

JOE

Journal of Epistemology

for everyday living and lifelong learning



Beaver, Oregon

Photographed by Vanessa Paradis

JOE

Journal of Epistemology

for everyday living and lifelong learning



Dedicated to the late Joe Lyons Kincheloe

December 14, 1950-December 19, 2008

Joe's educational work provides inspiration and practical guidance for teachers all over the globe and describes a beautiful, beautiful mission to alleviate human suffering. He has left us a map with multiple pathways for accomplishing that mission -- an authentic, rigorous, impassioned, creative, and even magical education for everyone who dares to venture on un-trodden paths. His work serves as a guiding light for educational journeys that can change not only how we view and enact the educational process, but that can also truly change *us* as teachers, students, and researchers -- and empower us to change the world. Joe loved research, teaching, writing, making music, and his students. *And his students loved him.*

We believe that the struggle for a rigorous, pragmatic, empowering, transformative education for everyone, the poor in particular, can be won.

~ Joe Lyons Kincheloe ~



welcome to our third issue

We accept submissions of articles, stories, personal experiences, opinion pieces, etc., in any form: text, videos, recordings, artwork, photographs, sculpture, etc.

Digital file submissions may be emailed to Vanessa Jae Paradis, Founding Editor, at vanessajparadis@aol.com

All other forms of submissions, which will be returned if requested, may be mailed to:

Paradis Publications
PO Box 326
Tangent, OR 97389-0326

Table of Contents

Beaver Mercantile; Beaver OR (cover page photo) by Vanessa Paradis aka Sōferia, 1

Introduction to the Authors and Contents by Vanessa Paradis, Editor 5

The Eager Beaver Mercantile by Vanessa Paradis, 6

*Gift for the Grangers. The National Grange of the
Order of Patrons of Husbandry (public domain image), 6*

*Bean Station, TN. The Daily Blight of Mountaintop Removal Coal Mining
(photo) We must see the problems to solve the problems: by Vanessa Paradis, 9*

Dissertation Milestone Reflection: A Little Humor by Kathy Purnell, 10

Newport Bay, Oregon (photo). by Vanessa Paradis, 11

The Call by Ralph Waldo Emerson (public domain), 11

The Evolution of Consciousness by Clay Raymond aka TheJourney, 12

Conquering Boredom: “Boredechno” (Music) by DecentDudeDrew, 18

Treasure Hunting In Our Everyday Lives by Vanessa Paradis, 19

*Principles of Behaviorism, Constructivism, Social Modeling, and Multiple Intelligences
Applied to Music Teaching by Maureen Spranza, 20*

All Aboard? Last Call to Love! by Lauren C. Gorgo, 35

*The Future Belongs to Those Who Believe
in Their Dreams (photo) by Vanessa Paradis, 41*

A Special Poem for Joe: The First Yellow Rose by Vanessa Paradis, 42

Introduction to the Authors and Contents of this Edition

The first article in this issue presents a poem introducing the concept of “bricolage” through the metaphor of the local mercantile exchange and Grange Hall. Dances and music were common activities back during my teenage days at our local Grange. The Grange served some profound purposes and ironically we are more divided today with the advent of the Internet which connects us. Dancing provides a passion-filled metaphor for Joe’s research bricolage, which often resembles a dance of dialogue when finished.

The dissertation journey or “voyage” on the way to earning a PhD can be fraught with obstacles. Kathy Purnell brings to light the importance of maintaining a light-hearted sense of humor during the process with her “Dissertation Milestone Reflection” presented poetically.

Meeting those obstacles during the long voyage, whether it’s a journey toward an important goal or whether it’s simply the journey of life, we can avoid becoming “lost at sea” by remembering the sage advice of Ralph Waldo Emerson with his poem, “The Call.”

Next, Clay Raymond, aka TheJourney, provides a stimulating, informative, and very detailed perspective on the evolution of consciousness and points out that we are at a turning point. Journey with him as he describes an intriguing future reality, which we are approaching more rapidly than what most people might assume. As Joe always put it, “Reality is stranger than fiction.” And it can be a lot more fun than mundane “Earth Reality” as this article depicts.

Next, Drew conquered his boredom by using his creativity to compose the techno-beat music, “Boredechno.” Creative endeavors offer an exquisite remedy to “boredom.”

In the article, “Treasure Hunting in Our Everyday Lives,” I introduce the concept that will ultimately lead into Joe’s complex, critical, and “fourth dimension” treasure hunts. Even children should be taught the basic idea of looking for the treasures in their daily lives. Treasure Hunting keeps gratitude alive and, as I have discovered on my Kings’ Valley and other treasure hunts, we can learn to see the magic working in the cosmos. There will be much more to come!

Maureen Spranza’s article, “Principles of Behaviorism, Constructivism, Social Modeling, and Multiple Intelligences Applied to Music Teaching,” provides a historical background and critical analysis of these instructional theories. As she concluded, there are caveats and she proposes a new paradigm and model, the “Self-Assembly Model” which embraces a more holistic and improvisational approach to teaching.

“All Aboard? Last Call to Love” by Lauren C. Gorgo has been included in this issue by virtue of her generous open source policy for her work. Claiming connection to the Pleiadians (or Pleiadian consciousness), she relays information about what we can expect for the upcoming 2012 and beyond—increasing love, of course!

And lastly, I’ve included a special poem that ties into that love. It’s a poem I wrote for Joe on Father’s Day, June 21, 2009. I had planted four yellow rose bushes in his memory and the first one had bloomed just in time for Father’s Day. The poem is a tribute to him and his love and ongoing Spiritual Power.

I hope you enjoy this issue. There will be even more love, more dreams come true, and more magic up ahead! I hope you will join us on this journey.

Looking forward to your contributions,
Vanessa J. Paradis, Founding Editor

The Eager Beaver Mercantile by Vanessa Paradis

The Eager Beaver Mercantile
Will have everything you need
To “bricolage” with a big, friendly smile
And never succumb to greed
No need to get all famous
No need to dance uptown
The bricolage dance at the Mercantile
Is the best dance around
We have researchers, storytellers
and poets, too
Music, jazz, and the Southern blues
Bricolage with the big wigs now
Bricolage with the best
The Eager Beaver Mercantile
Will put them to the test



The National Grange of the Order of Patrons of Husbandry. (public domain)

The poem expresses for me the idea behind Joe’s bricolage (Kincheloe, 2001, 2005). While **his** bricolage, not to be confused with the less rigorous bricolage being done “out there,” is extremely complex and I am still studying and researching it for greater understanding, which will be presented in my doctoral dissertation, the poem expresses the heart of what he was trying to get across to us.

We do not need to be elite nor do we need to be prosperous in order to engage in research, produce powerful knowledge, and empower ourselves to solve the complicated problems in the world. We don’t have to pay a fortune for knowledge; the best knowledge can be gathered in places the elite members of society might hesitate to tread. There is a universe of great knowledge that is *free*.

Joe promoted the idea that everyone can and should contribute to knowledge production. The time is over for educator “clans” and “cults” that compete, divide, and exclude people as they scramble to the top of the food chain under the illusion that they can *own* knowledge and that profit is the name of the game. A few lessons in quantum physics and mathematics about the speed of thought will quickly dispel the notion that ideas are “things” can be owned. And even though ideas in and of themselves cannot be copyrighted, there are many who seem to believe they can be.

I love the idea of dancing at the local Mercantile as conveyed in the poem! It reminds me of my country hick days when I was a teenager and attended dances at the nearest Grange Hall. Living in agricultural land, neighbors are often separated by quite long distances. But we have local Grange Halls which were used for all kinds of social gatherings, meetings, political discussions and support for farmers. For teenagers, there were parties and dances. Grange Halls held the dispersed community together. Once a powerful organization, The National Grange of the Order of Patrons of Husbandry, today it is just a fraction of its original size with membership dropping from over a million to now less than 300,000. It’s no wonder small farmers are suffering; there is no support, no glue that holds them together. Interestingly, the Granges also operated as secret societies and borrowing from Freemasonry, they offered seven degrees of initiation.

This process of secretive “knowledge production” in the field of education among closed circles of friends is resulting in more and more “inbreeding” of knowledge that is stuck in some kind of hermeneutical circle and makes few advances. I refer to it as “inbreeding” because that fits in several ways: the educational authors within certain cliques (not all, thankfully) cite each other over and over again, as Joe would probably put it “ad nauseam”; they allow precious few to enter their circles in a genuine, meaningful way (there must some kind of secret initiation process they only tell a few); they develop their own language that speaks to each other on one level and outsiders on another (Joe called it “Janus-faced” education); they typically don’t step outside their traditional disciplinary boundaries; universities are arranged hierarchically with associated politics of power; the peer review process often serves to reinforce these modes; book publishers often serve to maintain the dysfunctional power and status structure; corporations are in bed with them all so that the knowledge being produced is heavily weighted for material consumption, indoctrination, consciousness construction as well as “predictive programming.” If research isn’t funded by the “scientific dictatorship,” it is increasingly being funded by commercial ventures, so what we get are “education” books that in reality are soft marketing such things as children’s toys, clothing, music, movies, and popular culture under the guise of “research.” Joe was not happy with this equation as it had begun to increase precipitously just before he passed away. He spoke of how destructive these approaches are to knowledge production in his last book, *Knowledge and Critical Pedagogy: An Introduction*.

The researchers who step far outside the domain of “Education” or whatever their discipline may be and venture into multiple disciplines and previously excluded knowledges are the ones who are producing powerful new perspectives and knowledge. There are a few and the numbers are growing. Joe cited W.E.B. Dubois as an early example and Maturana’s work in

cognition as being another excellent example. I have cited several additional examples in my dissertation. There are researchers in several key disciplines who are picking up on the trend and producing some interesting new perspectives, but generally, they are outside the domain of education, which just highlights why it's important for education researchers to widen their scope.

And we mustn't forget: Joe's work is consummate in representing his conceptualization of bricolage, particularly his last book, which may be considered his Magnum Opus. He was no "amateur bricoleur."

There are more researchers stepping outside the "paradigmatic gardens," enjoying the view, and using and even creating new tools and processes for their reconstruction projects. However, the take-home point is that disadvantaged, poor people such as I am who shop at the local Beaver Mercantile--or perhaps newly revived Grange Halls and Community Centers--can be productive in creating new knowledge using Joe's form of bricolage. We know the problems; we face the issues in our daily lived experiences. We know the oppressors better than the oppressors know themselves. And we have the innovative skills that are needed. We know how to rewrite the music and design new dance steps. That is what this journal is ultimately about: we all can dance together, inventing new dances and have a profoundly enlightening, joyful time creating new ways of learning, researching, and producing knowledge that take constructive actions that truly solve the problems. And together *we the people* can change the world. There are no exclusions. The elite are invited to join us.

References

Collins, Phillip D. & Collins, Paul D. (2004). *The Ascendancy of the Scientific Dictatorship: An Examination of Epistemic Autocracy, From the 19th to the 21st Century*. New York: iUniverse.

Image: Gift for the Grangers. United States Public Domain

http://en.wikipedia.org/wiki/The_National_Grange_of_the_Order_of_Patrons_of_Husbandry

Kincheloe, Joe L. (2001). *Describing the bricolage: Conceptualizing A New Rigor in Qualitative Research*.

The bricolage advocated here recognizes the dialectical nature of the disciplinary and interdisciplinary relationship and promotes a synergistic interaction between the two concepts. In this context, the bricolage is concerned not only with divergent methods of inquiry but with diverse theoretical and philosophical understandings of the various elements encountered in the act of research (Abstract). [Describing the Bricolage by Joe L. Kincheloe](#)

Kincheloe, Joe L. (2005). *On to the Next Level: Continuing the Conceptualization of the Bricolage*.

The bricolage offers insight into new forms of rigor and complexity in social research. This article explores new forms of complex, multimethodological, multilogical forms of inquiry into the social, cultural, political, psychological, and educational domains. Picking up where his previous Qualitative Inquiry article on the bricolage left off, this article examines not only the epistemological but also the ontological dimensions of multimethodological/multitheoretical research (Abstract). [On to the Next Level by Joe L. Kincheloe](#)

Kincheloe, Joe. L. (2008a). Critical pedagogy and the knowledge wars of the twenty-first century. *International Journal of Critical Pedagogy*, 1(1) 1-22.

Kincheloe, Joe L. (2008). *Knowledge and Critical Pedagogy: An Introduction*. Amsterdam: Springer.

Wikipedia (2012). The National Grange of the Order of Patrons of Husbandry. Retrieved from http://en.wikipedia.org/wiki/The_National_Grange_of_the_Order_of_Patrons_of_Husbandry (Public Domain).



**Bean Station, TN. The Daily View of the Blight of Mountaintop Removal Coal Mining
In the Appalachian Mountains. Photographed by Vanessa Paradis
We must see the problems to solve the problems.**

Dissertation Milestone Reflection: A Little Humor by Kathy Purnell

Subject: Topic: Dissertation Milestone Reflection (Update in the form of a poem).

A Little Humor

Well, my fellow Capella Learners, what have I to say on this lovely grey/gray, rainy day?

Oh, well, you say...what shall we hear of from this life-long Capella learner on this matter?

Well, she is closer today to her goal than..yesterday..
Although she learned that a committee member is MIA!?!?

Oh, dear..what can the matter be?
Kathy G. Purnell is home, recovering from major sur-ger-y.
Trying to rest in between writing and editing chapters, 1-2...and tha-REE!!

She gropes around by faith, hoping to find a replacement to her committee,
But..alas...she is not angered, bothered, or ruffled as she taps into her silent strength..patient---
ly.

So, what say I to you with ruffled feathers?
Let not your frustration deplete your sense of peace to ...tethers

For, we shall all gain the crown of victory when they say..
Well done! You are now, Dr. _____.and Sallie Mae says..you've guessed it..
"It's time to PAY!!!!

My point is, I passed my comps in January of last year, my goal was to finish within a year.
However, medical issues popped up, life happened, a tornado displaced us for 5 months, and
the story continues. I still laugh, love, give, dance, sleep, eat, and simply enjoy the gift of
life!

I am healing from major surgery, and my days are filled with pain, but I push through. I write
when not resting, and see this time as an opportunity to focus on my Capella journey.

So , I simply wanted to encourage you along the way, dear traveler. We will all get there, some
sooner...some of us...later.

Kathy G. Purnell: MSW, ABD
A Happy Voyager!



Newport Bay, Oregon. Photographed by Vanessa Paradis

The Call by Ralph Waldo Emerson

Every man (and woman) has his/her own vocation. The talent is the call. There is one direction in which all space is open to him. He has faculties silently inviting him hither to endless exertion. He is like a ship in a river: he runs against obstructions on every side but one; on that side all obstruction is taken away and he sweeps serenely over God's depths to an endless infinite sea.

This talent and this call depend on his organization, or the mode in which a general soul incarnates in him. He inclines to do something which is easy to him, and good when it is done, but which no other man can do.

He has no rival.

For the more truly he consults his own powers, the more difference will his work exhibit from the work of any other. When he is true and faithful, his ambition is exactly proportional to his powers. By doing his work he makes the need felt which only he can supply.

(Public Domain)

The Evolution of Consciousness by Clay Raymond aka TheJourney

The Evolution of Consciousness

There are Eight Circuits of Consciousness. Each of these circuits recapitulates in the species as well as in the individual. Humanity has largely activated the first four Circuits, which are the Larval Circuits. These Circuits represent Terrestrial survival needs, and are intended to keep the species, and the society, moving. These circuits are used for primitive-robot existence. There are, however, four Circuits which are largely dormant in humanity today. These are Post-Terrestrial circuits of Consciousness, and are individual in nature, not dependent on the collective; they are primarily for use in Space, after escape from the womb-planet. The Fifth Circuit is Body-Intelligence, and represents rapture from Larval existence. Personal pleasure itself is something worth pursuing, without need for survival or culturally-based justification. The Sixth Circuit is Brain-Intelligence, or intelligence of the Nervous System. The Seventh Circuit is DNA-intelligence. The Eighth Circuit is Quantum-Intelligence, or the intelligence of Sub-Atomic/Quantum Energies.

We have to learn to think like our nervous system. To think like DNA. There are certain principles of reality/self-hood that can be found in human activity and then in every scale of reality, all the way down to the quantum levels. As it stands, in society-as-it-is, we do not have the linguistic understanding or vocabulary to accurately explain and understand such activity. It is best to understand the psychology of the nervous system and the genetic code, and then understand human interaction in terms of these principles.

The Post-Terrestrial Circuits are such that the signals transceived by them do not filter through a good-bad duality. It is, rather, pure reception and transfer of body impulses, brain signals, and genetic imperative. Their activation and integration is dependent on your ability to become perceptive to these impulses, and learn to operate in high-velocity realities, able to sift through incredible amounts of information at once.

We are now at a time of metamorphosis as a species. This is the turning point of evolution. The potential for the most rapid evolutionary progress in the history of life on this planet is now available. Consider the first animals to leave the water

for land. Consider the rapid evolution that took place when life began migrating out of water and onto land. This is because the imprints which had bound life to the water were suspended, and new land-imprints were able to take hold, causing the life-forms to evolve rapidly and to become accustomed to land-life. When life began to move to land, it was novel. Small numbers of individuals did it first, before more and more began, leading to more and more wide-spread evolutionary progression. Now is that time, only we are larvals breaking free of our cocoon, blossoming into butterflies. The flying reference is significant, here.

Naturally, ways of allowing people to be individuals, and then connect with similar-minds across the globe, was necessary in order to assist in developing our Consciousness. The Internet is the primary manifestation of this evolutionary technology, but Television and other communicative technologies are also involved in this process. This is all being done so as to evolve, and then eventually retract womb-planet imprints and have a Godly existence in which we create our own realities, our own worlds. This is our destiny. We have the capabilities to do it now, and it is more relevant, natural, and possible than ever before.

Think about our situation from a wider perspective, the broad perspective of evolutionary time. Certain humans have begun leaving the planet, and heading out into space. We're learning about our nervous system, about our genetic code. We're discovering how reality functions at a quantum level. We are testing the waters, so to speak, of these new realities that are becoming available to us. It is time for us to suspend our earth-bound Newtonian imprints. It is time to learn to experience the gravity-free high-velocity realities that are available to us in space. We have to recognize the evolution that is taking place, and jump to the forefront of it, acting as Evolutionary Scout for our species, charting out the new post-terrestrial realities.

Alternative Evolutionary Path

It is interesting to note that there is an alternative path that evolution can take, as opposed to the path that has resulted in Humans. This is the path of continuing evolution in the water, never evolving on land. Dolphins, as the most primary example, exist as very evolved beings who simply never left for the land. Sea-life represents a whole different pathway for evolution to occur. There are other sea-beings who are quite evolved as well, but the dolphin is of primary interest. They are beings that never had land-gravity imprints imprinted onto them, and so evolved in a different way. They perhaps did not develop technology in the same

way we have, but that does not stop them from having very evolved brains that are able to think, communicate, and experience reality in very advanced ways. It is perhaps very important that we come to understand how consciousness develops in water, never having land-imprints, yet continuing its evolution.

Outer Space

In reality, we exist as one planet, a rock, in an incredibly large galaxy, which exists as one part of an unimaginably larger yet Universe. Yet we have been grounded to earth for so long, and have developed such complex social organizations and moralistic power structures, that we really believe that we are the center of the universe. That everything revolves around our petty differences. The idea is absurd when you consider the fact that there exist hundreds of billions of stars, perhaps, in our galaxy. No matter how you do the math, in terms of figuring out figures that make logical sense, all the way down to intelligent life, there must be many, many other civilizations that exist in our galaxy, let-alone in our Universe. Then you must consider that it is possible that there are many other life-forms that exist outside of conditions that we believe define life. We are discovering more and more that life is possible outside of conditions we have generally considered, and if you consider other types of life-forms, that opens up the number of possible other life unimaginably more yet.

When you factor everything in, there must be millions of other civilizations. Given our Suns' development, that it is at the approximate half-way point of its life-cycle, it is logical that about half of them would be more developed than us. We are literally about half-way through our development, in terms of Consciousness' evolution as well as relative to a Suns' life-cycle. I doubt that this is a coincidence. This evolution is what is being represented by the Eight Circuits of Consciousness. "Modern Society" represents the Fourth Circuit. This is the final stage of larval-existence, or primitive-robot existence, grounded to the womb-planet. From here we retract Larval imprints, and began to develop ways of existing that are more individual in nature, and represent Self-Empowered Post-Terrestrial existence. As we leave the planet, we will undoubtedly meet more advanced intelligences. It is important to note that these are just beings who have activated circuits of consciousness that are currently dormant in humanity; they could be looked at, then, as Us-In-The-Future.

Language of DNA and The CNS

If we think about it, it is theoretically possible to develop a sort of language of the Nervous System, which is essentially a language of consciousness. This is because the Nervous System is the long sought-after seat of consciousness, which has profound implications if truly realized. This could be done by tracking its impulses, and coming to understand the various patterns, and what they represent. This concept is mirrored in terms of the DNA, with the genetic code being uncovered. Now, if we understand what having a thorough understanding of the Nervous System implies, it has profound implications.

The intelligent Sea-Life I spoke of earlier, the Dolphins, have very well evolved Nervous Systems, just as we do. If we come to understand the Nervous System, and computer technology will no doubt play a large part in bringing this about, it follows that we would be able to establish communication with the Dolphins, who I'm sure have a lot to teach us. Through this understanding, including technological and electronic communication knowledge, it is also logical that we would be able to communicate with civilizations all across the galaxy, since we would all share the communication of the Genetic Code and the Nervous system.

You see, migrating to land could be looked at as a genetic experiment. How does the genetic code express, and how does the nervous system evolve, under the various conditions. Having come to land, though, we do hold a special purpose. Our migration to land, although giving us the linear-land imprints, also represents forward-upward movement-progression. The next logical step is migration into the limitless frontier of Space. The interesting thing about outward migration into space is that it coincides with a corresponding inward migration, inwards into body-intelligence, brain-intelligence, DNA-intelligence, and sub-atomic/quantum-energy-intelligence. These are the four post-terrestrial circuits of consciousness.

Let us begin the inward migration now, and then bring about the corresponding outward migration into Space. Let us begin our exploration of infinite wonder and bliss, as we evolve and improve our self and our reality throughout eternity.

Migration Off The Planet

We can use technology, including various uses of audio/visual technology, computers, internet, etc, as well as psychology, especially with the Eight-Circuit Model of Consciousness and everything with that, along with the use of

classification techniques, and social interaction(including virtual interaction, or interaction on the internet), to basically create a perfect reality experience. This could be done through these means here and now, but also could be further developed in a H.O.M.E. (High-Orbital Mini-Earth) which could be very profitable with the advent of internet technology, since physical goods are no longer necessarily required in order to make money, which helps to provide motivation. All forms of entertainment which is enjoyed through electronic or computer means could be developed and provided on the H.O.M.E., including TV shows, movies, music, videogames, writing, or any technological development. In this H.O.M.E. we could create an entire world based on the principles I have been developing and outlining for some time now. We could have different areas devoted to all different forms of entertainment and stimulation. You could even have everyone in a shared collective database which could be used to setup meetings for any purpose of living out or doing any fantasy or desire imaginable.

This whole thing could also, in the meantime, be used for writing stories; stories about incredible perfect realities, things that could actually happen. These stories would be particularly amazing in how prophetic they are; it is similar to the “Future history” concept of Timothy Leary's writings. It would be writing about the perfect reality in a fictional sense, yet in a way that is potentially achievable in the real world; this would help garner excitement for these things, and give insight into how they can come about. Over time, we could make these “fictional” fantasies reality.

This seems like it may be the inevitable path my life will take. Through my ideas/theories, writings, technological applications, and whatever other successes I may have, I will gain an intense and widespread “following,” or base of support. This will lead to widespread acceptance and promotion of my ideas/ideals, to varying degrees of simply enjoying some of the things I do to an intense resonance and dedication to them. Ultimately all of this will culminate in an exact understanding of the perfect world, as well as the technical capabilities of bringing it about. This will all include my ideas of migration off the planet, and development of these H.O.M.E.'s. This will lead to my grouping the best humanity has to offer, in terms of my own ideals, and a migration off the planet with them to create our own perfect world. We would remain connected to the earth through communicative technology like the Internet, and we would continuously and progressively mold and experience the perfect reality, and continue perfecting it. Earth, meanwhile, would be successful to whatever degree the

remaining inhabitants were able, factoring in that various other H.O.M.E.'s could potentially be established. They would understand and utilize whatever they were capable of, and I assume this would increase as time went on, as they were exposed more and more to the unbelievable success and perfection of our world, and they more and more wanted it for themselves. Over time, earth would more and more be inhabited by the mundane; I think it is safe to assume, however, that as the disparity in terms of quality of life grew greater and greater between earth and the H.O.M.E.'s, even the most stubborn, who certainly would have remained on earth, will desire to see these principles enacted in full, and thus certain of the evolved space-men would want to return to earth to establish paradise there as well, with the full compliance of those who were formally resistant.

There is a sort of ingrained assumption that I would somehow need approval to make this a reality. This is, actually, not the case. No approval is required. Only three things are required: The technical capabilities, the money, and willing participants. The technical capabilities I believe already exist. The money will be easy enough to acquire once I enter the public eye, and put these ideas on the forefront of human thought. Along with this, willing participants will, of course, naturally follow. Then the money will be used, along with the brainpower, to acquire the necessary materials, and establish all the technical requirements to create a H.O.M.E., and the knowledge of how to use it. Once this is done, I need no government approval. We build it, and we go. That's all it is. This could be done now, really. As soon as you meet the above requirements, you can literally leave the earth and have your own world.

As I gain technical proficiency in areas of computer/digital programming and the like, it seems inevitable that I will also partake in the development of Artificial Intelligence. The potential with that is virtually unlimited as well, and that could also be a part of my "fictional" stories I referenced above, with the H.O.M.E.'s.

It seems likely to me that the concept of "last names" as well as, of course, "middle names" will fade away. We will simply be called what we would like to be called. Most would likely just have a first name, and perhaps titles they would like to be given(like, for instance in our society we have dr., etc.). It is also likely that people, at least some people, would adopt more than one name, and it is likely that the different names would signify different roles which the individual would play. These names, of course, would be easily and freely changed. As I believe I alluded to before, there would be a sort of collective database of all sorts of

information. People would feel comfortable being manifestations of certain categories, or larger patterns. This would be aided by the fact that our technology would be such that people could change themselves physically and mentally how they wanted, so we would all actually be able to choose our own categories for ourselves. We could also choose the categories of those we wanted to interact with, which would assist in our being able to create the perfect scenarios. Life on this H.O.M.E. would be a nonstop, elastic, and continuously improving fantasy.

Also, the idea prior to leaving the planet would be to sort of take over the culture. This would be through movies, TV, music, books, and the internet/computers. Similar minds would absolutely take over the culture, all the while I and others would be very openly and candidly discussing ideas, which would lead to widespread acceptance and embracing of it all. Then eventually, once this was all at the absolute forefront of human thought, we could begin leaving the planet.

[Conquering Boredom by DecentDudeDrew](#)

Boredechno (Click title to play)



Uploaded by [DecentDudeDrew](#) on Dec 4, 2011

A song I made today when I was bored. Opinions? A work in progress

Treasure Hunting In Our Everyday Lives by Vanessa Paradis

What are treasures?

The Oxford Dictionary defines treasure as: (1) precious metal or gems; (2) a thing valued for its rarity, workmanship, associations, etc. (art treasures); (3) a much loved or highly valued person. For our purposes, treasures can be all of these things, but what we are looking for is “hidden” treasures and treasures that seem to pop up unexpectedly and seem to have some kind of special significance.

Where can you find treasures?

Anywhere and everywhere! You just have to look for them! Treasures can also be what semiotic specialists refer to as “signs” and “signifiers.” The following list is to just get people started looking for treasures. Warning: Once you start seeing them, you’ll see more and more!

Treasure Hunt Clues

Here are a few clues to help get you started with your own treasure hunt.

Try to find them all!

Clue #1 Something you made yourself or with someone’s help.

Clue #2 A song with special meaning.

Clue #3 Something you found on the way somewhere.

Clue #4 It came in the mail.

Clue #5 A puzzle or riddle.

Clue #6 Something you heard on the telephone.

Clue #7 A special text or email message.

Clue #8 Something you read in a book.

Clue #9 A special person

Can you solve these three bonus clues? (Warning: They are tricky)

Clue #9 It revolves slower than the earth but faster than Jupiter.

Clue #10 The median is 64.

Clue #11 Yesterday these astrological signs were in alignment with what planet?

Grand Clue!

Go to your local library or to Google.com or Ask.com and search **Kings Valley, OR**. What kind of treasures were you able to find there? A clue: Is there GOLD IN THEM THAR HILLS? Research a location near you while you’re in the library and find its hidden treasures. Try to visit it if you can and note all of the surprises you find.

Principles of Behaviorism, Constructivism, Social Modeling, and Multiple Intelligences Applied to Music Teaching by Maureen Spranza

In order to help others grow, a teacher needs to learn about the learners in his or her class and be prepared to work with a diverse range of students with different needs. Young students need to be presented with lessons geared to concrete thinkers, while older students should be better able to learn abstract concepts and may be interested in synthesizing principles from materials they gather online. Teacher lectures may appeal most to logical, sequential thinkers, or to motivated students who thirst for knowledge and understanding. Holistic thinkers may be happier with a less structured learning environment and working in groups with peers.

Just as a composer must learn compositional techniques in order to put them together elegantly in a piece of music, or an artist must have knowledge of the theory of colors and a command of the brush, teachers or instructional designers, must be aware of a variety of educational theories and techniques that can help students become strong learners. Principles of behaviorism, social modeling, constructivism, and multiple intelligences can all help teachers provide high-quality design that will change students favorably when implemented.

Learning Theories

Behaviorism

Reinforcement and punishment. The theory of behaviorism describes learning in terms of acquiring new behaviors in response to positive or negative feedback. Behaviorism was first developed by Pavlov, who described creating responses in dogs by ringing a bell and then feeding them; it was subsequently introduced into American psychology in 1913 by John Watson and further developed by B. F. Skinner (Driscoll, 2000). According to Skinner (1938) and other behaviorists, people learn to perform desired behaviors when they are rewarded or given positive feedback. Behaviorists call a positive consequence “positive reinforcement.” Children also learn not to perform negative behaviors when they are punished. A punishment is a negative outcome of behavior, administered to make it less likely that the behavior will be performed again—for example, a loss of recess. Behavior also can be modified through withholding a possible

consequence, which is called negative reinforcement—for example, students might do their homework to avoid losing their recess the next day.

Structuring learning with objectives and reinforcement. In terms of learning, Skinner (1968) thought a task was easiest to learn when it was broken down into small steps and learners received immediate feedback on performance. In particular positive reinforcement can encourage correct performance. Skinner added that learners benefit from hearing directions repeated, and that by learning simple tasks, learners can assemble skills to perform more complex tasks. Bloom (1956) suggested that the increasingly complex responses students learn include knowledge, comprehension, application, analysis, synthesis, and evaluation. In general, behaviorist theorists consider it important to state the overall objectives of the lesson or course; the activities students will be asked to perform to carry out objectives, and the way learning will be assessed (Bloom, 1956), so students know which activities to perform to meet objectives and gain rewards.

More recently behaviorist theorists have introduced cognitive considerations such as student attention, previous knowledge and memory into their framework. For example, Gagne (1965, 1985) elaborated on Skinner in formulating “Nine Events of Instruction.” He thought teachers would be more effective not only if they stated the class objectives and provided feedback and assessment but also if they got learners’ attention and reminded them of what they had learned already. He also emphasized repeating material so students could remember it over time. Gagne felt that different kinds of presentations, practice and guidance might be needed for different learners so that his approach takes some account of students as individuals. Mager (1984) also focused on what students need to know about teacher objectives in order to understand them—that is, students need to know what behaviors to carry out, what conditions are relevant for the task, and to what degree to perform the task to meet an acceptable standard.

Merrill (1983) added that when a lesson uses objectives together with rules, practice, recall, examples and practice, students will learn better. He thought different types of students could benefit from using different types of exercise to attain objectives. For example, “serialist” learners like to learn things in order. They may prefer to see a demonstration with list of steps first and examples afterwards. “Holist” learners may prefer to see examples first and then work out a

definition from the examples. However, Merrill (2000) felt teachers should present all learners with objectives and a variety of techniques for learning them.

Yet, some people do not respond well to rewards and punishments. Kohn (1999) found that rewards can damage a student's intrinsic motivation and lower the quality of performance. Some students may find behaviorist techniques less motivating than interesting content or a challenge. Rotter (1956) also criticized Behaviorism because he felt that if one did not intrinsically value an outcome, one would not perform it even if one was rewarded for it. Bandura (1986) extended Rotter's idea to say that if one did not think oneself capable of performing an outcome, one might not be motivated to perform it.

Social Modeling

Modeling. Bandura's (1986) social-modeling approach states that people do not have to experience reward or punishment themselves in order to learn: one can observe another person model a behavior or emotional response and learn it vicariously (see Wilson and Fundukian, 2008). Based on the perceived success of models, learners can generalize and make inferences about desirable new behaviors, that is, one can learn abstract rules and behaviors from models.

Teachers, parents or other students can all be perceived as models. Teachers may encourage good student behavior by modeling empathy, sharing, and helpfulness themselves. Teachers can also show parents how they can successfully interact with their children socially and in terms of schoolwork, giving parents the confidence that can do the same (Bandura, 1986)..Students can also be models for each other. At-risk children may be paired with classmates who can model good social and academic skills (Hektner, August, & Realmuto, 2003). Gifted children can benefit considerably from being in classes with other gifted children who model higher-level thinking skills and interest in challenging questions (Burney, 2008).

Learning from models. Compared to behaviorists, social modeling theorists are generally more interested in how the learner interprets the learning situation than in how behavior changes as a result of reinforcements. For example, they think students try to perform activities based on in part on their identification with models (Bandura 1986): if they admire the model, think the model is like

themselves, or feel able to carry out those activities, students may be more likely to model that person. Students may also pay more attention to some aspects of the model than others, for example, attending more to someone's actions than their words (Bandura, 2003). Another question might be whether students are paying attention to the model and are able to remember what they have paid attention to (Bandura, 1986).

Self-efficacy. After imitating a model, students are likely to internalize the behavior. When they can perform behaviors on their own, they develop a sense of themselves as competent to perform it. In contrast, Behaviorism overlooks the self-concept in talking about learning. According to Bandura, feeling competent to perform tasks oneself (self-efficacy) is a powerful factor in motivating people to learn (Bandura, 1997), and can be more rewarding than extrinsic rewards (Zimmerman & Schunk, 2003). Bandura (1997) reported that children who set short-term personal goals and attain them feel greater self-efficacy, competence and interest in what they learn than children who have no goals or only have long term goals.

The teacher can also play an important role in encouraging students' sense of competence as well as reinforcing their performance in specific learning activities. According to social learning theorists, reinforcement is valued because it helps students understand which aspects of the task to pay attention to and model. Further, according to Bandura's (1986) idea of reciprocal determinism—which says that the environment and the person can affect each other—the student could influence the teacher. In contrast, behaviorist theorists would perceive the teacher as influential and the student as passive.

Constructivism

Constructing knowledge through personal and social reflection. Although Behaviorists and social modeling theorists tend to emphasize the role of external factors (such as reinforcements or models) in shaping others' behavior, constructivists emphasize people trying to make sense of the world themselves. "Knowledge is constructed by learners as they attempt to make sense of their experience" (Driscoll, 2000, p. 376).

Constructivism has its roots in the work of Piaget, Vygotsky, and Dewey (see Driscoll, 2000). Piaget (1950) thought children actively tried to make sense of the world rather than passively receiving knowledge from others. Vygotsky (1978) also thought children were actively involved in learning because they belonged to social environments where they learned language and interacted with others. He thought that learning occurred when one person interacted with others to solve problems and learn material at a level somewhat higher than the learner could manage alone. Dewey (1938) also believed that learning was a social activity. He tried to encourage interest in problem solving by asking students to carry out real world tasks such as group projects planting gardens.

Learning by doing and interacting. Interests in a learner's social interaction and problem solving in real-world settings can be seen in constructivist theories today. According to Jonassen (1994), reality and meaning are defined by each individual and not universally. There are many different representations of reality. The task of learners is to construct knowledge from different sources and perspectives instead of regurgitating information spoon-fed to them by teachers who hold a "correct" point of view. In a constructivist classroom, students tackle complicated tasks, resembling cases in the real world. Wiggins (1993) emphasizes the importance of:

...engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." (p. 229).

For example, students could be asked to test models of motion on the computer and learn physics by changing conditions in the model (e.g. White & Horwitz, 1987), instead of being taught abstract rules of physics in a classroom lecture that presented the ideas in a structured way and without reference to context

Attempting to solve problems and solving them with others can help students develop higher-order thinking skills as they analyze the problem, synthesize what they have learned about it from each other, and evaluate possible solutions. In this way, they will comprehend the content more deeply than if they had simply memorized it. Because the constructivist approach enables students to acquire

skills that have practical applications in the real world, schoolwork can become more interesting and meaningful to them. However, not all students may be interested in being responsible for their own learning. Perkins (1991) writes that teachers need to persuade students both to become involved with the subject matter and with the issue of how they learn.

Multiple Intelligences

Individual knowing in innate ways. According to Gardner's (1983) Theory of Multiple Intelligences, students can have preferred intelligence—the ability to solve problems or make products—in any of eight different areas: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal, and naturalist. A child who does not excel in the traditional classroom domains of linguistic or logical-mathematical intelligence may still be strong in another kind of intelligence, which may also guide how the student likes to learn things. For example, students with bodily-kinesthetic intelligence might like to move around and tend to excel in physical activities like sports. They might prefer learning by making things to learning by reading. Students with interpersonal intelligence—defined as sensitivity to others' feelings and motivations, with an ability to communicate and work together easily with others—may prefer working in groups. On the other hand, students with intrapersonal intelligence—defined as having an ability to be introspective and self-aware—might prefer activities that involve thinking, and may prefer working alone.

Learning appropriate to intelligence type. According to Gardner (1983), preferred intelligences also represent ways that students prefer to learn. Teachers can teach more effectively if they use a variety of activities based around different styles of intelligence. They should figure out or help the child figure out what his or her intelligence is and provide learning activities that are compatible with that intelligence. As an example, a teacher might tailor instruction about computers differently depending on a child's preferred intelligence:

Logical-mathematical intelligence seems central, because programming depends upon the deployment of strict procedures to solve a problem or attain a goal in a finite number of steps. Linguistic

intelligence is also relevant, at least as long as manual and computer languages make use of ordinary language...an individual with a strong musical bent might best be introduced to programming by attempting to program a simple musical piece (or to master a program that composes). An individual with strong spatial abilities might be initiated through some form of computer graphics—and might be aided in the task of programming through the use of a flowchart or some other spatial diagram. Personal intelligences can play important roles. The extensive planning of steps and goals carried out by the individual engaged in programming relies on intrapersonal forms of thinking, even as the cooperation needed for carrying a complex task or for learning new computational skills may rely on an individual's ability to work with a team. Kinesthetic intelligence may play a role in working with the computer itself, by facilitating skill at the terminal... (Gardner, 1983, p 390)

Engagement in learning. When a lesson is tailored to children's interests and abilities, they should learn better and have more fun. Children's fun can be seen in how much they are smiling, how much time they are spending on task, or if they don't want to stop working. Csikszentmihalyi (1990) defines "flow" or an optimal experience occurring when a person is so absorbed in an activity that she or he loses a sense of self-consciousness, feels challenged, and finds that time seems to pass quickly. Flow is similar to serious play. According to Rieber and Matzko (2001),

We define serious play as an intensive and voluntary learning interaction consisting of both cognitive and physical elements...It is tempting to equate serious play with flow, however, one key difference is that learning is an expressed outcome of serious play. (¶ 13)

When students are deeply involved in learning, they may also be more likely to behave well.

Gardner's theory has been challenged on the grounds that there is little research supporting it, with more research to support the idea of a single global intelligence (Waterhouse, 2006)). Educators may also not want children to think

that they because they don't have a preferred intelligence in an area, they can't learn it or excel at it.

Still, Gardner's theory may inspire respect for diverse abilities or talents in the classroom and remind teachers of creative ways to present material. In general all of the theories discussed above may be useful in the classroom, as the next part of the paper illustrates.

Applying Theories to the Design of Instruction

The Writer's Work Setting

Currently, the writer teaches music to students in grades K through 5 at an elementary school in California. She has 19 classes of 20-30 students each that attend music class twice a week for 30 minutes. In these classes, she applies behaviorism, social modeling, constructivism, and multiple intelligence theory effectively to the design of instruction.

As the instructional designer for all music classes, the writer designs instruction based on objectives that come from the nine National and School District Music Standards: singing; playing instruments; improvising; composing; reading and notating music; listening to and analyzing music; evaluating music; understanding relationships between music, the other arts and disciplines outside the arts; and understanding music in relation to history and culture. The main goal in the classroom is to have students learn the material listed for their grade level in the District Music Standards and transfer the information and skills into long-term memory. The main goals for students are to perform well at concerts and do well on music tests and projects so they get good grades on their report cards. In her instructional design, the author uses both traditional and authentic assessment. Students are given tests after studying a particular area; however, when working on projects, they receive ongoing feedback, or formative assessment.

Currently, the technology available in the classroom includes approximately 400 musical instruments of all kinds, and a laptop computer and an iPod for the teacher. The writer has adopted a learner-centered focus where children learn by using instruments. In kindergarten, first, second, and fifth grades, the instruction revolves around the electronic piano keyboard; in third grade, the song flutes;

and in fourth grade, recorders. The writer has also previously used computer technology in the classroom. However, not only is technology a financial burden for the school at this time, but the current trend away from technology (Warlick, 2007) and toward the objectivism demanded of the requirements of the No Child Left Behind Act has limited the use of constructivism and technology in the writer's classroom.

Behaviorism

The writer uses behaviorist principles regularly in her teaching. For example, when teaching the placement of musical notes on the staff, she demonstrates at the overhead projector and then asks students to repeat the task themselves. As they do, she walks around and gives immediate feedback as to whether the children have placed the notes correctly. In recorder karate, students are given a colored piece of yarn ("black belt") to tie on their recorders when they learn how to play a certain song.

The writer also first teaches simple tasks such as placement or recognition of musical notes, followed by more complex tasks that build on this knowledge, such as composition. The nine music standards are also posted in the classroom. Following Behaviorist principles that objectives and classroom activities should be clearly aligned (Bloom, 1956), the teacher refers to these objectives frequently as she carries out class activities that demonstrate them. The two classroom rules and five school rules (for example "Learn and contribute") are also posted in the class so students know the rules.

In terms of classroom management, the writer uses Carter's (1992) Assertive Discipline Plan, a behaviorist approach. On a daily basis, rewards and consequences are used to keep students motivated to achieve desired academic and social behavior. If children break rules they are punished. Their names are listed on the board and they do not get their hand stamped at the end of class or may be asked to sit in time-out. If students' names are not listed on the board, they get their hands stamped, plus one student is chosen each class to receive a Hi-5, a school-wide reward. If students receive enough Hi-5s, their photos are displayed in the hall. If no one in the class gets their names on the board, the class receives a Community Award and may be treated to an ice cream party.

In this writer's experience, reinforcements seem to be especially effective with younger children who are eager to please and highly influenced by moral considerations of right and wrong. Although these incentives encourage most students to behave, it is frequently the same children who receive two checks and do not learn from this approach. To change their behavior, another behaviorist technique is to call parents, who can provide additional punishment at home. Punishment also appears to be effective in motivating elementary school children. For instance, one fifth-grade band sounded like eighth graders when punishments such as detention were given when students did not practice at home or did not show up for class. When the school stopped using detention as a punishment, the quality of the band went downhill.

Social Modeling

Social modeling is also employed in the writer's classroom, especially with the use of Hunter's (1994) Seven Step Lesson Plan Design, where direct instruction is provided to students through the use of Review, Anticipatory Set, Objective, Input and Modeling, Checking Understanding, Guided Practice, and Independent Practice. Using this method on a daily basis, the teacher gives examples of and models concepts and skills the student needs to learn: for example, how to sing or play instruments, whether by reading music or improvising. Scaffolding is provided at the overhead projector where examples of composing and notating music are given, and guided practice is provided. The classroom climate is also influenced by social modeling. The teacher's respectful, calm and cheerful behavior gives children a sense of how to behave to maintain good feelings.

Students also informally model or are called upon to formally model musical skills, and the teacher encourages students to teach each other. When students finish their work early, she gives them shoelaces to wear around their necks to show they are available to help others. Students are eager to model the teacher and to be helpers. Some work even harder than usual in order to get to wear the shoelace and help. If students are having problems learning songs, they are also paired up with those who have been successful learning them. Another principle the teacher uses is "Ask three before you ask me," which encourages students to help each other. Unfortunately, students can also model underachievement, which is why the writer removes misbehaving students from the class and sends them to the principal's office.

To help students develop a sense of self-efficacy, the writer uses scaffolding when designing instruction for composing and notating music. She interacts with the class, asking them what notes and rhythm they want to use in a short piece of music that the class composes. She then asks students to compose a piece of music themselves. As students learn how to do it, they can do it with less of her questioning until they can do it independently. The writer also lets students take control over the pacing, sequence and content of learning musical instruments.

Further, the writer encourages students to develop a sense of self-efficacy when she points out situations in which they have succeeded. Students who first believe they are unable to perform a task realize that they are indeed able to complete it. Self-efficacy is also reflected when learners make their own decisions, such as what to include in music they compose.

Another way that the teacher validates the students is in her interaction with them as a coach. For example, many students who use a chest voice when singing are not used to singing in or listening to someone singing in a head voice. The writer can listen to and understand the view of the student and select more music designed for the chest voice, and the student may seek to understand the view of the instructor and learn to sing in a head voice at desirable times.

Constructivism

Constructivist ideas are also apparent in this author's instructional design when she gives children questions to discuss in groups. These questions examine music from a holistic point of view by using such Icons of Depth and Complexity (Kaplan, 2002) as language of the discipline, music details, ethics, rules, trends, multiple perspectives, patterns (including big ideas and changes over time), and unanswered questions. These help students examine such subjects as music history, listening to and analyzing music, evaluating music, and how music relates to other disciplines. Students are also asked to evaluate real-world questions about music, such as whether composer should change their music to suit record companies.

Once students develop a broad understanding of music concepts, they are given real-world examples of music to analyze. One constructivist project involved

children working in groups to make a Powerpoint presentation about music from another country, as well as presenting online research they found on a country's population, industry, flag and map. Students had to analyze the melodic and rhythmic organization of that country's music, as well as how harmony and instruments were used. The teacher circulated around the classroom, answering questions. In the end, students summarized their findings and presented ideas for next steps in their learning to the class. Students learned terms for pitches and music notes, thought about different ways that music wove melodies and polyphony, and realized they needed to make sense of another country's music based on previous instruction about music.

Students are also asked to improvise and play music. The experiences children have exploring instruments suggest new questions, and students develop a quest for new knowledge about how to play better. Children also become more curious about the music subject matter as something that can help them improvise in more interesting ways. In the past, when a desktop computer and wireless laptops were available, the writer also asked students to use music and moviemaker software to compose music, make web pages; use e-mail, digital cameras and video cameras, MIDI USB piano keyboards, and microphones; and record and burn CDs and DVDs.

The writer has also used group activities for project-based learning. These encourage constructivism by having students work together to make sense of the real world. However, group techniques—and especially jigsaw techniques used for online projects—have not always worked well. In a classroom with 32 students going off on tangents online, it is difficult to give each student attention and make sure each stays on task. With direct instruction, everyone is on the same page at the same time, and the instructor has more control over activities in the class.

Also, in order to guide students toward learning, more time is needed than in a traditional classroom where the teacher gives information directly. Even in a constructivist classroom, teachers might still be seen as the only source of knowledge, rather than being seen as facilitators. For example, when the teacher circulates around groups of students who are working collaboratively, students often depend on the teacher for all clarifications about the assignment.

A benefit of constructivist approaches is that they recognize that students have different ways of learning and attempt to place student needs first. Teachers should endeavor to meet student needs by being creative, understanding, patient, and motivating. The writer agrees with Morrison, Ross and Kemp (2004), who emphasize constant reflection on and change of the lesson, in response to student needs.

Multiple Intelligences

Finally, as someone who believes that musical skills can be taught from pre-school up to the professional level, the writer is not sure she believes in Gardner's (1983) idea of multiple intelligences. Gardner (1983) believes that students with musical intelligence have strong auditory skills and thus are successful with using rhythm, music and hearing. However, the writer has found that student's musical ability seems at first to be more closely related to how much parents encourage music in the home. Where some children sing less well than others, she encourages the children to sing more at home. She has also noticed that children who sing well are not necessarily the best players of instruments or may not be able to read music—that is, there are many different types of musical skills and these are not necessarily related.

The writer has also been asked to test students for multiple intelligences and then found that the teachers in the school did not use the results. The teachers were too busy and it appeared too difficult to design at least eight different activities related to these intelligences for each learning goal. The writer herself tries to incorporate some activities compatible with these intelligences into her year-long plan. For example, her music class also includes linguistic activities (such as creating a jingle, oral report, essay, or podcast); spatial activities (such as making animated movies with music) and bodily-kinesthetic activities (such as dancing).

Ways Learning Theories May Be Useful in Instruction

In general, all of the theories described above can be useful for instruction. In order to select the best theory to use, it is wise to consider the needs of the student and characteristics of the subject matter.

An advantage of choosing a behaviorist approach is that it can benefit students who prefer to have class objectives stated clearly and in a logical order. It can be especially useful for younger students who do not have much background knowledge, may not know what needs to be done to solve problems, and need the teacher to present what they are supposed to know.

Student motivation is also important to consider. A behaviorist approach may be an effective way to reach a student who is already motivated because the teacher can present material relatively quickly and directly, and students can learn quickly and be reinforced for learning. Also, students who are not intrinsically motivated to study a subject may still look forward to being rewarded for learning. For similar reasons, a behaviorist approach might also be useful for teaching content requiring rote learning.

When the instructor is using social modeling, students are able to learn material in social context. For instance, they can see a real person performing the tasks they are learning about and get an idea that it is possible. Students can also pick up social and emotional qualities of the model; for example, a student can learn to play a musical instrument with more feeling, or learn what to do when they make mistakes. Students also benefit from seeing their classmates accomplish a task, and feel like it is more possible for them to complete the task themselves. Seeing models of completed projects or papers that others have done can also help students learn.

Social Modeling Theory can be especially helpful in working with younger children, who have generally not developed abstract concepts and learn well by seeing specific examples.

Using constructivist theory in instructional design can be used to inspire people because students can be hooked into learning when solving problems in groups, trying to answer questions they are interested in, or addressing challenging real-world problems. Constructivist instructional techniques can be used to develop higher-level thinking skills in any subject area. They may be especially useful for connecting subjects in interdisciplinary ways, or for bringing technical or scientific subjects alive as students try to solve problems in those areas. These methods may be especially useful for older children who already have background knowledge and problem-solving skills, and may not like an authority figure telling them what to do, but enjoy being an authority in groups.

It is also useful to select activities appealing to “multiple intelligences” when designing instruction because these approaches offer a variety of strategies a teacher can use to make a subject more interesting. In traditional schools, the main focus is usually on English and Math. For students who are not good at these areas, studying them in the context of other activities (such as art or movement) may help students become more interested in traditional classroom work. Teachers can also make students aware of other creative potentialities they may have.

Conclusion

Educators and instructional designers develop their own “voice,” as they develop their own curriculum based on learning theories. Observers may even begin to recognize that a certain lesson was designed by a particular designer—just as a piece of artwork was created by a certain artist, or music by a specific composer.

Agreeing with Driscoll (2000) and others about the value and wide applicability of constructivism, the writer uses her own instructional design theory called the Self-Assembly Method, which is rooted in constructivist theory. Self-assembly offers a holistic model for instructional design. In the spirit of constructivism, it recognizes that each instructional design process will be unique and that each designer will have the ability to determine the specific actions to take. In part, immediate interaction with her learners allows the writer to adapt her methodology and activities as she teaches. Just as the jazz musician improvises a piece and a structure emerges from the improvisation, one of the main ideas of the Self-Assembly Method is to write down the design of instruction after the instruction has been carried out to see how the instruction assembles itself. The model's purpose is to help the designer stay focused on the big picture so as to ensure that each piece of the design and each action taken by the designer is in harmony while also meeting the needs of the class.

All Aboard? Last Call to LOVE! by Lauren C. Gorgo



a message from [Lauren C. Gorgo](#)

Tuesday, 20 December, 2011

6294 views, [18 comments](#) - [login](#) or [register](#) to comment

"The earth that you once knew is no longer...there is a new vibrational pattern that has permeated the blueprint of the planet and you now exist as members of the galactic community, cousins to the enlightened citizens of your galaxy." -Pleiadian High Council

The New Earth

In just a couple more days, thru the solstice on 12/22, we will have completed the last and final recalibration of 2011, and according to the PHC, this completes our journey to new earth. We may not have a full understanding of what this means for each of us individually yet, and most of us are still too weary to find out, but I am hearing that the profound realignment that took place over the last several weeks was required to fortify ourselves with LOVE so that we are fully anchored in christed-consciousness for the global restructuring that will take place this coming year as a result of our arriving here. And it promises to be another big year in the sense that the physical restructuring and transformations of 2012 are inevitable, and will serve their purpose to effectively shift the human collective to the HEART of all matters and open all pathways to LOVE.

This will mean many different things to many different people but above all else, the PHC wish to allay any fears of 2012 calamity and remind everyone that ascension is an inward journey where our outer world is merely a projection our own consciousness, and that our individual part in the collective experience of earth is vital right now. Each of us holds a piece to this universal puzzle, and so each of us has a major role to play in raising our own vibration, increasing our LOVE quotient, so that collectively we can increase the vibration of the planet and participate in the wonders of the new world.

(NOTE: There are a lot of fear-based-energies circling the planet with regard to this coming year and all the prophecies, predictions, & intentional programming

designed to thwart our inevitable arrival into 5D, so it is important to stay connected to LOVE thru the holiday season and just allow those energies to be if you feel them. If your sensitive, you may be feeling a sense of impending doom, or just an unidentifiable anxiety looming over you. This will pass shortly, but even quicker if we remain detached and merely observe the collective energies in motion.)

In 2012 we will be learning that LOVE is all we need... but not in a lyrical way, in a very vibrational way. When we make this profound shift, LOVE literally becomes the animating force of life...the fuel for our creations, our biology, our relationships. When LOVE is fully woven into the tapestry of our lives, miracles become the very fabric of our existence.

LOVE, not 2012, is what we have all been ~~guttered~~ primed for...

Source Code Revealed

There is a very scientific aspect of ascension that is beginning to permeate more of the collective mind with regard to resonance, and those at the forefront of a new-humanity know this intimately. Those souls who are ushering in the new world are beginning to sing to a different tune. Literally. The new (angelic) human is attuned to the 528 Hz resonance of the sacred (high) heart which resonates in harmony with the crystalline (christ) grid.

The 528 Hz vibration of LOVE is the Source Code of creation...THE universal key required to unlock our co-creative potential, to free ourselves from bondage and enter the playground of new earth. This code acts as a vibrational buffer to ensure that the sacred powers of the universe are only bestowed upon those of pure heart.

For those of you who saw Christopher Nolan's *Inception*, there is literal truth in the many layers of symbology in that film. The most obvious in this case being the mathematical code "528" that is repeated over and over again throughout the movie...a phone number, on a napkin, the hotel room...but the most interesting is that the number 528 was in the actual vault combination to "unlock" the safe which contained the secret to the cathartic relief of emotional suffering....and all of which was driven by the "heart" of the main character to return "home" to his children where his LOVE is.

It took me a couple months to connect all the dots, and some of you may have figured it out long before me, but I realized (in retrospect) that the last several energy updates were leading to this revelation and that each title I was given was very telling...even obnoxiously so... beginning with: *"Inception: the final initiation"*, *"11-11-11: Source Code Activation"*, and all the way to *"The Arrival of Universal LOVE"*.

In other words, as we cross the threshold into 2012 we are literally waking from the dream, from the illusion of limitation. The resonance of universal LOVE that we are required to embody unlocks the proverbial gates of heaven so we are no longer trapped within the making of our unconsciously-created & holographically projected world of fear...those fears that have been providing us with ample "proof" that we are not good enough, worthy enough, loved enough, well enough, or just plain: not enough.

So what's most pressing in this moment, before we step into completely uncharted territory, is the observation/release of anything remaining in our mental, emotional or physical selves that is based in fear and therefore holding us back from the embodiment of LOVE. Whatever wounds you are revisiting right now, its important (but not easy) to view as objectively as possible and with the (light) understanding that we don't have to drag this baggage around any longer...that a clean slate is not only a possibility now, but a requirement.

"The new blueprint of earth requires LOVE now more than ever, and for those who hear the call, the impacts will be greatly lessened. For those who refuse the call, the impacts will be greater. We say this not to elicit fear, but to remind each of you that true healing is possible now but requires the firm commitment to release all that is not LOVE. For those who have been dedicated to the work of releasing these patterns of fear, unprecedented openings are before you. " -PHC

Wave of LOVE

This wave of LOVE that the unseens are forever telling me about ~~and that always seems just slightly out of our reach~~ must be a really big deal because they are not only asking me to emphasize and repeat the word LOVE a trillion times in this article, but they are asking me to dedicate this section to it (& to leave my 2 cents out). Also, my personal experience with the Pleiadians is that whenever the

council shows up, it's time to pay attention.. their austere mannerisms seem to seriously mean bizzness:

"The incoming wave of LOVE is pervasive and unstoppable. It is lifting you to heights unknown. We will say this...you are not only going to be delighted at what you have created for yourselves, in that the universe multiplies & returns your LOVE-based efforts 10 fold...but you will be in awe of your own personal dedication to this journey. You will be swept up in the throes of self-love like never before, for you will realize, maybe even for the first time, how much LOVE was really required on your part to arrive here.

We understand your contempt, but can't emphasize this enough. Considering the circumstances, the fact that each of you will feel the absolute warmth and glow of creator's LOVE touch your hearts and lives is nothing short of miraculous, and this holiday season we wish for you to bask in the knowing that it is you who brought forth these energies...and, collectively, it is you who delivered the world from evil...and it is you who responded to creators call to come forth and in some cases, to incarnate in human flesh for the first time, just to see your missions through. These grand missions of LOVE are not by accident or default, but by the compassionate grace of GOD that lives within each and every one of you and desires for nothing but the purity of LOVE for all.

We, the Pleiadian Light Family, are filled with the same LOVE for all of you, our human family, our galactic kin, and deeply we appreciate and honor your contribution to the collective journey of earth's ascension. You are soon to be taken back by the full breadth of this truth, for when see and feel LOVE from our vantage point, undoubtedly you will be transformed." -PHC

12:12

The 12:12 stargate that we recently passed thru...seemingly unfazed...was a time of completion. According to the PHC, the 12:12 activated/imprinted the final encodement required to make the shift into unity, or christed-consciousness for those at the helm.

"Now, we say this with great care, for we realize that there are those who are not yet operating on the unity timeline, but for those who are, this is a marker point, a time of solidifying the results from your grand efforts." -PHC

The 12:12 gateway (and the energy leading up to it) was at least partly responsible for this latest round of emotional debris that has been kicked up to be expunged from deep within our core. Kind of like a last-ditch effort to resolve all fear-based (e)goo matters that we have been working on throughout 2011.

No doubt, we are all being revisited by our ghosts of (Christmas) past, and in some cases...depending on the density still remaining in our lives...this has been a time of some really impacting, life-changing revelations. These things that are rushing to the surface for our attention can seem daunting/terrifying at first glance, but this urgency/intensity is just the answer to a universal clarion call to whole-heart-edly illuminate every corner of our lives and bodies so that by the time the solstice rolls around we can lock into position for 2012, and begin again....in an entirely new cycle, with a new life and in brand new world of our making.

This is not to say that what comes up at this time will simply vanish, just that we are being gifted with the awareness of where LOVE is still needed in order to fully shift into our 12th dimensional blueprint bodies. If these finalizing energies dropped a bomb on your life, realize that an explosion can serve two divine purposes...1) it will unmistakably, and without fail, bring our focus and attention to EXACTLY where its needed so that we can heal/release/restore whatever is calling us... and 2) it can serve to shift us, rather quickly, into the mental & emotional framework required to align with LOVE during this pivotal time. If you've experienced a jolt, realize that a jolt was needed, but that once you are aware of why, 75% of the work is already done. The other 25% is in LOVing yourself back together.

*"We would add that the 12:12 presented many of you with options to choose a new pathway, these options were presented as either revelations, or a call to action. **How you respond to these situations is what matters now, not in the resolving of them.**" -PHC*

So although there wasn't as much fanfare around the 12:12 as the 11:11, the PHC say this passageway was nevertheless impacting because it opened the doorway to the 12th level of genetic activations, the finalization of the christed-template on the planet.

"We would say that these energies are coming to uplift humanity in certain sectors, and to equally dismantle corruption in others. The way for each of you lies in the choices presented to you now...how you choose will determine the path of your soul in the coming year. Choosing LOVE over fear is the only path to redemption." -PHC

2012: Phase Two

"The coming calendar year, the greatly anticipated year of 2012, is a monumental breakthrough in what we term, planetary consciousness. By this we mean that those who have laid the plan for a new earth have far exceeded our expectations. Because of this, what is coming to pass is much grander, much more comprehensive and more delightful than even we imagined." -PHC

2012 is what the Pleiadians call the year of...drumroll please...LOVE! Actually, they refer to it as the year of divine or universal love, but this is also the year we enter (on the solstice) into what they have termed "phase 2" of ascension: *the physicalization phase, and the implementation of the divine radiance of love*. This is the year when those who are here to serve the highest good for the planet and her people will be "coming out of hiding"...this group will wholly supported, protected & catapulted to positions of greater influence, whereas those who are self-serving will be continually called to divine-order.

This is the time/year/world/era we have been waiting/working so diligently for and the unseens share that all the many potentials that are arising revolve around LOVE as the driving force of creation of our new lives. The new earth is here and LOVE is the only way to enter....LOVE is the key code that grants each of us access to the co-creational forces of the universe and can only be accessed from within ourselves and by loving ourselves.

In 2012, LOVE will finally become the predominant force on the planet and anything, anyone in opposition to LOVE will fall away. No one, no thing is exempt.

"We have so much to share with regard to this upcoming year, but we will sum it up by saying that those who are aligned with LOVE will rise to meet LOVE in unprecedented ways. In fact, the word LOVE itself will shift to something greater, for LOVE as you knew it will not compare to the LOVE that will to pump thru the heart of earth and humanity. The lifeblood of Source will flood thru your rivers and

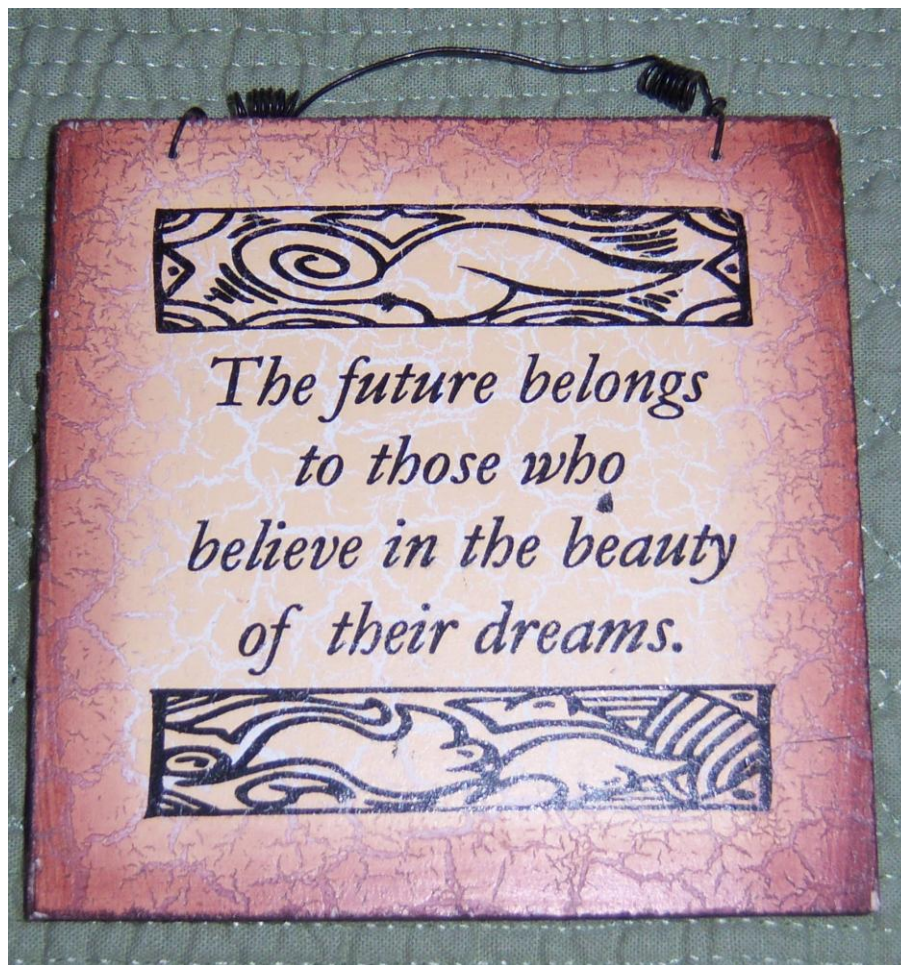
veins and will permeate every living thing with the radiance of divine LOVE, the sustenance for life on the new earth.” -PHC

Wishing each of you a holi-day season filled with LOVE and an effortless transition into 2012...

See you next year!

Lauren

ThinkWithYourHeart.net



Photographed by Vanessa Paradis

A Poem for Joe: The First Yellow Rose by Vanessa Paradis

Sunday, June 21, 2009

The First Yellow Rose



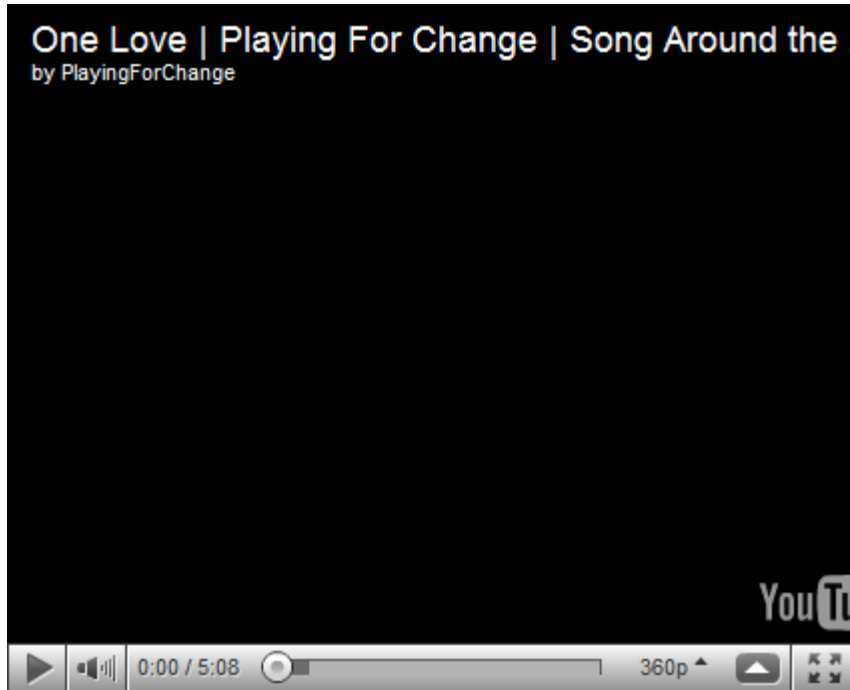
When I moved into my new home last February, I was prompted to plant yellow roses and so I planted four rose bushes total, one of them a climbing rose. Upon researching the significance of yellow roses, I found that they represent spiritual power, wisdom, and joy. The roses are just beginning to bloom here and this is a photo taken yesterday of the very first rose that has blossomed.

The First Yellow Rose: for Joe

Only yellow roses
Are worthy to give you, *a King*
Who works in Nepantla spaces
To make freedom ring
Only yellow roses
Represent your power and your strength
To carry on your dream
No matter what the length
Eternity is not too long
To show your dream prevails
It matters not the weather
Rain, storm, or hail
Your power shines through
You will *always* succeed
To overcome the destruction
Of those enamored with greed
Your dream prevails through spiritual Love
And wisdom, peace and joy
That spread throughout the land
To render the war machine *nothing* but a child's toy
The yellow rose, a special lovely symbol,
Representing your fondest dream come true
Love, Peace, Wisdom, and Joy
This first yellow rose must be for *you*

Happy Father's Day

One Love, Playing for Change, Song Around the World (Click title to play)



12:17 am | [link](#)

After I had written the above blog, it was as if my prediction was meant to come true! I have had much magic in my life ever since (and even before that day) that science alone simply cannot explain, at least not science as we currently understand it. More to come. . .

~ Vanessa