

# SPIRIT EDUCATION IN CONSCIENCE SOCIETY

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## Motto: The Future is the Past multiplied by the Present (Paul BRAN)

**Abstract.** Conscience can lead to feelings of remorse when a human does things that go against his/her moral values, and to feelings of rectitude or integrity when actions conform to such norms. Conscience is ability or a faculty that distinguishes whether one's actions are right or wrong and represents individual **spirit** feelings, a set of conscientious actions of each individual member of Society. The Sum of Society's individual's conscientious actions forms Conscience Society.

**Education** in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another based on Social Progress and premises for creating Conscience Society. Discussions in the subject of present and of perspective education models and technologies help to materialize notions of Conscience, Subconscious, Unconscious, and its characteristics in Conscience Society.

This essay is based on the communication „Education in Conscience Society” [1] presented by Zinaida Todoroi, Dumitru Todoroi and Helen Lobanoff at The HUMBOLDT-KOLLEG “Knowledge, Culture, Science – the Fundament of Quality of Life in Society”, Timișoara, November 23-28, 2010.

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### Introduction.

Social Progress evaluates from the Agricultural and Industrial Eras through the Information and Knowledge based societies to the Conscience society of Information Era which will be created in the next decades of XXI-st Century.

The Future Conscience Society of Information Era as “figure of speech” represents Past Information Society multiplied by the Present Knowledge Based Society. Information Era comprises other intermediate societies such as Internetworking and Creative societies.

Sustainable and Healthy societies of our days are the societies which successor is Conscience Society. Based on Social Progress Stage development scientists predicted that the Conscience Society will be created in period from 2019 to 2035 years.

### 1. Conscience component parts hierarchy.

**1.1.** The concept of **information** is closely related to notions of constraint, communication, control, data, form, instruction, knowledge, meaning, mental stimulus, pattern, perception, and representation [2, 3].

The English word was apparently derived from the Latin accusative form (informationem) of the nominative (informatio): this noun is in its turn derived from the verb "informare" (to inform) in the sense of "to give form to the mind", "to discipline", "instruct", "teach": "Men so wise should go and inform their kings."

Inform itself comes (via French) from the Latin verb informare [4], to give form to, to form an idea of. Furthermore, Latin itself already contained the word informatio meaning concept or idea, but the

extent to which this may have influenced the development of the word information in English is unclear.

**1.2. Science** (from the Latin scientia, meaning "knowledge") is, in its broadest sense, any systematic knowledge-base or prescriptive practice that is capable of resulting in a prediction or predictable type of outcome [5]. In this sense, science may refer to a highly skilled technique or practice. In its more restricted contemporary sense, science is a system of acquiring knowledge based on scientific method, and to the organized body of knowledge gained through such research.

**Science** is a continuing effort to discover and increase human knowledge and understanding through disciplined research. Using controlled methods, scientists collect observable evidence of natural or social phenomena, record measurable data relating to the observations, and analyze this information to construct theoretical explanations of how things work. The methods of scientific research include the generation of hypotheses about how phenomena work, and experimentation that tests these hypotheses under controlled conditions. Scientists are also expected to publish their information so other scientists can do similar experiments to double-check their conclusions. The results of this process enable better understanding of past events, and better ability to predict future events of the same kind as those that have been tested.

**1.3. Conscience from the spiritual point of view** is ability or faculty that distinguishes whether one's

actions are right or wrong. It can lead to feelings of remorse when a human does things that go against his/her moral values, and to feelings of rectitude or integrity when actions conform to such norms. The extent to which conscience informs moral judgment before an action and whether such moral judgments are, or should be, based wholly in reason has occasioned debate through much of the history of Western philosophy. Commonly used metaphors for conscience include the "voice within" and the "inner light".

The word "conscience" derives etymologically from the Latin *conscientia*, meaning "privacy of knowledge" or "with-knowledge". The English word implies internal awareness of a moral standard in the mind concerning the quality of one's motives, as well as a consciousness of our own actions. Thus *conscience* considered philosophically may be first, and perhaps most commonly, a largely unexamined "gut feeling" or "vague sense of guilt" about what ought to be, or should have been, done. Conscience in this sense is not necessarily the end product of any sustained process of personal rational consideration of the moral features of a problematic situation (or the applicable normative principles, rules or laws) and can arise from prior parental, peer group, religious, state or corporate indoctrination, which may or may not be presently consciously acceptable to the person ("traditional conscience").

The word "**conscious**" [6] is derived from Latin *consciens* meaning "1. having joint or common knowledge with another, privy to, cognizant of; 2. conscious to oneself; esp., conscious of guilt". A related word was *conscientia* which primarily means moral conscience. The word first appears in Latin juridical texts by writers such as Cicero.

**Consciousness** from the spiritual point of view is subjective experience, awareness or wakefulness, the executive control system of the mind. It is an umbrella term that may refer to a variety of mental phenomena. Although humans realize what everyday experiences are, consciousness refuses to be defined, philosophers note: *"Anything that we are aware of at a given moment forms part of our consciousness, making conscious experience at once the most familiar and most mysterious aspect of our lives."*

Consciousness in psychology and philosophy has four characteristics: subjectivity, change, continuity and selectivity. Intentionality or aboutness (that consciousness is about something) has also been suggested by philosopher Franz Brentano. However, within the philosophy of mind there is no consensus on whether intentionality is a requirement for consciousness. Issues of practical concern include how the presence of consciousness can be assessed in severely ill or comatose people; whether non-human consciousness exists and if so how it can be measured; at what point in fetal development consciousness begins; and whether computers can achieve a conscious state.

Some philosophers divide consciousness into phenomenal consciousness, which is experience itself, and access consciousness, which is the

processing of the things in experience [7]. Phenomenal consciousness is the state of being conscious, such as when they say "I am conscious." Access consciousness is being conscious of something in relation to abstract concepts, such as when one says "I am conscious of these words." Various forms of access consciousness include awareness, self-awareness, conscience, stream of consciousness, Husserl's phenomenology, and intentionality. The concept of phenomenal consciousness, in modern history, according to some, is closely related to the concept of qualia. Social psychology links sociology with psychology in their shared study of the nature and causes of human social interaction, with an emphasis on how people think towards each other and how they relate to each other. The behavior and mental processes, both human and non-human, can be described through animal cognition, ethology, evolutionary psychology, and comparative psychology as well. Human ecology is an academic discipline that investigates how humans and human societies interact with both their natural environment and the human social environment.

**1.4. Subconscious** from the spiritual point of view [8] is one of the most powerful parts of the human psyche and it has a hand in controlling every aspect of your mind. It is one that is living within your logic processes, and while it is not there for you to see in plain sight, do not be mistaken.

"The whole art of teaching [9] is only the art of awakening the subconscious curiosity of young minds for the purpose of satisfying it afterwards" (**Anatole France**).

**1.5. The unconscious mind** from the spiritual point of view [10] is considered as the storage room of everything that is presently not in your self-conscious mind; it stores all your previous lifetime experiences, your belief system, your memories, your skills, all positions you've been through, and all images you've ever seen.

## **2. Education: assessment, evaluation, application.**

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

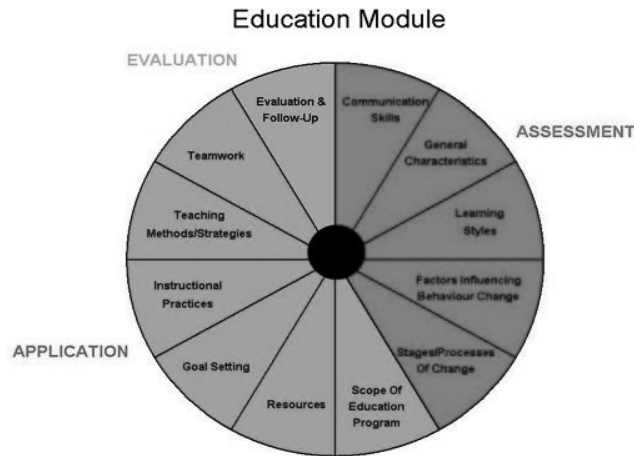
"It is, in fact, nothing short of a miracle that the modern methods of instruction [9] have not yet entirely strangled the holy curiosity of inquiry" (**Albert Einstein**)

Education as a science cannot be separated from the educational traditions that existed before. Adults trained the young of their society in the knowledge and skills they would need to master and eventually pass on. The evolution of culture, and human beings as a species depended on this practice of transmitting knowledge. In pre-literate societies this was achieved orally and through imitation. Story-telling continued

from one generation to the next. Oral language developed into written symbols and letters. The depth and breadth of knowledge that could be preserved and passed soon increased exponentially. When cultures began to extend their knowledge beyond the basic skills of communicating, trading, gathering food, religious practices, etc, formal education, and schooling, eventually followed. Schooling in this sense was already in place in Egypt between 3000 and 500 BC.

It is currently fashionable to divide education into different **learning "modes"**: (1) **Visual**: learning based on observation and seeing what is being learned; (2) **Auditory**: learning based on listening to instructions/information; (3) **Kinesthetic**: learning based on hands-on work and engaging in activities.

Education module is represented by its **learning modalities** (Fig. 1): **assessment, evaluation, application.**



**Fig. 1. The learning modalities: assessment, evaluation, application.**

It is claimed that, depending on their preferred learning modality, different teaching techniques have different levels of effectiveness. A consequence of this theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them.

Nowadays some kind of education [11] is compulsory to all people in most countries. Due to population growth and the proliferation of compulsory education, UNESCO has calculated [12] that in the next 30 years more people will receive formal education than in all of human history thus far.

### 2.1. Educational components.

There has been work on learning styles over the **last two decades** [9]. Dunn and Dunn focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as Joseph Renzulli recommended varying teaching strategies. Howard Gardner identified individual talents or aptitudes in his Multiple Intelligences theories. Based on the works of Jung, the Myers-Briggs Type Indicator and Keirsey Temperament Sorter focused on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment. The work of David Kolb and Anthony Gregor's Type Delineator follows a similar but more simplified approach.

### 2.2. Educational development

In developing countries, the number and seriousness

of the problems faced are naturally greater. People in more remote or agrarian areas are sometimes unaware of the importance of education [13]. However, many countries have an active Ministry of Education, and in many subjects, such as foreign language learning, the degree of education is actually much higher than in industrialized countries; for example, it is not at all uncommon for students in many developing countries to be reasonably fluent in multiple foreign languages, whereas this is much more of a rarity in the supposedly "more educated" countries where much of the population is in fact monolingual.

There is also economic pressure from those parents who prefer their children making money in the short term over any long-term benefits of education. Recent studies on child labor and poverty have suggested that when poor families reach a certain economic threshold where families are able to provide for their basic needs, parents return their children to school. This has been found to be true, once the threshold has been breached, even if the potential economic value of the children's work has increased since their return to school.

A lack of good universities, and a low acceptance rate for good universities, is evident in countries with a high population density. In some countries, there are uniform, over structured, inflexible centralized programs from a central agency that regulates all aspects of education.

### 3. Education and research in current decade.

**3. 1. The first G8 University Summit** was held in Sapporo, Japan, from 29 June to 1 July, 2008. This was accepted the first Declaration of the goals of Higher education in **Sustainable and Healthy**

**societies** research area which recognized the following points [14]:

- The importance of sustainability;
- Sustainability issues have become urgent political concerns;
- The responsibility of universities;
- The need to restructure scientific knowledge;
- The need for a network of networks;
- The need for knowledge innovation;
- The role of higher education for sustainability;
- The function of the university campus as an experimental model.

**3.2. The second G8 University Summit** was held in Torino, Italy, from May 17-19, 2009. The Final Declaration on "Education and Research for Sustainable and Responsible Development" focused on **Economics, Ethics, Energy policy and Ecosystems** [15].

Universities should foster sustainable and responsible development at a local as much as on a global level through new approaches within the educational and research systems, and implement the following:

- New models of social and economic development consistent with sustainability principles;
- Ethical approaches to sustainable development ;
- New approaches to energy policy;
- Focus on sustainable ecosystems.

The goal was to address the proposals for action to the G8 leaders and the international community.

**3.3. The 2010 G8 University Summit** brings the Presidents of leading research universities from the G8 countries and the wider G20 [16].

The theme of the Summit meeting: "Universities and Communities: transition to a sustainable future" with a focus on **sustainable health, sustainable energy and sustainable higher education**.

- The 2010 G8 University Summit Themes:
- Sustainable Energy;
  - Sustainable Health;
  - Sustainable Higher Education.

Declaration of the 2010 G8 University Summit [17] underlines that understanding how these three themes interconnect is crucial to building a **fully sustainable, global human society**.

Establishing **Sustainable energy** systems – clean, green, appropriate, efficient and accessible to all – is a foundation of sustainable societies.

In the **Sustainable health** research area there is a critical need to respond to health disparities between regions and manage the consequences of social and economic change, including demographic change, so as to fully realize true sustainability.

**Sustainable Higher Education** will not be effectively met by universities working in isolation; they will work together to find solutions on the campus and beyond to problems such as: (1) scarcity of resources, (2) development and mobility of intellectual capacity, (3) aging or inadequate infrastructure, and (4) changing social demographics.

### **3.4. The decade of change in European Higher Education.**

As was underlined by Lesley Wilson, Secretary General of European University Association at Panel on 'Sustainable Higher Education' G8/G20 University Summit **the decade of change in European Higher Education** will constitute [18]:

**3.4.1. Sustainability through reform on a European scale** will be probably the Theme of the next **2011 G8 University Summit**:

- More coherence and compatibility through Europe wide change;
- Bologna Process: a voluntary, bottom-up collaborative process;
- European frameworks, common tools, national & institutional implementation;
- European Research Area: Universities as research institutions;
- New funding instruments.

#### **3.4.2. Increasing Responsiveness:**

- Three cycle degree structure & common tools: Introduction of the Bachelor, a new Master level and reformed PhD programmes;
- Employability and labor market access – problem with the acceptance of the Bachelor degree;
- Improving access and participation – lifelong learning: a set of activities or a new way of looking at access to education for all citizens;
- Policies for attracting and maintaining a more diversified student body.

#### **3.4.3. Sustainability through more cooperation:**

- Internationalisation: a more strategic element of institutional mission;
- More Intra-European cooperation;
- Global engagement in Research: often building on cooperation at the master and doctoral level;
- Increasing mobility is a challenge: no major increase over the last decade;
- More likely to increase between the BA and the MA than as a study abroad period as part of the Bachelor.

#### **3.4.4. Improving capacity to manage change:**

- Quality and quality assurance;
- More autonomy;
- More diversified funding.

### **3.5. Future directions for the next decade in the European education and research areas.**

Impact on universities as central to current European developments as the changes in education and research permit to underline that **future directions for the next decade in the European education and research areas** will constitute [18]:

- (1) Strengthen the voluntary, cooperative governance model experimented with at European level;
- (2) Move away from structures and tools to situate debate on the kind of European and global citizens we need in future;
- (3) Avoid stifling quality, creativity and innovation by an over emphasis on accreditation, measurement

and standards;

(4) Maintain European solidarity and engagement while strengthening global engagement.

### Conclusion.

World conscience [19] is the universalist idea that with ready global communication, all people on earth will no longer be morally estranged from one another, whether it be culturally, ethnically, or geographically; instead they will conceive ethics from the utopian point of view of the universe, eternity or infinity, rather than have their duties and obligations defined by forces arising solely within the restrictive boundaries of 'blood and territory.

Our conscience is more than a Great Teacher; it is a Great Treasure. For if we choose to follow the gentle urgings of this Great Gift from God, we will know happiness, have peace of mind, and experience a life rich with meaning. On the other hand, should we choose to ignore the prodding of this Great Friend, our constant companions will be stress, regret, worry, fear, anxiety, guilt, shame, grief, and despair. Those who wander on the path of life without the guidance of their conscience are a pitiful sight, for as St. Anthony of Padua writes, "Blind are they who see not their own conscience; lame are they who wander from the right way."

Consciousness is awareness of all things while conscience is specialized awareness; it is the awareness of morality or the difference between right and wrong, as well as the awareness of perfection. The soft whispering of our conscience directs us to avoid wrongdoing and to carry out acts of goodness. It also inspires excellence, for it is an urge to become more godlike. Since God is Perfection, we have a natural inclination, when it is unimpeded, toward endless growth.

**(A) To educate conscientious members of society it is necessary to develop research in the next very important directions:**

**(B) - the hierarchy theory of conscience, its information and operation bases;**

- human conscience, individual and collective consciences, their interactivity;
- belief, conviction, religion and conscience;
- science, conscience, subconscious, unconscious;
- humanity in Conscience Society

**(B)** „To study and at times practice what one has learned, is that not a pleasure?” (Confucius)

In concordance with developed research in direction of creation Conscience Society it is **necessary to educate** humanity how to improve their body [3], their education [20], intelligence and their ecological competence, to evaluate spiritually, to understand the role of individuals in the History, to develop ecologic economy [21], and to adopt and support pure environment in general.

“In the healthy body lives the healthy spirit” (Romanian popular saying)

China's great treasure Qigong [22] is not the place of diagnosis, therapy, or treatment by the physician, but rather help you make better, informed choices about health and treatment options.

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