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Resume, Eulogy, Education and Future

A Demšar¹ and A Aneja²

¹University, of Ljubljana, Faculty of Natural Sciences and Engineering, Department of Textiles, Graphis Arts and Design, Ljubljana, Slovenia

²East Carolina University, Department of Engineering, Greenville, NC 27858, USA

andrej.demsar@ntf.uni-lj.si

Abstract. Will the current trend of the Industrial Age, focused on profits, greed, material wealth, and mass consumption continue? Inequality and polarization, which are seen in today's world, are ranked as the top drivers of global risks. Unequal community threatens democracy. Communities with greater inequality are more violent, have more people in prisons, more mental illness, lower life expectancy etc.. On the other hand, communities with greater equality have higher abundance and lower stress. Among eleven factors most important for classroom learning, social and emotional factors accounted for eight. Our emotional and social IQ developed over millennia of living in groups will continue to be one of the vital assets that give human workers necessary tools for creating and building a world of 21st century. Today's education system is based on the model which was essential for industrial era and mass production. With fast technological development the approach to teaching should be changed. We need new curriculums for new skills and new learning concepts. The aim of the article is to raise awareness regarding the planet's and mankind's future and to stress the importance of education and designation between résumé virtues and the eulogy virtues.

1. Introduction

Predictions about how the future regarding earth, humanity and education will be are constantly being made. Will the current trend of the Industrial Age, focused on profits, greed, material wealth, and mass consumption continue? Or will the humanity re-examine collective values and envision a society where success is judged by whether a person carried out his or her fair share of responsibilities within the community? To know what competencies should be thought in schools we should know what the future would be like. We should be proactive in building the bright future.

Regarding the person's success two sets of virtues can be distinguished, the résumé virtues and the eulogy virtues. The résumé virtues are the skills you bring to the marketplace. The eulogy virtues are the ones that describe one's personality - whether you were kind, brave, honest, faithful... The former leads to external success while the later to a set of internal values defined by the depth of character. The two, under our current societal norm, are at odds with each other.

The aim of the article is to raise awareness regarding the planet's and mankind's future and to stress the importance of education and designation between résumé virtues and the eulogy virtues. The authors will present the important role of a proactive educator.



Educating a new generation, which is not thinking just about career success and money but rather the wellbeing of all species and success of the community (company, town, country, humanity, etc) through sustainable and holistic development of/for all! This should be the primary objective of educators.

2. Discussion

2.1. Planet (*Mother Earth*)

It is believed that we are entering the new earth epoch dating from when human activities started to have a significant global impact on Earth's geology and ecosystems, Anthropocene. The Anthropocene is a proposed (not yet officially approved) term as a recognized subdivision of geological time. The Anthropocene concept includes, and transcends, the idea of anthropogenic climate change.

According to Noam Chomsky, American philosopher, the Earth's climate is being radically modified by human action, creating a very different planet, one that may not be able to sustain organized human life in anything like a form we would want to tolerate. There is good reason to believe that we have already entered the Sixth Extinction, a period of destruction of species on a massive scale, comparable to the Fifth Extinction 65 million years ago, when three-quarters of the species on earth were destroyed, apparently by a huge asteroid. Atmospheric CO₂ is rising at a rate unprecedented in the geological record since 55 million years ago. There is concern that global warming, amplified by feedbacks from polar ice melt, methane release from permafrost, and extensive fires, may become irreversible, with catastrophic consequences for life on Earth. Sea level rise and destruction of water resources as glaciers melt alone may have horrendous consequences for human [1].

We do not want Anthropocene to be the last Earth's epoch! Is there something that we can do? According to the authors of the article, we can! Educating a new generation, which is not thinking just about career success and money but rather the wellbeing of all species and success of the community (company, town, country, humanity, etc) through sustainable and holistic development of/for all! This should be the primary objective of educators. Some text.

2.2. Humanity

According to Credit Suisse report on global wealth for the year 2015 half of world's resources and funds are under the control of the 1 % of world's richest citizens. Half of the world's poorest citizens' own less than 1 % of world's resources and funds [2]. One of the key findings of this year's Global Risks Report, written in the frame of World Economic Forum in Davos, is that inequality and polarization are now ranked as the top three drivers of global risks [3].

Such unequal community threatens democracy. According to R. Wilkinson and K. Pickett (in the book *The spirit level: Why greater Equality Makes Society Stronger*) communities with greater inequality are more violent, have more people in prisons, more mental illness, lower life expectancy etc.. On the other hand, communities with greater equality have higher abundance, lower stress, etc. [4]. The world's economic system in which winner takes it all does not reflect a bright future for large majority of people.

Capitalism, as an economic system, based on private ownership of the means of production and their operation for profit includes private property, capital accumulation, wage labor, voluntary exchange, a price system, and competitive markets. In a capitalist market economy, decision-making and investment are determined by the owners of the factors of production in financial and capital markets, and prices and the distribution of goods are mainly determined by competition in the market.

The capitalism brought to developed world higher material standard but on the other hand brought also stress and fear. Typical for this is what Alan Greenspan said about Worker Insecurity: *“If the workers are more insecure, that's very healthy for the society, because if workers are insecure they won't ask for wages, they won't go on strike, they won't call for benefits; they'll serve the masters gladly and passively. And that's optimal for corporations.”*

And there is another important issue. When we look at the information which is produced by humans we can see that quite a few of them are distorted and false. With this also our perception of the world (reality) is distorted. Imagine the news which we hear from the TV, radio, internet and imagine all commercials. In one way the world is all negative and in the other everything that is advertised is perfect. The real world is different. Today it is common that one who is the best wins and collects everything, teaching for tomorrow should be that the collective work and knowledge is rewarded and that all involved parties win.

We as educators have to teach the new generation how to deal with such situations and how to act responsibly in future. Educator should prepare youngsters for the real world!

2.3. Humanity

The emphasis on academic achievement often captures most of the attention in debates on education reform. However, important inroads are being made by those who take a more holistic approach to education. Wang, Haertel, and Walberg (Wang 1990) reported that among eleven factors most important for classroom learning, social and emotional factors accounted for eight [5].

Our emotional and social IQ developed over millennia of living in groups will continue to be one of the vital assets that give human workers a comparative advantage over machines (Davies 2011) [6].

Neuroscience, too, has offered evidence to support a holistic message about cognitive, social, and emotional development. Recent scientific advances indicate that the prefrontal cortex, considered the center of higher-level cognition in the brain, also plays a dramatically important role in emotion processing and regulation. Thus, the operation of the brain is more like an orchestra than a number of soloists. Not only does academic learning depend on social and emotional skills, but also it is virtually impossible to disentangle the two.

The current approach — a product of the Industrial Age, focused on profits, greed, material wealth, etc. which relied on compliant factory workers and mass consumption — promotes weakness rather than strength. It has become even more regimented (and thus more disempowering) in recent years due to a lack of trust. Adults who feel hard-pressed to predict or control their own destinies, and who feel confused about the “big issues of life,” and are less willing to give children the time and space they need to shape their own futures.

We must start by re-examining our collective values and envision a society where individuals once again matter. Clues to a more suitable paradigm can be found in the metaphors that characterize the dynamic, networked Information Age. These share some key characteristics with the pre-industrial past, when people learned in the community, from a variety of adults with whom they built relationships. Learning continued over the course of a lifetime filled with meaningful work (in contrast to today's high unemployment rates and low workplace engagement levels), and success was judged by whether a person carried out his or her fair share of responsibilities within the community.

It is essential to view learning as a total community responsibility, and have or expect no short cuts. Children need to be integrated, fully contributing members of the broader community, so they can feel useful and valued. It is not just the children who need this; healthy communities also need children in fact all age groups.

Many educators continue to focus on issues of how to improve their craft, serve students better, nurture well-rounded, emotionally intelligent students and make educational change in more fundamental ways. Much of the disaffection with the school system stems from a pervasive feeling that the intense focus on formal academics has inadvertently neglected the rest of a child's personality and humanity. While employers, psychologists and other researchers have repeatedly noted that social and emotional skills like empathy, ethics, cooperation, mindfulness, personal growth, etc. are some of the most important parameters for success.

New education would foster young minds with the tools for creating better tomorrow and more responsible global citizens who will contribute to the wellbeing and progress of humanity [7, 8].

2.4. Education

According to fast technological development the humanity needs new educational approaches to solve the challenges in 21st century. World is changing, the communication and competencies of the future are changing – also education has to change. Youngsters need tools for solving challenges of future.

We need new approaches regarding our actions towards our nature environment (Earth), humanity, and humans as social beings. To learn about new approaches, we also need new approaches in Education. Today's education system is based on the model which was essential for industrial era and mass production. With fast technological development the approach to teaching should be changed. We need new curriculums for new skills and new learning concepts. The vision is also that the students are active, creative, passionate about the study fields, brave, helpful, honest etc. The education process should be changed and organised in accordance from the child birth on (this includes parent's education as well) through school education process and lifelong learning.

Today's employers at youngsters in Slovenia miss:

- motivation for work
- flexibility
- discipline,
- perseverance
- reliability
- self-organisational competencies
- working habits
- enthusiasm
- working experiences
- communication competencies
- team work competencies
- self-initiative

It is time to start with changes in our Educational systems. We'll see the results of the changes which we'll start today only in decades to come. Much likely the changes will experience future generations. And we own next generations that we actively do something about the world in which they will live.

Finland started with new curriculum in primary school (till 6th grade) in August 2016 (changes were prepared since year 2000). It can be said that Finland has the most liberal view at education where only best talents become teachers. The aim of new Educational approach is to connect professional fields and to change the approach to teaching them. To build a kind of multidisciplinary subjects since life is not divided into subjects, on the contrary, it is interconnected. To develop general competencies at different subjects simultaneously. The approach to teaching is more holistic. Teaching on the basis of certain phenomenon or examples which are than enlighten from different aspects. On

the basis of first experiences in Finland it is seen that children are more active and curious, creative, interested, independent. Emphasis is on multidisciplinary, critical thinking, creativity, team work, learning outside school, writing, reading, mathematics, sport and cultural education, knowledge linking, using world wide web. Basis for everything is trust and respect of teacher's work. If we do not trust teachers (as it is today) than we have too much control of teachers work which decreases teacher's performance. Distrust and control of Teachers is than reflected in distrust and control of pupils and consequently in decreasing of their creativity and motivation. Additionally, Finish educators have a lot of autonomy.

There is no comparation (evaluation) of pupils regarding knowledge. Just their individual progress is evaluated.

2.4.1. Active learning. According to the research of Dolnicar et.al. in which three teaching methods, applied to credit-bearing information literacy (IL) university courses, were evaluated and compared. The effects of lecture-based learning (LBL), project-based learning (PjBL) and problem-based learning (PBL) were investigated using the information literacy test (ILT) as an assessment tool, with regard to the total ILT score, specific IL contents according to the five ACRL standards and students' mental skills according to the Bloom's cognitive categories. While all three teaching methods showed a significant improvement in the ILT post-test, the active-learning groups of PjBL and PBL scored significantly better than the LBL group. The most notable positive difference was observed in students' effective access to information related to database searching skills, in the intellectual property/ethics issues and in the cognitive category of comprehension. The PjBL and PBL post-test results did not differ significantly, indicating that both active learning methods resulted in similar improvements of students' IL [9].

2.5. Virtues

Regarding the person's success two sets of virtues can be distinguished, the résumé virtues and the eulogy virtues. The seeming dichotomy between the two virtues is the creation of our own thought process. Asking which of these is more important we will uniformly answer eulogy virtue. However, currently, we will spend unlimited amount of time honing resume virtue. Our culture and our educational systems spend more time teaching the skills and strategies you need for career success than the qualities you need for personal success. Many of us are clearer on how to build an external career than on how to build inner character! If living just for external achievement the deepest parts of personality goes unexplored and unstructured (lack a moral vocabulary). Such person lives with an unconscious boredom, separated from the deepest meaning of life and the highest moral joys. Gradually, a humiliating gap opens between your actual self and your desired self, which can be clearly seen as rising number of psychological disorders, negativism, pessimism etc. in developed societies. The résumé and the eulogy virtues do not need to be mutually exclusive but rather to be as two sides of the same coin and (or) to be complementary. In our education, we need to develop both virtues without compromising either one of them.

3. Conclusion

It is believed that we are entering the new earth epoch dating from when human activities started to have a significant global impact on Earth's geology and ecosystems, Antropocene.

Inequality and polarization, as consequences of Capitalistic system, are drivers of global risks. Communities with greater equality have higher abundance, lower stress, are more peaceful, are healthier and have higher life expectancy.

Today's education system is based on the model which was essential for industrial era and mass production. With fast technological development the approach to teaching should be changed. We need new curriculums for new skills and new learning concepts. The approach to teaching should be more holistic. Emphasis is on multidisciplinary, critical thinking, creativity, team work, cultural education, knowledge linking and active learning. Basis for everything is trust, respect and autonomy of teacher's work.

The résumé and the eulogy virtues do not need to be mutually exclusive but rather to be as two sides of the same coin and (or) to be complementary. In our education, we need to develop both virtues without compromising either one of them.

Authors believe that highly evolved and developed world needs focus on highly emotionally and socially developed human beings with high awareness who can build a better world using sustainable and holistic approach. Education is the strongest tool. We should use it!

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