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## **ELITE-CREATING STRATEGIES TO OPTIMIZE NEW MILLENNIUM SCIENCE AND TECHNOLOGY ENTREPRENEURSHIP**

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### **Abstract**

The objective is to design and delineate global life pathways that facilitate elite-creating entrepreneurship in science and technology of the third millennium. Education impacts on human life quality in different ways. Education is not a single science but an integrated multiscience 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 science and technology to evolve timely and progressively. Elite-generating educational psychology and entrepreneurship are emerging sciences whose inclusion in innovative policy-making will determine the depth of upcoming accomplishments in science and technology education. A major rising science is to optimize mentor-mentee relationships to enhance quality science evolution and transmission from a generation to another. Motivation is where learning evolves to more advanced levels causing science to be communicated and disseminated more effectively. Motivation is studied through a multitude of learning strategies. Combination and application of different learning strategies result in more appropriate inclusion of elite-generating entrepreneurship in education systems worldwide. The goal is to more optimally meet mentees' requirements for innovative science and technology that will fuel creativity in all aspects of life. As such, mentorships arts equipped with fitting educational tools lead to creative lives filled with ongoing elite peace and prosperity. This paper will delineate innovative global mentorship philosophies from an entrepreneurship perspective.

**Keywords:** Education, Elite, Entrepreneurship, Motivation, Science, Technology"

### **Introduction**

Policy-making in science education is key to timely human developments. In light of the incremental importance of adequate investments in science education (Nikkhah, 2012a), it has been recently urged to help shift away the economy balance from private consumer goods to education 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 education (STE) for consistent improvements in entrepreneurship for ongoing global quality life creation and peace. Science educators must be presciently educated to become cognizant of state-of-the-art elite mentorship philosophies. Elite-generating educational psychology and entrepreneurship are emerging sciences whose inclusion in graduate studies will determine how social economics develop. The objective of this policy-making review article is to design elite-creating science and technology that establish innovative entrepreneurship in society.

### **The Challenges Facing STE**

With the world population mounting above 9 billion by 2050, 'education' becomes an increasingly important entity in human life. Major concerns are not limited to how efficiently conduct animal agriculture to safely and securely feed the rising populations. A key concern is how effectively to educate such populations to be able to most efficiently utilize science and technology driven natural and synthetic resources. Graduate education is not restricted to original young learners and students. The governors, administrators and educators require constant and continual education more than before and more practical than others. In a nut shell, it is only with most applied education of graduate concepts to policy makers that science and technology can persist to significantly improve entrepreneurship in society. The importance of 'science education' and 'mentorship arts' have recently been subjects of global importance for timely improvements in life qualities (Alberts, 2009; Nikkhah, 2012a).

Graduate science education resembles a circle that should often be revisited in all directions to be sustained fruitfully. Its dynamic structure will enable STE to find multiple ways towards goals accomplishments. Often, science educators are not optimally directed into continual educational programs. Systematic STE does not end once one becomes an educator. The ongoing education 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 highlight the necessity of persistently developing a circular education system. One will only be as much delicate in educating learners as being progressively and delicately educated by others. Governments are increasingly becoming responsible in fostering 'educator education' initiatives to strengthen STE over time. Maintaining science education delicacies, thus, requires periodical and persistent education of principal graduate science educators.

### **Academic and Societal Principles of STE**

A multi-angle visionary structure for dynamic STE will help to mechanistically understand and sustain an ever-improving nature for societal entrepreneurship. Such a structure would involve governors and administrators, principal graduate science educators, and graduate learners. The governors include ministers and administrative professionals. The educators include graduate science and technology

mentors and trainers in colleges, universities, industries, and private and semi-private institutes. The graduate learners are defined as those enrolled in different academic and non-academic institutions to obtain degrees, expertise and excellence in global fields of graduate science and technology. With inadequate resources and time-thought investment in each of these angles, especially the top government angle, tremendous practical shortcomings in linking STE quality to entrepreneurship and human life quality will occur. Insightful science must be effectively disseminated through governments and related sectors to become profoundly cognizant of such a unified dynamic structure. The interrelationship is to be fostered among policy-makers. In addition, the knowledge and insight should be incorporated into mandatory course materials in schools, universities and industrial institutes. Emphasis is made that elite-creating STE requires governors and administrators to thought-exchange and network closely and frequently with selected diverse graduate science educators. Consequently, policy-making in STE will be more successful in overcoming challenges facing the elite-creating philosophy in more timely and harmonically orchestrated manners.

### **Elite-Creating STE Frontiers**

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 and trainers capable of creating more qualified educators than own. The quality of such graduate educators is only partly related to distinguished teaching and research skills. Such science qualifications must be encompassed with a distinction in the development and creation of pathways through which graduate science can be morally mentored rather than classically and typically taught. Moral mentorship is an art while teaching is a defined task. Teaching is only passing or fleeting knowledge to others while mentoring involves fostering insight exchange, pinpointing technical challenges, and creating innovative strategies to overcome challenges. 'Teaching' educates 'learning' while 'mentorship' creates and expands capacities to educate others. Thus, teaching educates copying while responsible moral mentoring creates more qualified mentors. Graduate teaching leads to students who finally graduate while graduate mentorship discovers and develops mentees who remain students and thought-challengers so long as they live. Teaching only receives materials taught while mentoring establishes novelties. Teaching is done by only the teacher while mentorship is thought-exchange process. Teaching does not tolerate questions questioning teacher's opinions while moral mentorship welcomes challenges from graduate mentees. Challenges are where graduate mentees perceive innovative education for elite thoughts creation. Teaching 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, teaching is a task while mentorship is a commitment. Teaching, 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. Teaching furthers knowledge while mentoring furthers elite mentors. Teaching 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 the surroundings (i.e., science morality). Teaching only adds to the literature while mentoring integrates graduate science into entrepreneurship and quality global life. Teaching complicates science while mentoring simplifies life. Responsible moral mentoring instead of static teaching 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 grant life with ongoing peace and ultimate satisfaction.

From many years of contemplation in science education, knowledge must be analytically transformed into insights to advance progressively. For this transformation to occur persistently, STE must focus on sufficiently simple but sophisticated challenges of past and present opinions. Graduate students are never too for challenging senior thoughts and strategies. Graduate science educators must gain, communicate, and disseminate distinctions in persuading professional confrontational and provoking opinion and perspective exchange among mentees and mentors. Prevailing silence on students' part must be discouraged. Such approaches will allow mentees to envision much earlier what mentors have realized later in life. This early elite-creating capacity development will offer mentees enormous capabilities to visualize beyond mentors' visions. As a result of elite-innovating STE, entrepreneurship and economics will improve simultaneously.

### **STE Morality, an Elusive Philosophy**

Despite being elaborated on for decades, science morality is an elusive philosophy that has rarely, if at all, been simply conceptualized into few global definitions. Morality in STE must essentially be incessantly refined and furthered, such that STE will capaciously grasp its prevailing roles in elite-creating entrepreneurship and optimizing life quality worldwide. With the imaginable tree of science growing as a circle, for instance, theoretical and applied findings and discoveries can only contribute to its core or the insignificant central point. What shape morality are the surroundings of the core or the essentialities maintaining an integrated circular shape. Without such dense environs, the circle would lose essence and integrity, thus becoming a straight line. However, even with the central hub being even as infinitesimal as an invisible point, the circle will still be a circle. This philosophy establishes that science, and especially STE, would be entirely meaningless without moral principles even if filled with experimental novelties.

### **Postmodern STE and Entrepreneurship**

Education for scientists and mentors in the new millennium must incorporate describing moral responsibilities alongside technical and imaginary skills. Influential thought authorities of the 20th century (e.g., Albert Einstein) exemplified that how imagination outshines knowledge. Now, we tend to globally comprehend that while knowledge is always relatively uncovered, imagination is merely the beginning to furthering knowledge. To sustain a dense and rigid shape that progressively improves life quality, knowledge and imagination must be complemented with harmonizing moral approaches. Science pictured as an integrated circle grants a prospect to envision where we are and where we must or

must not end up. Maintaining a definitive shape for science in any major before and while enriching central cores with experimental novelties in minds and laboratories is crucial to improving human fulfillment of time. It is only with such a representation that STE can continue to impress upon human society constructively enough to deserve investing and dedicating time, finance, and brain work.

### **The Elite-Creating Art of STE**

Human brain systems (e.g., orbitofrontal cortex and the nucleus accumbens) effectively communicate with arts to determine various future choices of life (Berns et al., 2009; Berns and Moore, 2011; Nikkhah, 2012a,b). Elite-creating STE must be artistic to prevail and persist. The graduate science educators will be required to be essentially capable to perceive, perform, and enhance arts. Arts are performed with sophisticated delicacies and harmonies. Artists ought to acquire such skills to impress upon others. What distinguishes elite-creating from elite-finding policies in STE is involved with arts-related capabilities. 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 greater degrees of disorganization (Nikkhah, 2012a). Accordingly, arts rise to help scientists organize their brain pragmatically. Graduate science education 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 improving human mentoring abilities. The artistic mentorship enables a multitude of sciences to be educated more enthusiastically and efficiently.

Arts and science are becoming more interrelated as science grows. Pursuing one without another is virtually impossible. Arts are prime while science is constantly incomplete. 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 will not be a goal. 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. Science education 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 will help to build sturdy and long-lasting mind bridges in STE. 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 STE. The connection will greatly facilitate STE. Science creates knowledge and knowledge fuels insights to further graduate science.

### **STE on Optimum Global Mentorship**

The beginner graduate science educators are to be profoundly educated on moral constitutes of the delicate mentorship commitment. It must be continually emphasized that the most significant entity of any society is the quality of its educators in general, and graduate science educators in particular. Superior STE enables constructing superior social, economic, and cultural integrities. Higher quality STE leads to intellectual and superior oral and aural communications, which will improve life quality and satisfaction (Nikkhah, 2011a,b). Inferably, some of the current global challenges in sustaining a quality life for the world citizens result from STE shortcomings in certain regions. Thus, an effective approach for optimizing global life quality is to improve regional STE in harmonic manners.

### **Conclusions**

Research findings and discoveries can only contribute to its core or the insignificant central point of the global science circle. Moralities or the surroundings of the core maintain an integrated circular shape, without which the circle would lose essence and integrity, thus becoming a straight line. However, even with the central hub being even as infinitesimal as an invisible point, the circle will still be a circle. This philosophy establishes that science, and especially STE, would be entirely meaningless without moral principles even if filled with experimental novelties. Elite-creating policies must replace and complement elite-finding programs. Science and technology mentorship arts equipped with fitting educational tools will lead to innovative entrepreneurship in science and technology for elite-creating peace and prosperity.

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