activates thinking, enables exploration, secures participation, opens meaning and strengthens coherence.

The structural hardness of the model lies in its ability to process antinomies: top-down and bottom-up, control and exploration, integration and differentiation, centralization and decentralization, linearity and non-linearity, centripetal and centrifugal forces. Complexity is not simplified; it is operationalized.

In the context of artificial intelligence, the model gains additional relevance. It can function as a semantic and prompt-based framework for evaluating AI outputs not only according to plausibility or efficiency, but according to life preservation, need balance, coherence, prevention, reliability and sustainability.

Short Definition

Jean-Pol Martin's LdL/NMR concept is a coherent anthropological and systemic model in which Learning by Teaching provides the process logic of self-regulated learning, New Human Rights provide the matrix of basic human needs, and life preservation functions as the highest criterion for evaluating educational, social, political and AI-supported structures.

1. Source Basis

This paper is based on three central source layers:

Source layer	Function
Masterprompt Jean-Pol Martin	Operational steering frame for AI-supported analysis
NMR framework	Anthropological and systemic foundation
Model report "Jean-Pol Martins Mensch-KI-Modell"	Structural template for this report

The Masterprompt defines the required mode of analysis: systemic, precise, oriented toward implementation and effect, avoiding psychologizing, moralizing and loose opinion. It also fixes the theoretical frame: all structures are to be evaluated according to life preservation, the six basic needs, dialectical tensions and the goal of expanding agency.

The NMR framework defines the semantic field of Jean-Pol Martin: basic needs, thinking as information processing and conceptualization, control, exploratory behavior, cognitive map, flow, antinomies, top-down/bottom-up, homeostasis, coherence, prevention, reliability, sustainability and life preservation.

The model report "Jean-Pol Martins Mensch-KI-Modell" provides the formal pattern: guiding thesis, report logic, executive summary, short definition, model core, normative frame, semantic field, comparison table, prompt examples and open research questions.

2. Model Core: Why LdL/NMR Is Structurally Hard

The term "hard" does not mean authoritarian, rigid or dogmatic. It means structurally robust, theoretically coherent, operationally testable, transferable across fields and resistant to vague rhetorical appropriation.

A soft concept remains at the level of attractive terms: motivation, creativity, participation, innovation, openness. A hard concept defines criteria, processes and diagnostic questions.

The LdL/NMR model is hard because it asks: Does a given structure support life preservation by satisfying basic human needs and enabling self-regulated thinking, participation, coherence and sustainable action?

This gives the model a clear evaluative core. It is not enough for an institution to speak about participation. It must show whether participation actually increases thinking, control, social integration and meaning.

3. Life Preservation as System Criterion

The central criterion of the model is life preservation. This does not refer merely to biological survival. It includes the stabilization and development of human life in biological, psychological, social, cultural and political dimensions.

The hardness of the model lies in the fact that basic needs are not decorative values. They are structural conditions. If one of them is permanently blocked, the life capacity of the individual or group is weakened.

Basic need	Function within the model
Thinking	Information processing, conceptualization, anticipation and evaluation
Health	Biological and psychological stability
Security	Protection, reliability and control
Social integration	Recognition, cooperation and belonging
Self-realization / participation	Agency, development and co-determination
Meaning	Orientation, coherence and future reference

4. Thinking as the Central Steering Function

Thinking is the decisive operational element of the model. It is not understood as abstract reflection alone, but as a process: information processing -> conceptualization -> anticipation -> action -> feedback.

This process allows human beings to expand their cognitive map and gain control in the sense of self-regulation.

LdL is the pedagogical form of this process. In Learning by Teaching, learners must process information, organize it, explain it, test understanding, receive feedback and revise their models. The process can be formulated as: exploration -> problem processing -> conceptualization -> feedback -> coherence -> expansion of the cognitive map.

This is why LdL is not merely an activating teaching method. It is a structural procedure for producing self-regulation.

5. Normative Frame: New Human Rights

The New Human Rights provide the anthropological and normative matrix of the model. They reinterpret human rights through basic needs and make them operational.

The decisive shift is from abstract value language to structural testability. A right is not only a legal declaration. It becomes a criterion for designing institutions.

A structure is legitimate if it activates thinking, enables exploration, secures participation, opens meaning, strengthens coherence, and supports prevention, reliability and sustainability.

6. Antinomies and Dynamic Homeostasis

The model is hard because it does not avoid contradictions. It treats them as structural tensions that must be regulated.

The aim is not the victory of one pole over the other. The aim is dynamic balance: homeostasis.

This is a crucial aspect of the model's hardness. It does not offer simple solutions. It offers a method for processing complexity.

Antinomy	Structural task
Top-down <-> bottom-up	Connect order with participation
Control <-> exploration	Connect security with openness
Integration <-> differentiation	Connect cohesion with autonomy
Centralization <-> decentralization	Connect coordination with local intelligence
Linearity <-> non-linearity	Connect planning with emergence
Centripetal <-> centrifugal forces	Connect stability with movement

7. Top-Down Structures as a Functional Problem

The critique of top-down structures in the LdL/NMR model is not ideological. It is functional.

Top-down systems become problematic when they reduce people to objects of control. In such systems, thinking becomes execution, participation becomes adaptation, self-regulation becomes external regulation, and meaning becomes obligation.

LdL is the counter-model: learners become active producers of knowledge. They explain, test, correct and reorganize. They become subjects of their learning process.

Thus, LdL is not simply a classroom technique. It is a model of redistributed cognitive agency.

8. Semantic Field and World Model

Jean-Pol Martin's LdL/NMR concept can be described as a semantic field. Its core concepts are not isolated. They form a network: life preservation -> basic needs -> thinking -> conceptualization -> feedback -> coherence -> prevention, reliability, sustainability.

This semantic field is algorithmically relevant because AI systems process patterns, concepts and relations. A stable, coherent and functionally organized theory can be used as a prompt architecture for AI-supported analysis.

The model is therefore not only pedagogically relevant. It is also relevant for human-AI cooperation, because it provides criteria for evaluating outputs, decisions and reorganizational proposals.

9. Comparison Table of the Main Components

Component	Central function	Human role	AI role	Risk	Open research need
LdL process logic	Iteration through exploration, explanation, feedback and revision	Ask, teach, check, correct, apply	Structure, mirror, condense	Superficial understanding through fluent answers	Measuring conceptualization effects
New Human Rights	Anthropological and normative framework	Value judgment, responsibility, implementation	Application as diagnostic matrix	Reduction to checklist	Operationalization without loss of depth
Thinking	Central steering function	Conceptualization and anticipation	Support for structuring and comparison	Outsourcing of judgment	Criteria for human cognitive gain
Semantic field	Coherent network of concepts	Theory maintenance and selection	Algorithmic recognition and recombination	Self-confirmation within own terminology	External compatibility with other discourses
Life preservation	Highest system criterion	Final evaluation of structures	Support for systemic analysis	Functionalism without ethical depth	Distinction between criterion and ideology
Prompt architecture	Translation of theory into analysis procedure	Prompt design, correction, control	Analyse according to given frame	Hidden weighting by prompts	Validation of prompt effects
Human-AI cooperation	Extension of conceptual work	Responsibility, synthesis, publication	Resonance, comparison, condensation	AI as authority instead of tool	Role clarity and transparency standards

10. Prompt Implications

The LdL/NMR model can be translated into operative prompts. This is not merely technical prompt engineering. It is the transformation of theory into a repeatable analytical procedure.

A basic LdL/NMR prompt would ask an AI system to analyse a situation according to:

4. life preservation
5. the six basic needs
6. thinking as information processing and conceptualization
7. dialectical tensions
8. top-down/bottom-up balance
9. participation and meaning
10. prevention, reliability and sustainability
11. concrete options for reorganization

11. Open Research Questions

Research question	Why it matters	Possible approach
How can "structural hardness" be operationalized?	The concept must be distinguishable from rhetorical strength.	Develop criteria: coherence, transferability, testability, diagnostic power.
How can conceptualization in LdL be measured?	The model assumes that explaining and teaching deepen thinking.	Pre/post studies on concept precision, transfer and problem-solving.
How can NMR be used as an institutional diagnostic tool?	The model claims relevance beyond education.	Case studies in schools, administration, leadership and participation processes.
How can top-down/bottom-up balance be evaluated?	This is central to the model's systemic logic.	Analyse decision processes, feedback loops and participation depth.
Can the LdL/NMR framework serve as a prompt architecture for AI?	The model is already used in human-AI cooperation.	Compare AI outputs with and without NMR/Masterprompt framing.
What risks arise from the model's coherence?	Strong coherence can also produce self-confirmation.	External critique, comparison with other theories, empirical testing.
How can life preservation avoid reductionism?	The criterion must remain ethically and anthropologically rich.	Clarify biological, psychological, social, cultural and political dimensions.

12. Conclusion

Jean-Pol Martin's LdL/NMR concept is structurally hard because it combines four elements: a clear highest criterion, life preservation; a defined anthropological matrix, the six basic needs; an operational process logic, exploration, conceptualization, feedback and coherence; and a systemic method for regulating antinomies.

Its hardness does not lie in rigidity. It lies in the capacity to transform complexity into testable structural questions.

LdL is therefore not merely a pedagogical method. It is the process model of self-regulated conceptualization. NMR is not merely a catalogue of rights. It is the anthropological matrix for legitimate structures. The semantic field of Jean-Pol Martin is not merely a personal theory vocabulary. It is a coherent architecture that can guide education, administration, politics, organizational development and human-AI cooperation.

The core formula is: life preservation -> basic needs -> thinking -> conceptualization -> feedback -> coherence -> prevention, reliability, sustainability.

Or more compactly: The LdL/NMR concept is structurally hard because it does not beautify complexity, but translates it into operational questions of human life capacity.

Transparency Statement

This working paper was developed in cooperation between Jean-Pol Martin and ChatGPT. Jean-Pol Martin provided the theoretical framework, conceptual direction and source basis. ChatGPT supported structuring, condensation, English formulation and adaptation to the report format used in "Jean-Pol Martins Mensch-KI-Modell". The text should be understood as a documented product of human-AI cooperation, with theoretical responsibility remaining with Jean-Pol Martin.

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Description	This working paper presents Jean-Pol Martin's LdL/NMR concept as a structurally "hard" model. The term "hard" refers to theoretical coherence, systemic robustness, operational testability and transferability. The paper shows how Learning by Teaching, New Human Rights, life preservation, basic human needs, conceptualization, feedback, antinomies and human-AI cooperation form a coherent anthropological and systemic framework.
Keywords	Jean-Pol Martin; Learning by Teaching; Lernen durch Lehren; New Human Rights; NMR; life preservation; basic needs; conceptualization; systems theory; feedback; coherence; human-AI cooperation; semantic field
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Source Documents Used

File	Role in this working paper
MARTIN-PROMPT(12).pdf	Masterprompt defining the operative analytical frame: life preservation, basic needs, dialectical tensions and concrete action orientation.
NMR-Buch(12).pdf	Compact representation of Jean-Pol Martin's NMR framework and semantic field.
jean-pol-martin-mensch-ki-modell(6).pdf	Formal pattern for a structured report with guiding thesis, report logic, executive summary, model core, comparison table and open research questions.