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Transitioning Education Models from Industrialized to Knowledge

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Abstract

ABC-IQ Global Management Systems Narrative

Moving education systems from industrialized (compete) to knowledge (inspire) through the integration of self-assessment and multiple intelligences creating national identity and culture providing knowledge application or “Networked Intelligence MIND” training skills, creating and enhancing cultures of responsible globalized citizens and learners.

Keyword

law of attraction, self-assessment, multiple intelligences, self-regulation, culture, emotional intelligence, social intelligence, thought, cultures of responsibility

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What is happiness and success and how is that measured?
Are education systems creating happy or competitive students?
Do words teach or do we learn through life experience?

Like Martin Luther King, "I have a dream". I dream of a world without borders where we come together for the betterment of humanity where students take control of their lives and learning experience. I dream of educating in a system of education where students are shown that they are equal. I dream of a system that promotes creativity, joy, acceptance, tolerance, openness and gratitude. I dream of happy students developing relationships and expanding their knowledge. Where every student has enough to eat and the insecurities of those that are angry are soothed through understanding thought and emotion. I dream of a world with happy and joyous students living in peace.

What is energy? What is GOD? What is your intuition? What is your sixth sense? Why do we have emotions? What causes emotional pain? What does positive energy feel like? What do we all share in common as humans? What unites mankind regardless of your chosen book of enlightenment? Do we have the choice as humans to purposefully create our life experience?

Why does a person experience stress and how does stress manifest itself as sickness in the body? What is the correlation between mind and body? Do our thoughts have a direct impact on the health and wellness of our body systems? Does mankind have the tools in his hands to purposefully create life experience?

In today's globalized world, what is the definition of life success and who sets that standard? Is life success defined by competition of getting 100% on a pencil paper test score and the amount of money a person has in their bank account or is life success defined as living life in a pure state of joy and happiness?

A human being is a great tapestry of influence. What life experience molds individual identity? Within the framework of cultural identity there are sub cultures that also influence thought process, personality and development. The culture that happens on the outside of schools impacts and influences the culture that happens inside of schools. The leaders determine what the culture will be in any environment.

The community at large blames educators for lack of student progress. Current education curriculums mostly focus on the development of reading and writing skills. Assessment models are contradictory as the message they inadvertently tell all children is it is ok to be you as long as it is ok with the people whose strengths are logical and mathematical reasoning. There are far more skills in humanity other than the ability to write, read and compute. Emphasis is not placed on the development and enhancement of the multiple intelligences. Current education models deliver education from the neck up and do not factor in the whole child. Within all of us lies genius ability, as "genius is focused attention to subject" Abraham-Hicks.

With the global world naturally comes global thought. How do countries adapt their curriculums to preserve national culture and identity? There is more to cultural preservation than teaching geography and history. Culture is developed through enhancement and integration of the multiple intelligences.

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Current education systems celebrate culture and teach global education through geography, International days and student exchanges. These experiences are very much needed however, to truly understand, celebrate and preserve culture we must teach culture.

There is cultural disconnect in global education systems for students who are learning from a system of thought that has originated outside of their environments. Children of culture do not have the same life experiences for knowledge application. I.E – student experience with learning about the changing seasons would be different for a child from Canada then it would from the equatorial or eastern countries. Child perception of mountains, lakes, rivers, oceans, valleys is another example. Unless the student has the life experience to make the connection for applicable education, students will experience discord in learning as their entire point of reference for making connections to experience is based on a foreign environment. Knowledge transfer must be taught by teachers making connections to experiences to support students with clarity of concept application.

21ST century societies are producing cultures of blame and have become capitalistic. Children are having children and the school system must compensate for lack of parental training. The world's youth is being taught that money takes precedence over people and experience. "Now a - days people know the price of everything but the value of nothing" Oscar Wilde.

The human perception of right or wrong is based on our life experiences for knowledge application. One person's idea of what is acceptable may not be viewed in the same manner by another. Children covet what they see. What are the elements and influencers of culture in a child's life? Can engrained patterns of societal culture be changed? Can societies create cultures of responsibility in children when the opportunity to take responsibility of self is not given? Can free thought and free speech be taught in societies that are not free?

1. Preliminary Data or Studies

My quest for understanding thought and why people think the way that they do has taken me from the physical, non-physical, metaphysical, philosophical, theological, psychological, physiological dimensions and back again. It has taken me to the depths of financial, physical, emotional and mental despair but it has also taken me from grief and despair to absolute joy.

I examined a variety of education systems, Canada, USA, International Baccalaureate, UK and Qatar determining how knowledge is taught and applied. I examined the commonality of the religious teachings of The Bible, Quran, Torah, Abraham, Krishna, Confucius and Buddha. I further continued for the next 8 years examining cultural influence and elements impacting policy. I examined structures of Family, Government, Business, Education, Economy, Metaphysics, Philosophy, Theology, Quantum Physics and Psychology seeking commonality among them. Policy analysis of society, elements and influencers of culture are constant and ongoing.

In 2006 my entire life fell apart around me. How did that happen? Somehow all of my worst nightmares came true. Everything that I feared had come true. Was God out to get me? How did these experiences enter into my reality? My physical, mental, spiritual and emotional faculties were challenged in a way that I had never been challenged before. My

entire body system was crying out for me to listen but I ignored the signs. Life became something that I had to survive. I cried an awful lot and for a very long time. What was the point of the buckets of tears I cried and the stabbing pain in my heart that I felt so often? Who created that for me? I had to intellectualize and understand my emotional pain.

I came to understand that the feeling in my chest known as my intuition, internal emotional guidance system, GPS or (God's perfect sensor) was a sophisticated instrument given to me as a mechanism to tell me 100% at any moment in time what is right or wrong for me. The problem was I had been trained not to trust it or listen to it. These lessons became the equivalent of what some might say the repeated action of slamming your head into a car door! A lesson I need not learn again. My perspective on the value of negative emotion had forever been changed. When I came to know what I didn't want, it brought me closer to knowing what it is that I did want. Learning was and is an absolute gift, even if pain was my teacher.

Science has confirmed that we can't have a universe without mind entering into it and that our universe is an energy field. If one asked a Quantum Physicist to describe energy, the reply would be; energy can never be created or destroyed, it always was, always has been in everything that has always existed, it moves into form, through form and out of form. If one asked a Theologian, what created the universe, the reply would be GOD. The description of GOD; always was, always will be and always moving through form and out of form. Great teachers of the past, Jesus, The Prophet Mohammed, Buddha, Confucius, Krishna, Abraham and many others have come before to teach mankind that there is something beyond all of us -- but what is that truth? What is that energy? Where does it come from? Albert Einstein argued "everything is energy and that's all there is to it. Match the frequency of the reality you want and you cannot help but get that reality. It can be no other way. This is not philosophy, this is physics". Mankind is like a magnet, you get what you think about whether you want it or not. "The thought that you think, you think, which attracts to it; so you think it some more, which attracts to it; so you think it some more. In other words, when you have an expectation, you've got a dominant thought going on, and Law of Attraction is going to deliver that to you again, and again and again. And you say "The reason that I believe this is because it is true." And we say the reason that you believe it, is because you've practiced the thought. All that a belief is....is a thought that you keep practicing". Abraham – Hicks. Great religious teachers of the past all promote the evolution of our thought and how this thought impacts our daily life experience. "All that we are is a result of all that we thought" Buddha. Napoleon Hill wrote one of the greatest selling business books, *Think and Grow Rich*. In this book, he explains the process of pairing thought, visualization and emotion to achieve wealth and success. He predicted that if children were taught this process that the time spent in educational institutions for children would decrease by half. Steve Jobs, the inventor of the Apple Computer encouraged free thought. "Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma - which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition, they somehow already know what you truly want to become. Everything else is secondary."

Albert Einstein once said, "The definition of insanity is doing the same thing over and over again and expecting different results". The first step to solving any problem is admitting that there is one. To turn the lens of focus onto self is a difficult and for some, a

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very scary process. Most people would rather accept situations as they are rather than take responsibility to solve problems. Solutions are not created using the same mind set in which the problem has evolved. To determine the root of the problem to ensure lasting solution, we must examine policy and practice of past and how that impacts the present culture in our global societies and classrooms.

To fully understand culture and mentality of children we must account for the culture modelling of the teachers. Teacher by definition broadly defined includes educators, government leaders, leaders of any community including and most importantly, parents. What is feeding the child's mind and heart? What does the child see in their environment? What values does the society promote as a country? What is the model of government? How is the infrastructure funded in public education and medical care? How does a country feed its people through the media, religion, family and community? All of these external factors contribute to the modelling of societal culture and values in the human experience of I AM. The personality of a nation's culture is depicted through food, dance, art, oral and written language, music, and the like and should be integrated into the curriculum.

Educators are now expected to compensate for lack of value education (social and emotional intelligence skills) that originally was taught at home. Parents place far more responsibility on the education system and far less responsibility on their children. Cultures of respect valuing work are no longer being taught to children. It would seem that it is more important in this day and age to ensure that students have more social time in their calendars as opposed to having a part time job. Students graduate from universities with the expectation of obtaining a high paying executive position without gaining the life experience required for successful management and knowledge application.

In his research at nearly 200 large, global companies, Daniel Goleman found that while the qualities traditionally associated with leadership—such as intelligence, toughness, determination, and vision—are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skills. Research has shown that social and emotional intelligence programs significantly improve student's academic performance. Additional research shows that emotional intelligence is strongly linked to staying in school, avoiding risk behaviours and improving health and happiness, and life success.

Conclusion

Current education models are not meeting the learning requirements of all children. When examining how our societies have changed, our models of education were designed for an industrialized capitalistic environment where the skill sets of students were minimal. The global student of today is required to be not only literate but possess the skills and attributes to function in society in any environment. We live in a technological, multi – cultural globalized world. As educators and leaders, we must re-define for today's youth, what is the meaning of life success teaching balanced living through emotional and social intelligence as well as Mind Science, understanding the correlation between emotion, thought and life experience creation.

If we focus on the development of the whole child with understanding that the emotional guidance system is directly correlated to physical, mental, emotional and spiritual health we will see a decrease in stress. Our stress is caused by how well we can manage our emotional reactions to situations. We anticipate that society will understand negative emotional reactions without the use of violence and retaliation. A body that is in a state of positive health cannot live with disease.

Teaching personalized learning through the multiple intelligences allows every individual to maximize their learning potential. Current education models develop education from the neck up. What is the point of a head full of knowledge if you know not what to do with it? It is not a question of having the right answer through memorization of facts...it should be a question of, how are you feeling today? How did that thought make you feel? What interests you? How do you express yourself best? If we want our youth to define themselves and take control of their lives and learning experience, shouldn't we let them?

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