Science Education and Powerful Economy

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Science as an ultimate essence enircles theoretical and applied findings and discoveries. These can only contribute to forming a trivial core, whilst the most crucial are insightful moral surroundings. The upper tree of science glorified with blooming branches of knowledge, particularly over the last few centuries is predicted to undergo progressive declines in the strength of its education foundations unless the lower tree receives most-deserving mentorship contemplations. Mentoring rather than teaching of science will be a frontier for quality economy and life. Postmodern mentors will be cognizant of the science entirety. Mentors will create and designate definitive shapes from discoveries and findings, which will grant economy and human life with ongoing peace and ultimate satisfaction. Mentors are expected to welcome and manage challenges from mentees. Challenges play crucial roles in granting mentees with integrated pathways of scientific development. The resulting pictures will be eagerly prone to revisions and elaborations as mentees themselves step into the pathway. This systematic education will strengthen science roots in mentees’ minds and will uphold a sturdy science body for the society (Nikkhah 2011, Nikkhah and Nikkhah, 2014).

These approaches are keys to preserving an integrated shape for economy-building science in the third millennium. Such integrities are an obligation to optimally preserve and utilise what humans have achieved thus far and continue to accomplish. Science education policies are therefore to pursue arts as a model to reach and maintain harmony. Finest harmonies are accomplished by assimilating a multitude of sciences as is rousing a piece of music by composing manifold melodies. Special courses and sessions are to be developed for governors, educators, mentors, advisors and teachers.

The necessity of the world human populations to be more similarly educated increases. Such a necessity stems from a global demand for timely expansion and effective utilisation of new life technologies. Governments play key roles in maintaining publics adequately cognizant of the demand. In addition, governments are increasingly responsible for making new policies that will allow public education sectors to practice refined education programmes. Such a global education, most fundamentally, starts from elementary schools and evolves through guidance and high schools, colleges, universities and industrial centers. Governments can foster new education policies in three distinct groups including governors, educators and learners (Nikkhah, 2011, 2014).

In the postmodern time, mentors and trainers themselves require frequent timely education to remain most up-to-date and functional. Constant education of educators faces more practical challenges than education of learners. Such policies are to be supervised and supported by global sources to ensure practices in different world regions. The more extensive implementation of the policies will lead to more efficient and earlier accomplishment of preset goals. Effectual education of governments on ‘science education policies’ will be a turning point in enabling continual improvements in global science and life qualities. Sciences educated artistically will make and shape most yielding policies in science education of the new millennium towards powerful economies.

In brief, making the most fruitful education policies necessitates conceptual appreciation of the moral constituents of science. Science does possess a rigid form with theoretical and applied findings and discoveries only contributing to forming its trivial core. Crucially, the most vital elements are insightful moral surroundings. The latter is concerned with mentorship commitments. This is an ultimate and simple pathway for humans to move onward in science education of the new millennium.

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