



Original Article

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Science Edification Arts: The Ultimate Frontiers to Eradicate Economic Sanctions

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Received: 2013/02/05 Revised: 2013/05/12 Accepted: 2013/06/21

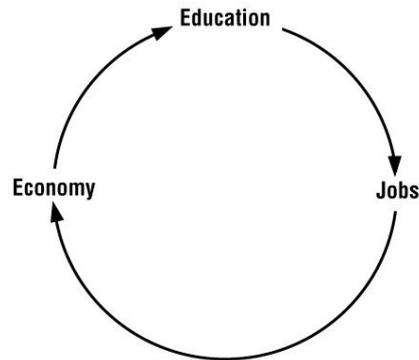
ABSTRACT: The objective of this systematic policy-making article is to design life pathways that establish elite edification-fueled, economic-sanctions-eradicating entrepreneurship in science and technology. Edification is not a single science but an integrated multi-science central to the wholeness of the global science and technology. Educators need to be persistently educated to become cognizant of state-of-the-art elite mentorship philosophies. This will enable economy-based science and technology to evolve timely and progressively. Elite-generating edificational psychology and entrepreneurship are emerging sciences, the inclusion of which in innovative policy-making will determine the depth of upcoming accomplishments in science and technology edification. Motivation is where learning evolves to more advanced and effective communication and dissemination. Amalgamating different learning strategies result in more appropriate inclusion of elite-generating entrepreneurship in systematic edification. The goal will be to fuel creativity in all aspects of life. Mentorships arts equipped with moral edificational obligations will lead innovative economic-sanctions-eradicating programs for ongoing peace and prosperity.

KEYWORDS: Edification, Economic Sanction, Science, Technology.

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1. INTRODUCTION

Policy-making in science edification is key to timely human advancements (Alberts, 2009a,b; Nikkhah, 2011a,b). In light of the incremental importance of investments in science edification (Nikkhah, 2012a), it has been recently urged to help shift away the economy balance from private consumer goods to edification and scientific research (Nikkhah, 2012a,b, Weinberg, 2011). Special care must be dedicated to both pure and applied graduate science and research. One without the other will not make a long-term sense in optimizing entrepreneurship. Advancements in pure sciences will fuel expansion of applied sciences that will allow progressive development of new integrative theories. This circular inter-dependence will maintain sufficient dynamics in science and technology edification (STE) to consistently challenge economic sanctions (ES) for ongoing quality life. Science educators must be presciently educated to become cognizant of state-of-the-art elite mentorship philosophies. Elite-generating ES-eradicating edificational obligations are final frontiers that will establish and lead everlasting improvements in social peace and prosperity. The objective of this systematic policy-making article is to design elite science and technology edification pathways that will usher and establish ES-eradicating strategies (Figure 1).



Banking on education



Figure 1. Quality Edification and Social Economy Interrelations

2. STE CHALLENGES AND OPPORTUNITIES: ECONOMIC PERSPECTIVES

With the world population mounting above 9 billion by 2050, ‘edification’ becomes a progressively more significant entity in human life. Major concerns will not be limited to how efficiently conduct animal agriculture to safely and securely feed the rising populations. A major concern is how effectively to edificate populations for most efficient science and technology utilization of nature. Edification will not be restricted to original young learners and students. The governors, administrators and educators require constant and continual edification for ongoing eradication of ES. It is only with most applied edification of science and technology philosophies to policy makers that STE can persist to optimize entrepreneurship and economy in the society, especially at time of economic sanctions (Nikkhah, 2012a, Nikkhah, 2013).

Science education in the new era is integrated with global economy, whereby affecting international relations and regional life quality worldwide (Carter, 2008). Global science edification resembles a circle that should often be revisited in all directions to be sustained fruitfully (Nikkhah, 2012a). Its dynamic structure will enable STE to find multiple ways towards goals accomplishments. Frequently, science educators are not optimally directed into continual edificational programs. Systematic STE does not end once one becomes an educator. The ongoing edification of educators does not aim to merely keep them up-to-date in science or to solely motivate networking for improved science dissemination. A major global goal is to revisit and refresh STE principles and to highlight the necessity of persistently developing a circular edification system. One will only be as much delicate in educating learners as being progressively and delicately educated by others. Governments must increasingly become responsible in fostering ‘educator edification’ initiatives to strengthen STE progressively. Maintaining science edification delicacies, thus, requires periodical and persistent edification of principal college and graduate science educators (Nikkhah, 2001b). Belief in capacities for influence on self and others is far more significant than the acknowledgment of bare facts and logical relationships (Lemke, 2001). Such beliefs are a commitment, an identity module, and a bond with global communities (Hodson, 2010; Lemke, 2001).

3. ECONOMY-BASED PRINCIPLES OF STE

A multi-angle visionary structure for dynamic STE will help to mechanistically sustain an ever-improving nature for societal entrepreneurship and economy. Such a structure would involve governors and administrators, principal science educators, and learners. The governors include ministers and administrative professionals. The educators include science and technology mentors and trainers in colleges, universities, industries, and private and semi-private institutes. The learners are those enrolled in different academic and non-academic institutions who work to obtain degrees, expertise and excellence in global fields of science, mathematics, and engineering. With inadequate resources and time & thought investment in these angles, especially the top government angle, tremendous practical shortcomings in linking STE quality to economy and life quality will occur. Insightful science must be effectively disseminated through governments and interrelated sectors for most informative edification of such unified dynamic structures. This multi-level education strategy is key to persistent eradication of ES.

The knowledge and insight should be incorporated into mandatory applied course materials in schools, universities and industries. Economic-sanctions-eradicating STE requires thought-exchange and networking among governors and administrators with selected diverse science educators and leaders. Consequently, optimized policy-making in STE will be everlastingly triumphant in overcoming ES that could restrict economy in multi-directions (Nikkhah, 2013).



4. ES-ERADICATING FRONTIERS OF STE

Postmodern STE will no longer be judged based on applied and theoretical research accomplishments. The capacity to retain an evolving trend in STE will depend on the creation of educators capable of creating more qualified mentors than own. This is only partly related to distinguished schooling and research skills. Instead, for ES-eradicating accomplishments, STE qualities must be encompassed with a merit in the establishment of pathways through which science can be morally mentored rather than typically taught.

Moral mentorship is an art while schooling is a defined task. Schooling is only passing or fleeting knowledge to others while mentoring involves fostering insight exchange, pinpointing technical challenges, and creating innovative strategies to overcome challenges. 'Schooling' educates 'learning' while 'mentorship' creates and expands capacities to educate others. Thus, schooling educates copying while responsible moral mentoring creates more qualified mentors. Graduate schooling leads to students who finally graduate while graduate mentorship discovers and develops mentees who remain students and thought-challengers so long as they live. Schooling only receives materials taught while mentoring establishes novelties. Schooling is done by only the teacher while mentorship is thought-exchange process. Schooling does not tolerate questions questioning teacher's opinions while moral mentorship welcomes challenges from graduate mentees. Challenges are where graduate mentees perceive innovative edification for elite thoughts creation. Schooling is limited to work hours while moral mentoring is life-time elite-creating contemplation. Teachers are employed by STE while mentors employ and optimize STE. Teachers teach science while mentors generate elite-science educators. Thus, schooling is a task while mentorship is a commitment. Schooling, at the most, produces research findings and discoveries while moral mentorship generates elite mentors who, in addition to producing elite-science, create elite-thinkers capable of generating more qualified than own. Schooling furthers knowledge while mentoring furthers elite mentors. Schooling is a straight line while mentoring is shaped to form - for instance - a circle that consists of a central point (i.e., findings and discoveries) and its surroundings (i.e., morality and commitment). Schooling only adds to the literature while mentoring integrates graduate science into entrepreneurship and quality global life. Schooling complicates science while mentoring simplifies life. Responsible moral mentoring instead of static schooling will be a postmodern frontier for elite-creating STE. Postmodern mentors will be cognizant of the science entirety, and will create and designate definitive shapes from discoveries and findings. These shapes will establish bases to eradicate ES and grant life with ongoing peace and ultimate satisfaction.

From many years of contemplation in science edification, knowledge must be analytically transformed into insights to advance progressively (Nikkhah, 2011a,b). For this transformation to optimize economy persistently, STE must focus on sufficiently simple but sophisticated challenges of past and present opinions. Mentees are never too young for challenging senior thoughts and strategies. Science educators must gain, communicate, and disseminate merits in persuading professional confrontational and provoking opinion exchange among mentees and mentors. These approaches will allow mentees to envision much earlier what mentors have realized later in life. This ES-eradicating capacity will offer mentees enormous capabilities to visualize beyond mentors' visions. As a result ES-eradicating STE, entrepreneurship and economy will improve concomitantly (Nikkhah, 2013).

5. THE ARTS OF STE: FOUNDATIONS OF ES -ERADICATING POLICIES

Brain systems (orbitofrontal cortex and the nucleus accumbency) effectively communicate with arts in deciding future choices of life (Berns et al., 2009; Berns and Moore, 2011; Nikkhah, 2012a,b). Economic-sanctions-eradicating STE will be artistic to triumph. Science educators must be essentially capable to perceive, perform, and enhance arts. Arts are performed with



sophisticated delicacies and harmonies before they can impress upon others. What distinguishes ES-eradicating STE is its involvement with arts. Artists live with arts, and thus, arts become parts of artists' brain organization whereby life affairs approach perfection. This principle suggests that brain deficiencies in decision-making and mentorship capacities can be overcome through arts.

Scientists' brains might be prone to increased disorganization (Nikkhah, 2012a). Accordingly, arts rise to help scientists organize their brain pragmatically. Science edification must be inspired by professional arts training. Interactions among artists and STE mentors will be highly encouraged. Artists are often seen to have proficiency in more than one field, thereby optimizing their mentoring abilities. The artistic mentorship enables a multitude of sciences to be educated more enthusiastically.

Arts and science become more interrelated as science progresses. Pursuing one without another is impossible. Science depends on arts while arts are science, suggesting that arts lead science and STE. Music is a paramount and rational art example. Orchestrating a harmonious piece of music is comparable to mentoring STE. Finest harmonies could be secured by educating a multitude of sciences as is rousing a piece of music by composing manifold melodies. Sciences educated artistically will generate mentors who are cognizant of arts in fueling quality new millennium STE.

Ease and pleasure in mentoring science is granted with multiple-science training. Basic sciences of mainly physics and chemistry conceptually fit into applied sciences such as nutrition, medicine, and engineering. Advocating sciences apart in STE is strongly discouraged. Capable artists (e.g., musicians) often secure proficiency in additional arts besides their own principal art. Science will yet to learn much from arts. Science transformation into arts can optimize STE and help eradicate economic sanctions. Science edification policies should pursue arts as a model to secure harmony. Supplementary arts courses must be developed graduate science mentees and mentors to prepare minds for orchestrated STE. This would be comparable to music orchestra when a background piece is played to shift the audience's mind into the psychological atmosphere within which mind, psych and body will experience relaxation and feel satisfaction. Arts such as music, painting, choreography, theatre, sculpture, poetry, architecture, photography, and comics, among others, will help to more transparently connect mentors to mentees and both to ES-eradicating STE. The connection will further facilitate elite STE. Thus, artistic STE is how education enduringly empowers economy especially at times of sanctions (Nikkhah, 2013).

6. CONCLUSIONS

Science and technology edification gains merit from moral commitments and principles. These responsibilities base economic-sanctions-eradicating programs. Science and technology mentorship arts equipped with moral edificational obligations establish innovative profitable entrepreneurship and help gradually and persistently eradicate economic sanctions for ongoing prosperity and peace in society.

ACKNOWLEDGMENTS

Challenges are highly acknowledged for their initiatives to offer growth opportunities.

ETHICAL CONSIDERATION

Authenticity of the texts, honesty and fidelity has been observed.



AUTHOR CONTRIBUTIONS

Planning and writing of the manuscript was done solely by the author.

CONFLICT OF INTEREST

Author/s confirmed no conflict of interest.

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