

Aesthetic Education Requirements and its Components in the Educational System

Zohre Mottagi¹ DR. Reza ali Nowrozi²

1. Ph.D. Student, Department of Educational Sciences, Faculty of Educational Sciences and Psychology, University of Isfahan
2. Assistant Professor, Department of Educational Sciences, Faculty of Educational Sciences and Psychology, University of Isfahan

* E-mail of the corresponding author: rozita2518@gmail.com

Abstracts

The purpose of this study is to determine the need and components of aesthetic cognitive education and formed based on the contemporary global challenge of education in the ethical education, the balanced personality development of students and regardlessness to diverse learning opportunities.

Aesthetic cognitive education is a new approach toward the art and beauty in the educational platform; and some challenges present in the educational value-based system are what makes necessary this approach.

In this study which has been done based on the attributive-analytical method after presenting the concept and requirements of aesthetic education, the components of this approach have been presented in a systematic method as Objectives, principles and pedagogical methods.

These objectives were proposed in the three emotional, cognitive, cultural and social parts and this structure by a principal presentation such as the self-motivation principle, strategic thought principle, the balance of intellect and feelings principle, promoting the aesthetic literacy principle, creativity and deduction leads to the methods based on the vertical and horizontal development of experiences and developing and the use of senses and promoting the imagination and creativity. This method causes the education in the intrapersonal, interpersonal and value-based areas some positive changes to be generated.

Keywords: aesthetic education, education, epistemology, axiology

Introduction

In the current conditions that an efficient education is one of the most controversial issues facing society, relying exclusively on the cognitive domain causes to an educational structure such that one-dimensional education causes they contended to a limited understanding from the students and their talents instead of attention and supervision to the all dimensions of human existence.

According to this, they spend and limit their attempt toward the development of cognitive areas. It is clear that by this approach, effectiveness and efficiency of the educational system is reduced, regarding to this that is obliged to grow the full grown people.

In this sense, the modern education requires a new method which can fill the ideal vacuum of the educational communities that is the balanced education of human and training the multiple forms of literacy.

However every scholar in the field of education, by investigating the results of educational processes and the firm belief about the inefficiency of tool products of many educational ways, emphasize the need to develop new training methods and explaining a new method.

Therefore, today's aesthetic education is designated general aiming to the purposes collection and educational areas.

These methods as a powerful way for developing a harmonic collection of cognitions, attitudes and sensations seriously presented and in the thoughts of thinkers such as Froebel, Steiner, Dioi, Green and will be followed seriously.

And therefore, today's as on of the education requirements for reviewing the students with the new experiences in the modern educational system and in a fundamental educational system framework, in the teaching and learning process is considered.

Regarding to this, the purpose and general orientation of this process is specification of this new educational approach as for their position within two epistemology and axiology areas and with expressing these purposes its principles are after an educational model.

1- The concept of aesthetic education

to create a clear and strong theoretical framework on the aesthetic education, it is required that the main concept of it to be investigated.

Aesthetics of the philosophy of art is one of the philosophy fields which is defined as one of the archy reflection theory of aesthetics (Haling Dale, 2005) and essentially its beauty nature was considered and is a specific knowledge toward the experiences which are different with everyday experiences.

One of the most important features of these experiences according to the experts such as D.Parker is the organic unity. (Broudi .1994 pp 109)

According to the different perceptions of these experiences' potentials from aesthetic education, the various definitions based on the art and aesthetic education were expressed; but despite these differences, all agree on the direct effect of these two components of thought, sense and use of aesthetic sense pervasive in this education that causes to create an internal responsibility for teacher against the induced standards toward the pervasiveness and most of the differences often are in the rate of capability and its application domains.

Barou & Melbourn applied the aesthetic education as the art education and relate it merely to the novel and creative arts and emphasizes that the concept of arts refers to the free arts which are in contrast to the pure science and art education is the same as creative art performance (Barou and Melbourn, 1990, pp 19-20)

Afland knew the concept of this education monitoring these two practical and theoretical meanings (research area), in which refers in the practice area meaning the art education and its activity and also meaning as research area studies the teaching and learning process in the art that is associated with a critical appreciation. (Amini, 2005)

This view that focuses on a part of the application of art education; was included in the training and education terminology.

In this definition the meaning of aesthetic education is the education in the visual and spatial or volumetric arts with the various divisions and restricted it to the meaning of education and activity in the visual arts and spatial or volumetric and its main areas includes the fine, graphic, advertising, industrial and commercial arts and is associated with its sub-divisions such as painting and drawing. (Amini, 2005 pp 8)

According to some other scholars in the field of aesthetic education observing the education of different senses, sensory and tactile experiences growth, sensitivity and deep encountering with the artistic visual effects and criticism is artistic.

therefore, aesthetic education includes the training and development of conscious approach to the visual perception in painting, sculpture, decorative arts, and training including and the field of application and applying the critical judgment of the visual experiences (Houseman, 1971:301)

However, by a vantage viewpoint, Bennet Reimer believes that artistic education is the growth of knowledge and sensitivity to the aesthetic features of phenomena and objects.

(According to this definition, its main elements and concepts exists based on a reverse order in all objects, phenomena and their objective existence and includes the aesthetic features that is the transmitter of a sense, a mode of expression and sensitivity to them; this sensitivity generates a kind of active and experimental connection. (Reimer, 1972:29-34)

Against the limiting theories, some experts believe that a comprehensive and fair definition is a definition that the explanation of aesthetic education to be achieved according to its function within the educational system.

Chapman by this approach instead of emphasis upon the application of education, referred to its empowerment in communicating between phenomena and events via their forms and shapes.

Based on his view, aesthetic education must develop the basic mankind senses and sensitivities within the education till the students learn how their environment can form their feeling and action. (Amini, 2005: 8)

In this type of definitions, was emphasized upon the existence of a connection between the aesthetic education focusing on the art and education. the thinkers believe "the art is the base of education and utilize the wisdom and feeling of the mankind, stimulate the imagination and transform the environment. (Mayer, 1995: 598)

So we can not deny the considerable role and effect of education, experience and activity in the art field.

Therefore, theoretical studies and research activities that were done about the relation of education and art, confirmed the deep and considerable changes in the education and art methods.

That the definition of aesthetic education is very extensive, such that the critics of the traditional perceptions from the aesthetics experience, have suggested the new features and capabilities for creating specially the evolution in the art education to the students and achieving generally the new meanings from the social life. (Behyer, 1995;258)

Considering the function, the aesthetic education, is an education in which the art is used within the improvement of education of other areas, because the art naturally represents the basic form of human experience that providing his/her occurrence field and creative expression and building the field of sustainable learning.

Affection in the form of artistic experiences, navigate the process of consideration and strengthen the memory pattern and facilitate the moral role of education (Amini, 2005: 19-22)

By reviewing the different definitions, it can be realized that the aesthetic education that can be called sometimes as the artistic education, is the usage of principles and beauty achievements in the designation of targeted experiences of educational activities.

These experiences along with the intellectual images, have the valuable potential and are composed of imagination and perception and are designated such that to put the trainee in the line of the special aims.

These enjoyable experiences by giving the opportunities to express the feelings, reflect the truth such that both to be recognized and honored. (Brody, 1994:7)

Here is a challenge and the challenge is that some scholars as authors of "A Critical Dictionary Of Educational Concepts" say that practically the art education in a limited manner means the paintings and perhaps handiwork.

Such that its capability in the other areas is interested less, but in deed the capability of this educational method, is more extensive than this and among the thinkers only some of the experts such as Ayzener & Russ paid attention to this comprehensive approach in the art education. (Amini, 2006:9)

In this research, the purpose of aesthetic education is a type of applied method in the education and based on the frequent designation of aesthetic education.

These experiences along with the mental images, have the valuable potential and are composed of imagination and perception and organized and designed in a way that trainee to be put in a special route of purposes.

This type of education observe the development of sensitivity to the aesthetic features of objects and phenomena, creation of art works and appreciation of it, development of imagination and transmit the thought and moral values from emotional dimension toward the mental processing.

2- The importance and necessity of research

Although the philosophical foundations of aesthetic education, had a long history and human's interest in every time and place to the beauty have put a trace of itself in the poetry, music, painting and sometimes architectures. (Shamshiri, 2006:16)

however, the review of current prioritization of education system shows that in relation to the aesthetic education, have not been offered a good viewpoint and practically was placed at a lower rating than other areas.

Aesthetic experiences as an appropriate utensil for the targeted education experiences was not used and seriously not followed.

While the aesthetic education as a way of education using a new method in the cognition and trend to it on the one hand and the factor of moral education by creating the emotional insight in the values from the other hand, includes the advantages that affects all the educational trends.

The advantages that can transmit the education from the traditional and imposed patterns or models to the effective methods of education.

This education is a link between the thought and feeling, can design a dimension of aesthetic education experiences in which the trust is appreciated and diagnosed and also passion to the values and produces the cultural expression of the art works in the trainee.

In addition to this, the scientific monopoly on education, the lack of a powerful factor in the motivation and encouragement as a mission of education and the element of mobility and durability, is another concern of educational systems. The motivations and emotional erogenous can provide this motivation by preparation of the aesthetic experiences and in the aesthetic education, the education will be continued self-sustainable with an emotional load.

The ambiguity in the position of value system is the other concern of the educational system. While creating insight and vision for values was in the agenda for education and needs the emotional and psychological effectiveness.

Inefficiency of the education system in this dimension, in addition to creating the crisis in the moral education, from a religious perspective is considered as an deficiency and leads to the moral damages by receiving the incorrect receipts from the moral values.

Aesthetic education can be effective in the psychological and emotional connection with the moral principles by creating the valuable received attitudes. (Brudi, 1994:6)

While, in the perspectives opposite to these experts emphasizing on the public mission of education, was considered to the emotional dimension as one of the most important aspects of human existence and a kind of rationality, and provide a ground which the rationality and reasoning are going toward the development under it.

One of the ways for getting to actualize this aspect (emotional aspect) is the attention to the aesthetic education in which was used of the aesthetic experiences designed by the cognitive and educational approach.

According to these concerns existed in the current education, the applied introduction of aesthetic education is required.

3- Explaining the aesthetic education in the epistemology

Essentially, the philosophy follows in addressing the epistemology the ways to reach a certain answer around

the possibility and routes in reaching the valid knowledge and discovering the roots and essence and its limits. This subject for being clarified in the epistemology that human how and to what extent can be connected with the belonging of cognition and reach to the truth, itself is one of the most important objectives of the cognitive area in the education system and is a substrate to lead in an extensive correct connection with itself, others and the world and can be effective on the process of teaching and learning.

In the other word the learning and teaching theories have epistemological root. then, the epistemological approach to the beauty can be the origin of a new educational method according to the features and capability of cognition and create the possibility of building an educational theory in the field of learning philosophy

Therefore, attention and analysis of the epistemology principles, clarifies the necessity of aesthetics regarding the scientific capability of beauty and art and proves its position in facilitating the learning and teaching process and stability and continuity of the learning.

Because with slightly contemplation and interference from the teaching and learning process is clarified that the teaching experience of teacher and learning experience of student were an aesthetic experience and has an artistic overlay that will affect the decision making, verdict and action of teacher and student and leads the emotional dimension to be entered into this process.

According to this need in the cognitive area, the principle of the aesthetics is a way of consideration in the educational system that achieving a complete cognition is possible by the acceptance of different ways of cognition and diversity belonging to the cognition.

Another discussion in the epistemology is the pluralism that is based on the variety on the ways of cognition. Since the cognition is not only the product of mental, sensory-experimental processes; but is the result of involvement of the person in the subject of identification, with all aspect of existence (i.e., mental, emotional and practical).

Thus, the cognition has a meaning more widespread than what is common, and often the thinkers believe that human has the various tools in the cognition, then this cognition will be resulted from the different ways.

In the teaching and learning process of aesthetic education as a designed method, in addition to this that is a typical response for the innate need that is sometimes forgotten, but is not demolished and helps the education in a natural way without any compulsion and coercion to traverse this process.

The important epistemology which is accepted by most thinkers is this that cognition and understanding the reality is an effect and the extensive motivation of learning is one of the reasons of cognition and the function of education in the motivation for learner, provides the field for awareness and knowledge.

4. Explanation of the aesthetic education in the axiology

The axiology both as a valuable criterion for all infrastructure teachings of policies and activities and according to the importance of aesthetics in this area, has a significant position in the aesthetic education discussion; then according to this connection and also the aesthetic capabilities in the ethics education area, the explanation of this type of education in the axiology is notable.

If the aesthetic education in the epistemology is desired from the aspect of playing the role in the scientific process of teaching and learning, the explanation of aesthetic education according to its consequences in transferring the value and ethical principles, specially via the works and artistic activities and aesthetic experiences is followed in the axiology.

A response to an innate need to the beauty is one of the important reasons of need to the aesthetic experiences and without hesitation, the perception factor of beauty or getting a sense of beauty in the human, is one of the intrinsic definitions of intrinsic perfection and the person without the great sense of finding the beauty is like the one who is without the maternal or paternal affection that is as a major mental handicap.

It is not exaggeration, if it is claimed that the lack of perception of beauty regarding to the mental defect is not less than the lack of logical thinking force. (Jafari, 1990:242)

Therefore, the education in line with the responding to this need and attention to the mental health of trainee, must provide experiences in type of the exposed to an enjoyable, allegro and beautiful nature surrounded by the material parameters and standards and frames.

One of the inclusive and common concerns of the education systems is the inefficiency in the moral education and success in the process of systematic perception of the value foundations.

Due to this reason, the position of ethics and its transferring way in the education is one of the important cases in choosing the ethical education method and since the ethics is one of the most important positions containing the mental beauty, prioritize the selection of aesthetic education.

Especially, the values itself is in the group of rational beauties and indeed what causes to the real expansion of spirit in the siege of quantities is these ideals; the beauty becomes dry and spiritless by removal of these rational beauties;

Because as human enjoy from observing the blue sky, the beauty of a human's conscience will astonish for

his/her beauty and this is the simplest manifestation of moral beauty. (Jafari , 1990:171-172). Therefore , the relation between ethics and aesthetics is an important reason for necessity of aesthetics education in the debate of moral education .

The last point in the necessity debate of the aesthetic education in the value debate is the perfection .

5. Purposes of the aesthetics education

Aesthetic education in addition to this that is in line with the overall purposes of the education system , follows the innate talents and overall strengths and weaknesses of these purposes in this process gradually and with full awareness to the psychological characteristics.

5-1-The purposes of moral and psychological dimensions

The psychologists suppose the art as tool for development , maturity and dealing with internal conflicts and believe that associated with the symbols plus development help the thinking force of the trainee to develop the mental an motional skills.

- Response to an innate need

The most important consequence of thr innate experiences of aesthetic education is the response to the intrinsic need of *seeking beauty* and preparation for growth and mental relaxation . Also , it increases the capacity of receiving this sense and expanded the higher classes of beauty.

- Connecting to oneself (interpersonal intelligence)

Experts and thinkers of the psychology area and education following the observation of the straits and challenges caused that they review their attitude about the dimensions of human existence specially their explanation of intelligence.

- Connection with others (interpersonal intelligence) -

Human capability in stablishing a connection and interpersonal interaction with others , ability to learn the social skills and understand the others , are the other dimensions of the emotional intelligence and placed under the second phase of the personal education as the interpersonal intelligence and in this phase the pleasure which delight the human and comfort him/her and will change its position by a rotation and be devoted to others.

- Fostering the sprit of creativity and innovativeness

Aesthetic education in its programs thinks to the creativity and modernity and beside the dimension of giving meaning and conceptualization of art , the ability of discovering and solving the problem is proposed in the art too. The application of experiences such as the artistic activities due to the ability of expressing the realities in the scientific dimension , has an another consequence in the psychological dimension .

- Relaxation and mental health of trainee

The education monitor the balanced personality development . therefore the education must pay attention to the totality of person . endeavour in line with the development and flourishing his/her aesthetic and artistic capabilities and talents in the training is counted as all aspects of human existence.

5-2- Objectives of the cognitive dimension (teaching and learning process)

One of the main barriers in the way of aesthetic education is the capability rate of this method in the educational functions while the aesthetic education follows the important objectives within the education process .

- Intrinsic Motivation

Todays , the motivation in the education is as one of the most important , dangerous and subjects . whatever is neglected by the current education systems , are the internal motivations that give its position to the unstable cases such as " competition " , " Feelings of competence " and " autonomy " that never play an important role in the cognition and learning.

Therefore , the learning in the aesthetic education in its nature contains the ellements of emotion and feelings that have a self-awareness.

- Attention pluralism in the ways of acquiring knowledge

This cognitive approach that are connected with the rethi nking concept in the various forms of literacy , is affected in the process of teaching and learning and its methods and causes the trainer to choose based on theindicidual differences.

- Attainment to the aesthetic literacy

Attention to the different areas of human existence and following it cognitive pluralism affects the concept , nature and range of literacy and builds a specific framework of conceptualization of literacy in which criticize the traditional concept of literacy and offere the pluralistic shapes of the literacy or multiple literacy.

- Training the cognitive skill and conceptualization

In the education by the traditional method of cognitive skill and connection with the reality , mainly is based on the direct reception vie the language. In the aesthetic education , connection with the reality mainly is being

shaped in form of symbols and metaphors and transfers via the media such as the art.

- Transfer to the rationality

Human on the way of supreme goal of education, needs to change in all aspects and essentially is the human perfection in the balance and integration of reason and emotion.

Therefore, development of feelings and wisdom consistently, is one of the most important requirements in human evolution. The task of aesthetic education indeed is our skilful leadership to move from the feelings and force to taste the sweetness of wisdom beauty by trainees possible.

5-3- Cultural and social objectives

Attention to cultural values is one of the most important tasks education. Aesthetic education is an important means of cultural transmission; Because art is manifestation shared sense of community and cultural heritage of the people

Therefore, the aesthetics education is effective in connection with promoting the perception of these dimension.

- The value ethical educations

Effective teaching of ethics and values is possible when you consider the affective and cognitive components together. Understanding the emotional values by the use of aesthetic education helps to learning and application of values

- The skill of evaluation and control

The education and method of evaluation of the art and creating a kind of acuity, contemplation and monitoring the supreme art is one of the aesthetics literacy capabilities. Following the moral purpose in the aesthetic education, this ability is usable.

Power of arbitration and criticism are the purposes of aesthetic education.

6- Principles of aesthetic education

6-1 - The balance principle of feelings and wisdom

This principle in the aesthetic education oversees the development of feelings and the perception of phenomena and the extraction of secrets lie in its to grows lights of the feelings and be transferred to the intellectual stage and finally to the intellection stage.

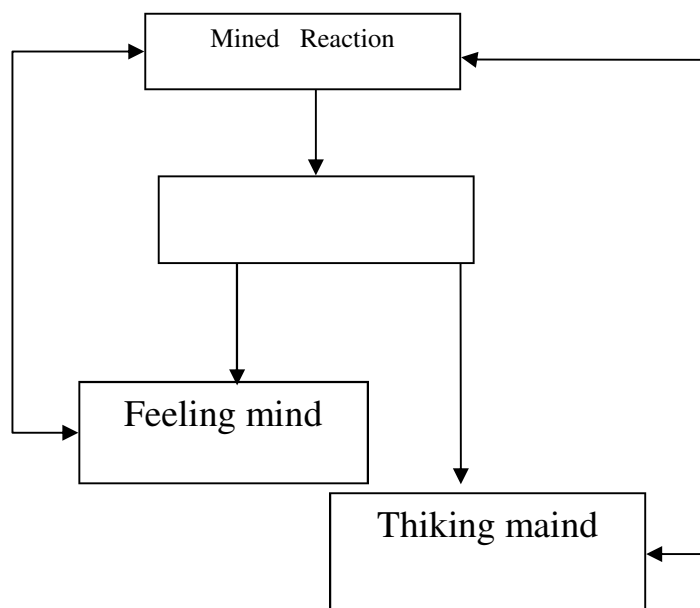
6-2 -The principle of self-directed learning

This principle means the flourishing all internal forces of trainee and his/her freedom in the way of learning and is related to the intrinsic motivation of trainee. This principle follows the learning based on the automatic activity of trainee that is based on the independent activity of trainee in the gravity point of education. (Mirlouhi, 2003:192) and the speed in attaining results and learning continuity will be derived from the relation and interaction with opportunities.

6-3- Strategic thought principle in the learning

Strategic thought principle in the education is based on achieving the logical thought. Weakness in the thinking skills always are not caused by the lack of information, the several factors cause that the person can not use its knowledge in the thinking and understanding.

Diagram 6/1: position emotional dimension in the process of thinking



- Value-based principle

This principle is to set the feelings in the aesthetic education of trainer and uses of it as the carrier of the supreme value such that be able to express both the values about the individual feelings and contents about the human feeling regarding the world.

The Principle of enhancing the aesthetics literacy

This principle is based on achieving the skill of understanding metaphors and making sense in art, expression skill of personal exclusive features in an artistic frame, enhancing the connection with others and expressing the emotions, selection and artistic choice based upon the transmittable values, participation and direct and indirect involvement to express the creativity in its artistic forms, the capability of evaluation, appreciation of appearances and ability to analyze and cultural heritage, will be criticized artistically and adjudicated. (Amini, 2006 :112-115)

The principle of social and cultural learning

Whatever causes the outlet of a education system does not show any assurance to the cultural and artistic manifestations and hidden messages within it, is the neglect of the education system to the promotion of the education system in the perception of the social values and assurance to the social and cultural norms and helps to the development of critical thinking in the community.

Teaching methods of aesthetic education

In a specific predication to the aesthetic education as a educative system to realize its purposes in the different cognitive, emotional and motional areas, a specific method is required that the various comments exist; but in this section we address its applied procedures.

Vertical and horizontal expansion structure experience

The axis of this program is not based on the mental conceptualization and according to the training of experiences is designed from simple to the complex and such as what is referred to it in perspective of Dioee, the trainee experiences includes the interests and emotions and expressed needs, and are considered as the end point of this process and transmission process from the interest toward the regular standards of knowledge.

(Sharafi, 2005 : 113-110)

Therefore, the success of this method depends on gradual learning experience from simple to the complex. In this method, the first step is assigned to simplify via the distinguishing the similarities and differences and classification of some limited features of an experience.

Development and application senses

This exposure can occur in a limited stage in the class environment using the models, images or in a workshop or laboratory by motivation and targeted research or in a natural environment too. (Mirlohi, 2003 : 186-187)

In the visual education that leads to the perception and interpretation of messages, including any building and creation of images such as graphical arts, application of visualization tools and camera, video tapes,

Visualization Thread (Storytelling, Drama)

Totally, in this model the trainer necessarily must seek the opportunities for trainee in which the activities such as the show or fiction that presented their feelings and thoughts in an entertaining format and his/her teaching feedback.

Questioning, criticism, problem making

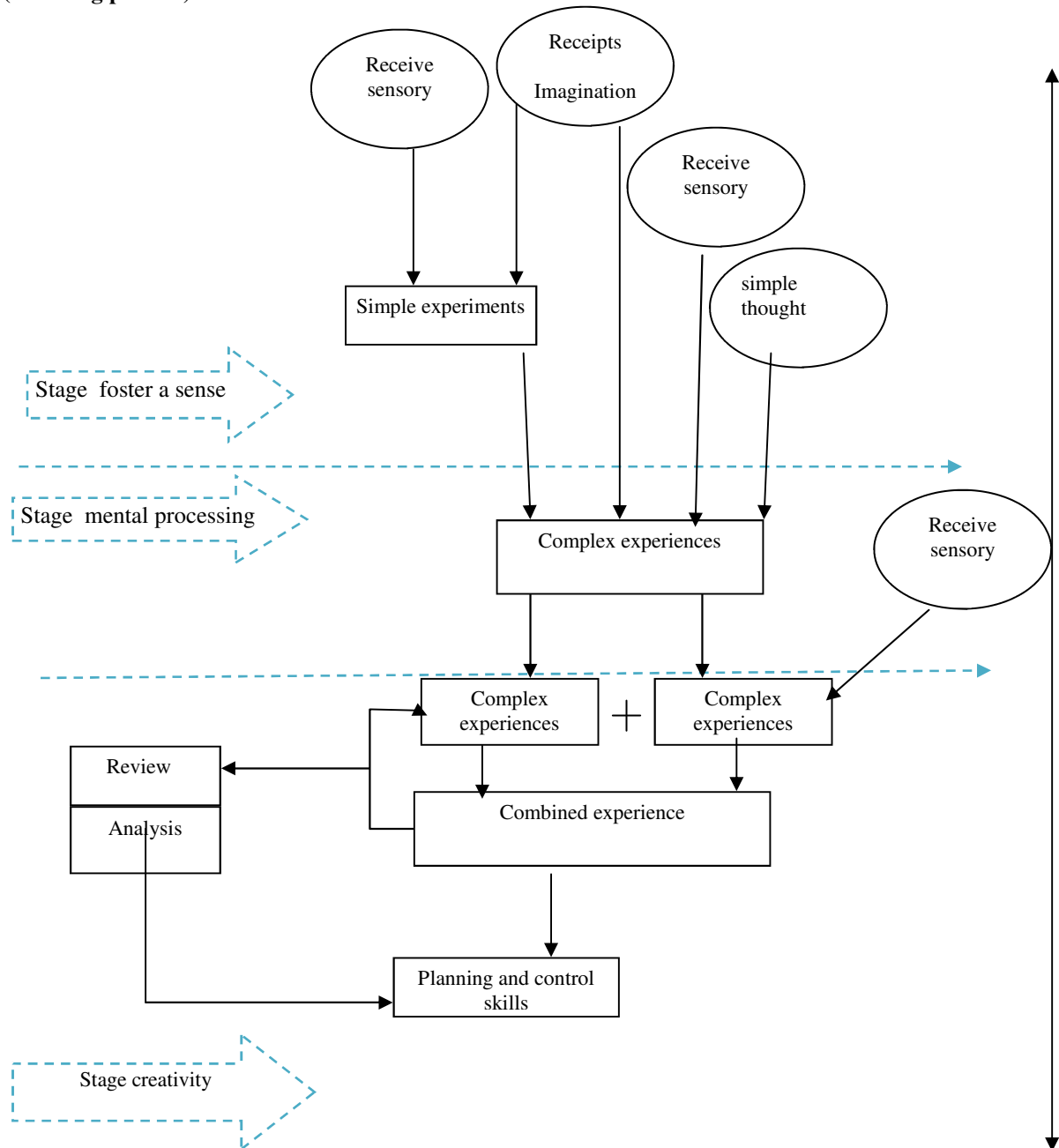
In the questioning and approach of problem making, aesthetic education must use the artistic subject-centered overlay, then the problem solving is as the use of the features or the concepts of aesthetics for generating the opportunities which provide the field for the discovery.

Stimulating environment

Opinionated environments emphasizing in the organized and restrictive provisions, are the barriers for education in all areas specially in the field of values and ethics and close the way for the creativity. (Kull, 1995 :262-263). Versus it, a stimulating environment can be effective in the improvement of creativity.

Therefore, an environment full of meaning and artistic metaphor, also an environment full of exhilaration can be an appropriate field for creativity. The mere usage of provisions and standard causes the environment and social relations to be empty of any kind of metaphor, significance and spirit of life and prevent of an extensive achievement to the exploration of codes and secrets, orders and themes.

Diagram 7/2: method of horizontal and vertical experience in aesthetic education (Learning process)



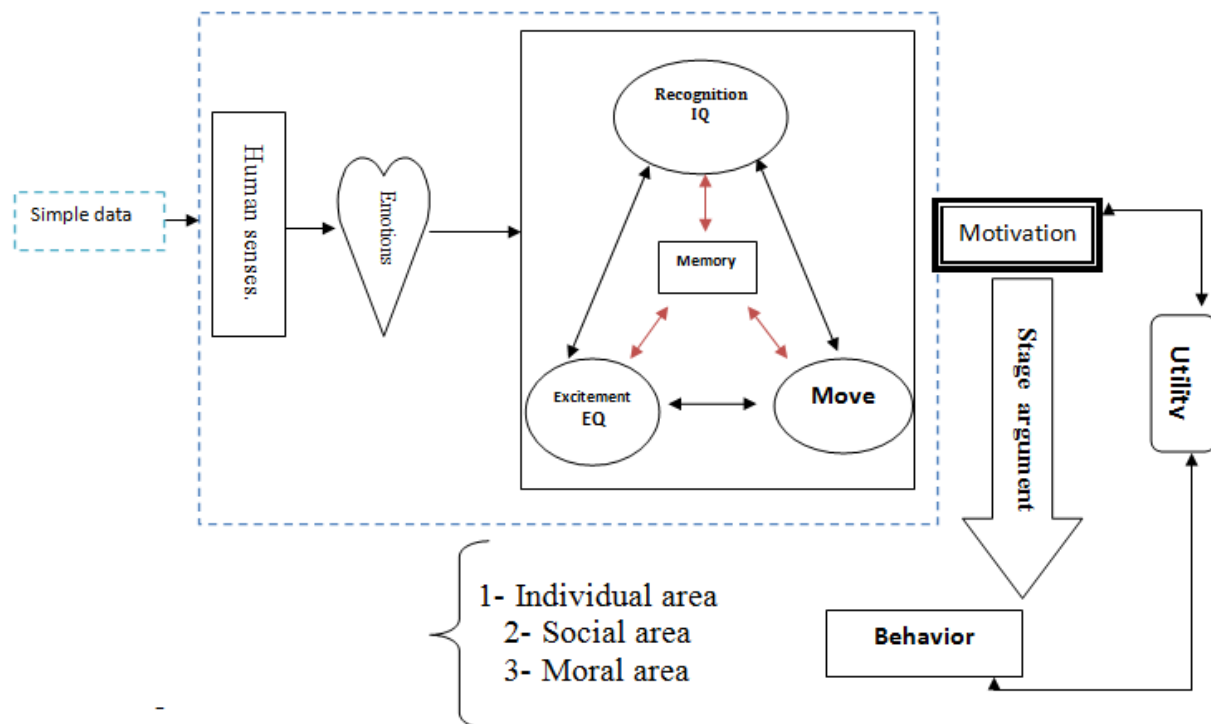
Conclusion

The aesthetic education as a process monitoring the development is a set of cognitions, attitudes and skills is considered in the area of functions which have a significant impact on the triple areas of education; Therefore, from the many experts' perspective in the education area, the art education must be converted to the education via the art and is beside the three main skills (reading, writing, arithmetic) and And also, as one of the education requirements for interviewing the students with the new experiences in the modern educational system and in a fundamental educational system framework, in the teaching and learning process must be considered.

At the end should be noted that aesthetic education is effective in the three crucial areas.

- Emotional health in private life
- Provide social contexts for learning and problem-solving experience
- Increased levels of social health and systematic understanding of social and moral values

Diagram 3: continuous learning in aesthetic education



References

- Amini, mohamad (1994), Aesthetic Education in Education, Tehran: Publisher Ayezz
- Broudy, Harry S (1994), Enlightened Cherishing: An Essay on Aesthetic Education, University of Illinois Press (June 1, 1994)
- Borrow Robin. Milburn Geoffery (1990). A Critical Dictionary of Educational Concepts. Publisher. Harvester Wheatsheaf. Original from University of Minnesota
- Beyer, Landon E (1995) The Arts and Social Possibilities. In Routledge Encyclopedia of Philosophy, London and New York, Vol 1.
- Hausman Jerome J (1971). ART Education. New York: The Macmillan Company and The Free Press
- Comenius (The Great Didactic UNESCO).
- Remer. Bennet (1972) Putting Aesthetic Education To Work. www.nusiceducation.org / <http://www.eric.ed>.
- Eisner, Elliot (1987). The Role of the Art in Curriculum Planning. New York: Allyn and Bacon Inc.
- Eisner, Elliot (1978). The Educational Imagination. New York: Macmillan Publishing.
- Efland, A (1991) Art; Educational Programs. The Encyclopedia of Curriculum. Edited by Arieh Lewy. Oxford: Pergamon Press.
- Jafari, mohamad tagi, (2000) Research in Philosophy of Science, Tehran: Publisher Tahori
- Jafari, mohamad tagi (2001) Beauty and Art, Tehran: Publisher, Tehran University
- Shamshiri, babak (1996) Education from the perspective of love and mysticism, Tehran: Publisher Tahori
- Mirlohi, hossein (2004) General Science Teaching: Tehran: Publisher Teacher Training University
- Mehr mohamadi, Mahmud (2004) Art education: Tehran: Publisher Mdrese

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

