

# Q4 Compilation 2019

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## Q4 2019 Compilation

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6 October 2019

## Education's Ecology

*Nothing In Education Makes Sense Except in the Light of Biology.*

*Every Child Deserves a Champion.* University of St. Thomas.

### **Innovation**

Feasibility and innovation are linked by the several principles not the least of which is resistance to change. Elements of feasibility include economic, operational and schedule considerations as well as technical capacity for an action and constraints of physical, moral and political laws.

Innovation is broadly regarded as a matter of economics, yet there is an underlying biology that should not be ignored. After all, organisms survive through innovation; adaptation to change in their habitat and the way they find or carve out a niche. Adaptation likely begins with a single individual or a small group trying something new. The word innovation is a reference to what is novel, unique, extraordinary. The usual and customary is either dysfunctional, inefficient or uneconomical. That is, the cost of gain outweighs the benefit. For organisms, cost this is an energy requirement and benefit is balance across all systems needed to sustain life or continue living.

Biological foundations for economics and the balancing acts needed for sustaining life are only artificially separated in a civil or political human economy in which social systems are constructed within a quasi balance constraining pain and supporting pleasure. In short good and evil. For most organisms it comes down to a simple balance of eat or be eaten. Everything in the living world will decline, die and decay. Even the millennial lifespan of a sequoia tree is but a brief flash in the span of 3.5 billion years since the first appearance of life on earth. Evolution has provided enormous variety of life forms and each has evolved a unique span of existence. The lifespan of individuals adapts plants, animals and microbes to the circumstance of obtaining energy from sunlight and food in a particular environment. Agriculture and industrialization have modified those basics for humans but does make the human organism exempt. Our economics are fundamentally no different that any other part of biology. Nature is the only real source of wealth. The answer rises every morning.

Everything else is pure hubris.

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### **Classroom Management**

The reading series at EdWeek has interesting insights about how kids learn to read. The opening page illustration depicts Hmong kids at Como Elementary School in St. Paul with an instructor pointing to symbols on a poster board. The expectation is that the group of three (+) children will grasp a concept together and the teacher will move on to another concept. The flaw is that a group can “move on.”

Conduct of a class is a troubled (fraught) concept and if not addressed, any semblance of individualization or personalization of education is not likely to be possible. A teacher has no better capacity to manage a group of kids in a learning situation than would a physician trying to deal with 20-30 patients in a single room all at one time. Somehow society has become enmeshed with the concept that education can be effectively rendered to a group through a management paradigm; aka classroom management.

School counselors sit in an office for a few hours each day and meet with individual students or students and parents. They counsel their clients on meeting the requirements of the school successfully and advancing through and beyond school ostensibly for life. Sometimes the life circumstance of the client is so exceptional that the counselor is aided by a school nurse, school psychologist, school social worker or, when uncommon or outside of school resources may be needed, a school principal.

Each day, teachers meet 20-30 students in a classroom and meet individually with parents at a “parent's night.” During a school day, the coherence of the groups or class is predominant over other considerations. Moving from child to child during some part of the day may be done but is dependent upon the group being engaged else-wise. When a child is singled out for individual attention during a group activity, other children witness the interaction and the teacher cannot know how the interaction is interpreted by the child given the attention or by the children witnessing the interaction.

Personality as a variable for educators may be more important than pedagogy because it is personality that shapes relationships. Subject content (matter) can be shaped by a teacher's method, but the underlying content may not change except for the construct that a learner/student may consciously or unconsciously adapt or adopt as their personal way of relating to the subject content. It may be that relating to the content is facilitated by the personality of the teacher and how a student adapts to their relationship to the teacher of the subject.

One personality trait that may be very difficult to dismiss is enthusiasm. A teacher's enthusiasm radiates in many ways: to subject, to student, to physical, emotional circumstance. The teacher's personality and enthusiasm (enthusiastic personality) are spiritual in any of a number of ways. The introduction of metaphorical and metaphysical elements establish a mental model that sets the stage for every belief and action that can and does follow. For some circumstances non-sectarian direction never stands a chance.

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## **Commerce & Industry**

Education's relationship (its ecology) with commerce and industry has developed into a paradigm suited to the industrial revolution and the emergence of capitalism as a dominant element of western culture evolution. China and Russia notwithstanding, the global influence of capitalism based on consumerism is a dominating force for government. The power of government control of the a social system is lodged with its police. Where laws strictly guide the police, a democracy may emerge and evolve. Where laws are less than universal, police enforcement may be or become arbitrary and capricious with a synchronous rise of bureaucracy and dictatorial governance. Neither condition is consistent with the worth and dignity of individuals.

Philanthropy by and from government is limited by a constant force to reduce the power of government to levee taxes. The rise of great wealth in the context of limited taxation provides a space for the rise of private philanthropy. Both government and private philanthropy operate under a system of grant making where a request for proposals brings a need for Grant Writing – Grant Funding – Grant Management. Personal Mastery for engagement with the Grant World (world of grants and philanthropy) entails grammar, accounting as well as technical, economic, legal, operational and schedule considerations. Democracy is rarely a high value in either private or governmental philanthropy.

With the development of digital technology and the Internet, education has embraced and even been coopted by commerce and industry. Schools are the dominant paradigm for education and commercial interests have focused their profit generation on service to schools. First, of course, was the manufactured hardware from Apple, IBM and DEC with a plethora of software following the piper toward schools. Until the emergence of the Internet the effort may have been benign, but with universal connectivity and the reduction of distribution and delivery costs to commerce, nearly every facet of education, with the exception of transportation, has been a target of entrepreneurs. With the expansion of diagnostic technology for screening, we should expect that the intrusion of digital technology into the earliest years of human life and development will emerge. That is, of course, not to say that digital technology is an evil social force. It is only to recognize that the capitalist quest for profit may be less than well suited for education. It certainly has been a mixed meme for medical care. Under a coopted vulgarity of “health care,” medicine has exploited and expanded physical, chemical and biological technologies; gaining profit from medical technology has become an almost unchallenged art form *par excellence*.

The appropriate, reliable and sensible use of the phrase “health care” should be restricted to educational speaking and writing; as in “health and human development – a holistic approach.” Health and human development are critically linked and the whole process of wellness, individual well-being or being well, begins before conception with the health of parents who are physically fit, mentally alert and morally straight. All three are inseparable and embraced by all spiritual traditions. Medical care has evolved from “call the doctor” and “go to a hospital” to a veritable, even authentic, understanding of systems that range from biomolecular pathways to ecoplanetary potentials. Enmeshed in all the actual and potential understanding is a continuing mystery of human consciousness that continues to seek meaning across the simple and obvious to the mythical and mysterious.

Hospitals work with insurance companies to reduce costs and expand profit. Executive compensation is tied to revenue expansion and profitability. Revenue is a function of marketing and profitability is a function of operations that support all facets of the organization. Improving operations and coordination (communication) is an aspiration and function of management. CEO and COO have complimentary roles in the “health,” which is to say, the development of the organization.

Educational leadership is not consistent (incommensurable) with the roles of management for commerce and industry because the aspirations for education are fundamentally distinct. Education aspires to expand the worth and dignity of individuals. No matter how much an individual's worth and dignity is tied to a “job” there is always an element of worth and dignity that is jobless; a subjective element of human life. Education should always be most concerned with this subjectification. Schools are built around job skill qualification and soft skill socialization. Education should *not* aspire to

reinforce the needs of commercial industrial development as a national priority because education's ecology is about the relationships that support human development.

Science and art are aspects of human development that have been egregiously coopted by commerce and industry to warp society and weave the culture into a fabric that is garish and grotesque. Entertainment has emerged to dominate human life and its most important values. The values of human life has become humand life itself to the exclusion of the interconnected relationships that shape all life on earth. Commerce and industry take *no* responsibility for protection of these relationships and according value to thos relationships. Commerce and industry afford value to only the relationships that foster profit. When General Motors, General Mills, General Electric or General Dynamics foster or embrace statements about environmental values there is no distraction from the shareholder's interest in growth of profitability. The capitalist credo is that that is as it must be. There is *no* ethical component in the credo.

Individuals who lack skills valued by commerce and industry are excluded by the mainstream economy and accordingly devalued. Our central question may be: How do we engage social forces to expand the value of universal worth and dignity for all of life? Perhaps an ultimate or profound immorality is to say, I don't care anymore and maybe never did care. Is it excusable to say that anyone is expmpt from empathy? I certainly hope not.

## **ISTE Standards**

### **International Society for Technology in Education.**

Dreaming big. Transforming teaching. Empowering learners.

Membership is \$125/year or \$305/year to include four (4) Peer-reviewed Journals & Job Posting.

**Vision:** *ISTE's vision is that all educators are empowered to harness technology to accelerate innovation in teaching and learning, and inspire learners to reach their greatest potential.*

**Mission:** *ISTE inspires educators worldwide to use technology to innovate teaching and learning, accelerate good practice and solve tough problems in education by providing community, knowledge and the ISTE Standards, a framework for rethinking education and empowering learners.*

### **ISTE Standards for Educators**

**For Students:** Empowered Learner; Digital Citizen; Knowledge Constructor; Innovative Designer; Computational Thinker; Creative Communicator; Global Collaborator.

1998 – Learning to use technology; 2007 – Using technology to learn; 2016 – Transformative learning with technology.

**CRAAP Test:** *The CRAAP test is a test to check the reliability of sources across academic disciplines. CRAAP is an acronym for **Currency, Relevance, Authority, Accuracy, and Purpose**. Due to a vast number of sources existing online, it can be difficult to tell whether these sources are trustworthy to use as tools for research.*

SOURCE: Wikipedia

## Reading

There are **five essential components** of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

... that **comprehension and decoding** are separate processes ...

One of the most important **predictors** of how well a child will learn to read is the size and quality of his spoken language and vocabulary, and children are more likely to be exposed to new words and their meanings or pick up grammar rules from reading aloud with adults.

Reading with trusted adults also helps children develop a **love of reading**.

... children who read more are better readers.

... some emerging evidence suggests children learn to read differently in **print versus digitally**,

SOURCE: Schwartz, Sarah and Sparks, Sarah D. (2019, October 2). How Do Kids Learn to Read? What the Science Says. Education Week. Retrieved 6 October 2019:  
<http://www.edweek.org/ew/issues/how-do-kids-learn-to-read.html>

## Further Reading

- [Ending the Reading Wars: Reading Acquisition From Novice to Expert](#)
- [Learning to Read: What We Know and What We Need to Understand Better](#)
- [Development of Sight Word Reading: Phases and Findings](#)
- [Developing Early Literacy Skills: A Meta-Analysis of Alphabet Learning and Instruction](#)
- [Discovering the Literacy Gap: A Systematic Review of Reading and Writing Theories in Research](#)
- [What Reading Does for the Mind](#)
- [What Research Tells Us About Reading Instruction](#)
- [Neuroscience, Learning, and Educational Practice: Challenges, Promises, and Applications](#)
- [Does Dyslexia Exist?](#)
- [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

## Balanced Literacy

Comments from EdWeek Series

*The slide show leaves out any mention of **orthographic information**. Both Balanced Literacy and Science of Reading programs integrate that into the overall decoding process. Can't really talk about the overall decoding program without it. Major omission. Some SoL folks are already complaining about that ortho. being left out. Also **confusing** **Balanced Literacy and Whole Language** is a red flag indicating someone needs to actually go and in study what each position actually is. There is some overlap but also important points on which they differ. The two terms are related but not the same.*

*The slide show presentation characterization of balanced literacy seems to be a bit out of date.*

*This summer I spent two intense days with some 500 1st grade teachers in a district using balanced literacy and getting great reading scores (comprehension scores!). Here are some of the things I noticed:*

*Phonics is a daily thing. The district just adopted the newest version of a commercial program that includes both phonics and orthographic information. Teachers are taught to coordinate lessons, so the lessons cover the scope and sequence of sounds (systematic!).*

*The beginning books are meaningful, and the language in them is not contrived or restricted. Please do read beginning books from both approaches. I think you'll find the balanced literacy books are much more engaging and meaningful.*

*Students talk about/write about the ideas from the story daily. The message here is that after you decode it you must make sense of it. Too often that last step is missed in Science of Reading classrooms at the beginning level in to make more time for phonics*

*Teachers never use the word guess in their lessons. They learn to encourage crosschecking, a feature that is missing from the Science of Learning classrooms. The basic prompt is if you don't know the word "Say the first sound, then think of the clues." That way students are encouraged to use the sounds in conjunction with the pictures or other meaning cues. Teachers also learn that students first learn to notice beginning sounds, then ending sounds and finally middle sounds. Teachers are taught to prompt so that students learn to notice all the sounds. If a student is leaving out ending sounds, teachers prompt and scaffold them into using those sounds.*

*Did you know there are two basic approaches to teaching phonics analytic and synthetic? Research has found both to be effective. In a balanced literacy program, children have access to both. In Science of Reading classrooms synthetic phonics is the mainstay, often it is used exclusively. If your child is one that learns better with analytic phonics, they usually won't have access to it in a Science of Reading classroom.*

*So let's stop talking about the 1967 version of Balanced Literacy and start using the 2019 version. BTW data collected to show gains in reading use measures of comprehension in Balanced Reading classrooms. Be sure to check, because some Science of Reading classes use only measures of decoding and research has clearly demonstrated that better decoding does not automatically lead to better comprehension. Comprehension instruction is something you always get in the Balanced Literacy classroom. Balanced Literacy definitely a viable alternative to consider when thinking about what to use for literacy instruction.*

SOURCE: Comment by Sam Bommarito

*Explicit phonics instruction teaches the student to rely on the letters to "decode" the word, then to use background knowledge and syntax to determine the pronunciation of a known word with two possible pronunciations (e.g., read, wind) or to make the best effort at pronouncing an unknown word (e.g. fez, sacred). Explicit phonics instruction, by definition, cannot be integrated with using pictures or guesses to decode. Explicit phonics instruction teaches reading of words based on letter patterns. After students have learned to decode words with common letter patterns, they then are prepared to read words that do not have common letter patterns (e.g. yacht, bough) and used their background knowledge and context to pronounce them correctly, or to look the word up if they don't know it. Students should not have to look at a picture to read words with common letter patterns. -- I have taught many, many older struggling*

readers and not one of them cared about pictures. Their engagement came when they could do what they perceived everyone else could do, which is read the words. It's a myth that students are not engaged when they read books without pictures -- if they can decode the words in the book. **The students who need pictures don't know how to decode.**

SOURCE: comment by Linda Farrell

## **John W Moravec**

Candidate for Board of Education at Bloomington Public Schools.

... [www.educationfutures.com](http://www.educationfutures.com) – [moravec@umn.edu](mailto:moravec@umn.edu) – <https://educationfutures.com/john>

Education's Futures, LLC.

### ***Perspectives in Invisible Learning.***

Moravec, Marin; Williams, Adrienne; Aguilar-Roca, Nancy; O'Dowd, Diane K. [Learn before Lecture: A Strategy that Improves Learning Outcomes in a Large Introductory Biology Class.](#)– CBE - Life Sciences Education, 2010

Actively engaging students in lecture has been shown to increase learning gains. To create time for active learning without displacing content we used two strategies for introducing material before class in a large introductory biology course. Four to five slides from 2007/8 were removed from each of three lectures in 2009 and the information...

Descriptors: Active Learning, Biology, Lecture Method, Introductory Courses

Williams, Adrienne E.; Aguilar-Roca, Nancy M.; Tsai, Michelle; Wong, Matthew; Beaupre, Marin Moravec; O'Dowd, Diane K. [Assessment of Learning Gains Associated with Independent Exam Analysis in Introductory Biology.](#)– CBE - Life Sciences Education, 2011

This study evaluates the impact of an independent postmidterm question analysis exercise on the ability of students to answer subsequent exam questions on the same topics. It was conducted in three sections (~400 students/section) of introductory biology. Graded midterms were returned electronically, and each student was assigned a subset of...

Descriptors: Control Groups, Homework, Academic Achievement, Biology

Moravec, John W.; Cobo, Cristóbal; Besselink, Thieu; Hartkamp, Christel; Spinder, Pieter; de Bree, Edwin; Stokman, Bianca; Renaud, Christine; van den Hoff, Ronald. (2013). **Knowmad Society**. Retrieved from the University of Minnesota Digital Conservancy, <http://hdl.handle.net/11299/150734> .

### **Abstract**

Knowmad Society explores the future of learning, work, and how we relate with each other in a world driven by accelerating change, value networks, and the rise of knowmads. **Knowmads are nomadic knowledge workers:** Creative, imaginative, and innovative people who can work with almost anybody, anytime, and anywhere. The jobs associated with 21st century knowledge and innovation workers have become much less specific concerning task

and place, but **require more value-generative applications of what they know**. The office as we know it is gone. Schools and other learning spaces will follow next. In this book, nine authors from three continents, ranging from academics to business leaders, share their visions for the future of learning and work. Educational and organizational implications are uncovered, experiences are shared, and the contributors explore what it's going to take for individuals, organizations, and nations to succeed in Knowmad Society.

This is part of what I am tempted to call a *War On Schools*. War in this sense may be too pejorative. Struggle over schools. Changing Directions for Schools, could be a better expression.

## Interview Topics

Your engagement with education.

Your penchant for change and educational reforms

Why are you running for the Board of Education in Bloomington.

Engagement with International Education; influences

PISA & International Testing – You have been critical of testing and would like to divert funding from testing to other priorities ...

Writing Routines – Productivity, Blog, Books, Websites

Educations Futures, LLC – What are your aspirations?

Your “energy” group? Pattern of communication

Connections & Construction of Knowledge – Data, Information, Knowledge, Understanding

Knowmads; Entrepreneers;

Invisible Learning: – Importance or Role of Serendipity.

Special Needs – ASD, ACEs, Learning Disabilities – What should we be learning? Research & Action.

Early Childhood – Zero to Three ...

Picking Our Parents – What if the “choice” is flawed?

Emancipation – Age and other attributes ...

Social Systems Design of Education

Politics & Education – Civics Lessons and Education for Democracy

Technology Integration – Community & Schools

SWOT for Bloomington Schools & Community

New Century Skills

## Social-Emotional Learning

Article (pdf) on SEL from EdWeek is saved in ERP/Archive PDF/ Spotlight SEL

## MTN

Certification Quest:

Prompt smart voice controlled TelePrompTer application. \$19.95. Looks like a very good program.

Claims to be the only voice controlled teleprompter.

To TPT

Great, reasonably well balanced presentation. Hope to see more issues developed as this one was. Keep up the great work.

## MCN6

MCN6 is a non-commercial cable entity – unique in the country – created by state statute in 1973, actuated and located on Channel Six by the Minnesota Cable Communications Board in 1985 and activated in October of 1987. → Oversight of MCN6 is provided by a Board of Directors representing area organizations, institutions and the public-at-large. → The MCN mission is to provide the community with a broad based (sic) of programming of regional interest. Among those member programs are: Hennepin County, Anoka County, University of Minnesota, University of North Dakota, AFL-CIO and City of St. Paul. → Other MCN productions are provided by area cable television entities, religious organizations and independent producers including Minneapolis Telecommunications Network, St. Paul/Mpls. Catholic Archdiocese, Emmanuel Christian Center, Mary Hanson and Viva & Jerry. → MCN is funded by producing organizations and individuals, community cable commissions, foundations, and grants provided by the State of Minnesota. MCN is a 501 (c)(3) Corporation and can accept tax deductible donations.



## Questions, Quotes & Notes

**SUCCESS:** An individual who achieves success in athletics may also achieve success in other aspects of life. Of course, that is hardly guaranteed. What then is the connection between athletics, particularly competitive athletics, and success in scholarship, business or service? Leadership certainly comes to mind. Champions are not chumps. At least, that is, at the moment of their championship. Anyone who strives to win may be regarded as a champion. Can we then say that it is the striving that makes it possible for leadership to emerge?

We all grew up in a world that was made by others. None of us chose our parents or where, and the time characteristics of where we were born. No one has the right to the wealth of their parents ... The great societal question is, How do we create greater equity? How should society afford all parents to be the best parents for their children?

## Sweden

A single round trip fare, 29 day lodging and daily expense is estimated at \$6500.

## **Round Robin**

Hi All

And, a big thanks to Linnae for keeping the Round Robin alive. I'm looking forward to reading the contributions from many of you. Being able to keep in touch is important to me and I hope for others as well. I know that brother Steve has exciting news to share and I hope he will do so with pictures of Lisa Stuart and grand kids. Brother Dave keeps busy amid his antipathy to downsize; he enjoys his Corvette. Harley, boat(s), tools and the spaces to pursue his passion and abundant skills for solving mechanical challenges. Dave and Joyce's daughter, Kirsten Christopherson, continues her career as a highly respected attorney and lobbyist in Minnesota supporting organizations with socially important missions.

My own kids, Erika (Rivers) and Brent, continue their very busy lives. Erika is the director of MN State Parks and is also rather deeply engaged in a national organization of state park directors. She is spending a lot of time in the air. The Rivers' son Wyatt is attending a St. Paul area community college taking four courses there for his senior high school year while continuing to compete at the high school in his favorite sport, mountain biking. Their daughter, Kiera is about to get a driver's license and will continue her quest for a place on the Stillwater MN high school varsity hockey team. Brent and his wife Erin are elementary teachers in Las Vegas. They have time to travel in the Summer and have done so for many years mainly in the northwestern states with Oregon being something of a favorite. This past summer they decided to migrate from their 5<sup>th</sup>-wheel trailer to a Winnebago motor home. Accordingly, Brent made a trip to Minneapolis in August and together we drove to Forest City, IA to tour the Winnebago factory. So now the search is on to find a pre-owned vehicle of fairly recent vintage. I'm hopeful they will visit their sister's Wheel House and the Midwest in their new camper this coming summer. I also have three step-kids, Mike, Mark and Jennifer, who are all warm, wonderful and doing very well contributing to communities and families. Grandchildren, Hunter and Sawyer are high school graduates finding their way forward in and out of college – Sawyer is doing a Gap Year – while Riley is in junior high and maintaining the fluency in Spanish she achieved attending an immersion language elementary school.

Patti and I have recently returned from a trip to Ireland. We greatly enjoyed all the sights and music of the small, island country. Perhaps the highlight of the trip was an all too brief visit to Belfast and a tour called “Black Taxi.” The guide/narrator/driver had personally experienced the “troubles” between Northern Ireland and the Republic of Ireland that, it turns out, has not been fully resolved, but thankfully with no continuing violence, and is exacerbated now by the issues surrounding Brexit. The history of Ireland is fascinating and our two weeks there has whetted our appetite to learn much more about the country; its restoration of Gaelic language, as well as influences of Viking, Norman and English invasions. Patti's original surname is/was Riley and so she hoped, without fulfillment, to learn more about her great grandfather who began his early life in County Cork before emigrating to Canada.

Now after conversations with Linnae and others, we hope to find a way toward Sweden in the not too distant future, perhaps next summer. A certain highlight of the trip would be to visit Smaland and Hamnedda to see the environs from which our Grandfather Frank emigrated to America. I remember that when Grandpa and Grandma Amy visited Minnesota in the late 1940s or early 1950s we traveled to the north shore of Lake Superior and Grandpa remarked about how similar Minnesota was to where he lived a boy in Sweden. Linnae affirmed that she remembers the abundant pines and spruce forested areas around Hamnedda. She also remarked about the dark hair of our family and gently speculated

about whether there may have been some gene mixing with the Italians who immigrated to Sweden to lend their craft with glass making, particularly in the region of Smaland. Curious! DNA testing may provide an answer.

By the time you receive this I will have been to Ames and back with an anticipated get together with Jon, and perhaps Elaine. I am going to be in Ames to research the archived papers of Dr. Verona Devine Burton who was in some limbo as a faculty member while I was in Mankato MN studying and teaching at the State College through the 1960s. She was married to a faculty member in biology, Dr. Dan Burton. Back in those days, women were excluded from holding a faculty position along with a spouse. There was double jeopardy for a pregnancy. Dr. Verona Burton suffered such a double situation. My interest in her papers is two-fold; first is learning about the circumstance of her years being excluded and then regaining faculty status and going on to become a distinguished contributor to faculty leadership of the Minnesota State University Inter-Faculty Organization as well as the push to designate and rename all of the Minnesota State Colleges as Universities. Second I want to better understand how faculty politics and antagonism between the Burton's and the department head may have blocked the implementation of an innovative approach to teaching the biological sciences, which Dr. Dan Burton unsuccessfully, and to his great frustration, advocated across a span of many years. That controversy had some significant impact on my own teaching career, and I am now engaged in writing an article about that history. If the article ever sees the daylight of publication, I'll let you know if you are interested.

Our plans for a 2020 warm weather trip have yet to gel, but the past two February visits to San Diego are still acting like a magnet. Our mini-reunion was certainly a wonderful highlight and I hope there may be an opportunity to replicate it in the future; if not in 2020, maybe another year or another place. Patti and I owe a visit to dear friends in NE Florida, so maybe a stop in Atlanta for a visit with Ted would be an excuse to bring us together again.

With warmest regards,

Love,

Bruce

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Trip to Sweden (next?) v. San Diego. Another mini-reunion?

Phone conversation with Linnae: Dark Smoland & its forested environment. Grandpa Frank once compared the Minnesota North Lake Superior region to his home in Sweden. Making glass, oroforos, in Smaland region because of the qualities of sand. Italian Glass Makers – dark hair trait is not usually regarded as indigenous to Sweden, a land of blue eyes and blond hair. Smoland as a “land of dark people???” Made up names; common in Sweden; latinization of names such as Olsenius. I hope Linnae may write a paragraph sometime about her parent's choice of her name and its spelling. My pronunciation of IKEA as I kay eh v. I key ah and Pat Rivers research and challenge.

Our trip to Ireland. Many highlights: Vikings invasion of Ireland, Norman invasion, British invasion

and conversion of Gaelic language; parallel with European invasion of North America and the treatment of Native Americans; emancipation / independence of the Irish from Britain in 1921 as culmination of a nearly 100 year struggle and restoration of traditions including language. Sidewalks of O'Connell Street in Dublin and observation of a couple or small group speaking Gaelic. Dual signage with Gaelic above English.

Outstanding Irish transportation system. Bus drivers and Taxi drivers with dual role as guides. Video of John posted on my website; [www.bruceindgren.com](http://www.bruceindgren.com).

MTN engagement and potential genealogy programs.

Our Minnesota Twins; I watched more Baseball this summer than in the past two decades combined. Amazing team winning 101 games in 2019 v. just 71 in 2018. retirement of a \$170 million player, Joe Mauer. Now maybe after one more year of a \$84 million quarterback the vikings will finally find a way to win. But alas, Minnesota teams seem to find a way to lose at the end. The new “homer hankie” emerged for the lone playoff at Target Field but didn't produce a win for the Twins over the Yankees. Nexte year?

Politics & Christian Morality – Mormon morality and Romney ... was a conservative SCOTUS really worth the decline in our national greatness we have suffered under Trump.

Trump, the flamboyant fucker, will appear in Minneapolis at a rally in Target Center. Does Glen Taylor own Target Center? No, he is a leasee. If it is leased by the two Basketball teams owned by Taylor that play at Target Center, then who *is* the owner? It is the City of Minneapolis, which bought the arena from the Wolfenson Family, when they sold the BB team to Taylor.

Drinking?

## ***Environmental Stewardship***

Wisconsin Stewardship Network                      WSN

Minnesota Environmental Partnership              MEP

State coordinating (agencies, organizations, institutions) for supporting environmental values and environmental positions (policy) on economic, political and social issues. Injection of environmental values into dialogue on issues of the day.

Chequamegon Institute – preservation of public uses for the abandoned land and buildings of the UW Agriculture Experiment Station in Bayfield County that was jointly awarded to Bayfield and Ashland Counties after abandonment. The Chequamegon Institute made a defensible proposal for use of the land and buildings. The group included: Jane Silberstein, Jay Moynahan, Diane Daulton, Bruce Lindgren, and others.

Big Top Chautauqua – what has become of Warren Nelson?

## ***Internet Messaging***

Facebook

Instagram	Metrics
Twitter	Quality
Email	Hardware
Facetime	

## ***Environmental Scan***

Environmental scanning is the **ongoing tracking of trends and occurrences** in an organization's internal and external environment that bear on its success, currently and in the future. The results are extremely useful in shaping goals and strategies. Effective environmental scanning examines both quantitative and qualitative changes. Ultimately, you should create a set of key environmental indicators—internal, external, qualitative and quantitative—that you believe have the most **important potential impact** on the work you do. These indicators may include **internal issues** and trends that are inherent to the institution, such as budget issues, enrollment fluctuations, fundraising opportunities, and changes in leadership.

They may also include **external factors** in the environment outside of the institution that our (sic)out of our control such as:

- **Demographics** – locally, regionally, nationally, and increasingly internationally (e.g., population, racial/ethnic mix, immigration status, education levels, etc.)
- **Politics and public policy** – changes in governmental regulation, federal financial aid policies, and public attitudes toward institutions of higher education
- **Economies** – local, regional, national and international
- **Labor** market – the demand in relevant fields and the associated skills desired by employers
- **Academic** interests – popular fields and the employment interests of prospective students and their families
- **Technology** – the increasingly rapid changes in which bear on nearly every aspect of higher education
- **Research** – changes in interests and funding from governmental, private and foundation sources
- **Philanthropy** – changes in available funding and in the attitudes, interests, and approaches of donors

Local units can also take advantage of information in environmental scans of the institution and other reports developed by [Institutional Research](#).

SOURCE: [Fordham University Website](#).

## ***SWOT & SOAR***

A strengths, opportunities, aspirations, results (**SOAR**) **analysis** is a strategic planning tool that focuses an organization on its current strengths and vision of the future for developing its strategic goals. ...

**SOAR** engages all levels and functional areas of an organization, while **SWOT** is typically a top-down approach.

Both are concerned with strengths, weaknesses, opportunities and threats. The first key **difference between SWOT and TOWS** lies in the outcomes they create. While **SWOT** analysis is a great way to identify the current situation of your marketing strategy/business/project, **TOWS** is used primarily for strategy creation.

No matter the purpose, using the **S.W.O.T. analysis** can force thoughtful, strategic, and creative thinking. And, when used properly, the **S.W.O.T. analysis** not only helps you identify your strengths, weaknesses, opportunities, and threats, but it also helps you determine your strategies for addressing each factor.

## **C++ Programming**

Well, just for reference, I think [The C++ Programming Language](#) by C++'s author is a really good way to start. If you want to practice your problem solving skill alongside with your C++ skill, [CodeSignal](#) may help you.

Actually, it is better if you work on some projects, you will learn a lot.

Level 2 [theranone](#)

Thank you so much for the info, so kind of you!

YouTube channel called TheChernoProject. Absolutely awesome resource, highly recommend! He is great if you want to learn OpenGL ... That channel looks amazing! Thank you so much for your kindness and support!

Level 1 [BadMinotaur](#)

[The C++ Primer](#) is an outstanding book that not only teaches you how to program in the language, but also explains why the language works like it does. It makes the language much easier to grasp when you know the "why" behind some of the choices. Level 2 [theranone](#)

That's amazing, I definitely need a reference to understand how things work in the back ground as I'm studying in computer engineering, so mastering all aspects of how computers work and think is a must for me. Thank you so much for your kind advice and support!

I just finished this free [Udemy C++ for Complete Beginners Course](#). Does a good job explaining why and how to use pointers and do things things with bits at a low level. Explains what's up with .cpp and .h files, what's up with templates and prototypes, how to use static and dynamic libraries, etc. I've been learning programming for 1 1/2 years, learning Java and C# primarily, and this course cleared up a lot of stuff I didn't understand about C++. The main project is to make a particle simulation sort of visual effect, using the SDL2 library to draw pixels to the screen. Cool stuff!

I didn't mind Udacity's C++ for programmers. It's geared toward experienced programmers that want to learn the syntax and behavior without having to learn the beginner stuff. It didn't make me an expert but I learned alot.

I find it easiest to learn when solving a problem. For example

Q) find the sum of all even indexed elements minus the sum of all odd indexed elements in an array.

Me: *googles how to create an array*

*googles how to traverse an array*

*googles how to write if*

*googles the errors that show*

Kind of related, but I recommend looking up [www.geeksforgeeks.com](http://www.geeksforgeeks.com) and just browsing the stuff they have on cpp. While they might not have the most indepth and technical content, they have some of the better examples and they explain a lot of important algorithms and data structures if you are into that. ... That site can come in handy indeed, thank you so much for your kind support!

If you have experience in another OOP language Bjarne Stroustrups A Tour of C++ is a good quick book (about 200pgs). I'm supplementing that with Derek Banas C++ tutorial on youtube which has a decent amount of problems to solve.

[https://www.youtube.com/playlist?list=PLGLfVvz\\_LVvQ9S8YSV0iDsuEU8v11yP9M](https://www.youtube.com/playlist?list=PLGLfVvz_LVvQ9S8YSV0iDsuEU8v11yP9M)

Well another way could be to do challenges on the code wars website; That's how I learned python, but I mainly learned c++ from my experience with java and R studio and pdfs / books / youtube( least favorite way).

Also it be worth a shot to read the documentation.

Another way is to just go on github and attempt at deciphering other people's code.

Hope this wasn't a total waste of bits

I would recommend using a CPP book as well in addition to any one of the online courses already mentioned here.

You don't to gobble the book at s fast a pace as the video, but take it slow. Use it to learn the nuances of the language which are normally not discussed or happened to be missed during the video.

On a sidetone guys, I also found this [C++ tutorial for beginners](#) from [freeCodeCamp.org](#).

Took me a while to realize that just typing out the code from the tutorial wasn't enough. You gotta PLAY AROUND with it, change some things here and there and see how it affects the program. ... This has helped me solidify my understanding of the concepts that the tutorials/textbooks toss at me.

When I first started, I would perform code-alongs. I didn't learn shit.

Now when I watch a video tutorial, I take notes lecture style. Then I recreate whatever was in the lesson from my notes. ... I convert it from video, to hand written, and then to code. My learning increased 1000%. ...This is absolutely brilliant! I never thought of teaching myself a leason I've just learned. ... Why did I never think of this myself? Gotta try this next time I watch a tutorial, I think it will be beneficial for me too since I memorize things better when I write them down. ... This is a really great idea/advice, definitely will try this for the next video tutorial I go through ...

I even use Microsoft OneNote to write down everything. It is so useful, because you can also branch it out and link the pages to each other. I mostly try to write everything down on my own words so I can understand it the next time.

This is the best way to learn anything not only programming. Taking notes and recreating it from scratch is the best way to make your concept clear. Also before starting next lesson we should do revision in regular intervals otherwise you won't remember anything, so keep revising those concepts by referring your notes and keep practicing.

ROTFL. I replied separately before reading your comment and I almost duplicated it in my reply. Yes, you got it right. Why this is not communicated in modern texts is beyond me. I guess its a case of educators selling to a market rather than for the benefit of consumers. If you wrote: 'put down your keyboard and pick up a pencil' you would probably find people would put your book down/close your web article.

I love how every old school GREAT developer (Torvalds, Guido, Ritchie etc) all started by digging into books and tinker the hell out of them, yet today there's not enough emphasis on **TINKERING!** You should be treating code examples as if you're doing lab work - because that's what you're doing, and Google for the extras. What we instead do is constantly search for "the perfect tutorial", "the right tutorial". Rome wasn't built in a day, why would the project you want to build should? ... People should take your time and get curious about it, instead of going through the motions of what the video

says they should do.

So you would you take the same approach if you're reading along with a book or online resource? ... Yes. There is significant peer reviewed research that finds that converting what you are attempting to learn into multiple formats helps you retain information at a much higher rate and accuracy. The theory is that the conversion forces your brain to relate the information, which is the most powerful method of memory retention we have. The second best method is repetition, which this also forces you to do. ...This is one of the reasons why **you learn best by teaching**. Because you read/watch the info, then you have to figure out how to explain it over multiple mediums - verbal and written, as well as the overarching concept (that is, if you aren't just regurgitating what you read/watched).

SOURCE:

[https://www.reddit.com/r/learnprogramming/comments/dbvn03/when\\_learning\\_dont\\_just\\_type\\_out\\_the\\_code/](https://www.reddit.com/r/learnprogramming/comments/dbvn03/when_learning_dont_just_type_out_the_code/)

## **Parking Lot**

- 1.) What is dignity?
- 2.) To know a man's wealth you must first know the state of his conscience and health.
- 3.) **CRAAP Test:** *The **CRAAP test** is a **test** to check the reliability of sources across academic disciplines. **CRAAP** is an acronym for Currency, Relevance, Authority, Accuracy, and Purpose. Due to a vast number of sources existing online, it can be difficult to tell whether these sources are trustworthy to use as tools for research.* SOURCE: Wikipedia
- 4.) Environmental Scan(s) – Range of methods ... **Environmental scanning** is the process of gathering information about events and their relationships within an organization's internal and external environments. The basic purpose of **environmental scanning** is to help management determine the future direction of the organization. ... should include a good, hard look at competition, economics, technology, legal issues, and social/demographic **factors**.
- 5.) Theodisy – The vindication of devine goodness in view of the existence of evil. Three forms of EVIL – Moral, Physical and Metaphysical according to Libnitz following St. Thomas Aquinas and Augustine. Evil acts of human free-will. Attributes of diety v. existence of diety.
- 6.) VIKINGS – Norwegian or Swedish? Rape, pillage and plunder.
- 7.) Labor Theory of Value → *The **labor theory of value (LTV)** is a heterodox **theory of value** that argues that the economic **value** of a good or service is determined by the total amount of "socially necessary **labor**" required to produce it. ... Marx did not refer to his own **theory of value** as a "**labour theory of value**".* SOURCE: Wikipedia

- 8.) FICTION → Imagine the life of a female author of an esoteric philosophical book on Nietzsche in the form of Sue Prideaux. (Author: *The Life of Nietzsche*) Influence of Nietzsche on Max Weber (sociologist).
- 9.) Apollonian (Apollo) & Dionysian (Dionysus) → dichotomy / dialogue ...
- 10.) Ronan Farrow → Interview 10/11/2019 by Geo. Stephanopolis
- 11.) Sara Backwell, Attorney. **Sara Blackwell** is a Sarasota, Florida attorney specializing in employment law and is the founder of, Protect US Workers, a non profit organization. In her leisure time, she enjoys using the text of the 6th Amendment to the U.S. Constitution as toilet tissue. **6<sup>th</sup> Amendment to the US Constitution:** In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.



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Prideaux, Sue. 2018. *I Am Dynamite: A Life of Nietzsche*. Source Details,

*"This is what every biography should be like—engrossing, intelligent, moving, often downright funny, and filled with insights and sharply observed details from an extraordinary life. Simply a blast."* —*Sarah Bakewell, author of At the Existentialist Cafe*

Bakewell, Sarah. 2016. *At the Existentialist Cafe*. Source Details, (Bakewell teaches [Creative Writing](#) at [Kellogg College, Oxford University](#).)

13 October 2019

## Education's Ecology

*Nothing In Education Makes Sense Except in the Light of Biology.*

### Existentialism

The philosophical tenets of existentialism may seem a remote consideration for Education's Ecology.

There may be enormous benefit from taking a philosophical path into, around and through the vicissitudes of what we too casually try to mean by our various, vicarious and treacherous expressions of “education.” In spite of our confidence in using the term, we are profoundly ignorant about our meanings for education and don't know what the hell we are talking about. The result is confusion and socially moribund actions that leave one third to one half of youth in a quandary over what they are and what they may become. As adults, they, along with many from the other half, are swept into a vortex of social structures that are confusing, misleading and ill suited to anything resembling democracy. The vortex seems to be sustained by a systemic combination of commercial consumption, religious tradition and practice, and the quest for entertainment in which economic hierarchies dominate. A quest for meaning, knowledge and relevance should always rise above other directions for our human development.

After all, existentialism is all about being and being is about relationships. Education's ecology is about relationships; physical, intellectual, emotional and spiritual relationships. None of those relationships exclude objects and subjects; the objective and subjective, things and people in our immediate world. That immediate world includes self and how we come to see our own being within systems (networks) of relationships. In this sense, education is development across a lifetime. It should not be a big, or seemingly impossible task, but it should also be an essential task, to link existentialism with education's ecology.

Existentialism emerged from the trauma of confusions in the interwar years. Making sense of the human place and humanity's place in a world of painful, if not fully evil, machinations and attempts to integrate a new view of life emerging from the fusion of incomplete understanding about the revelations of Charles Darwin's evolution and Gregor Mendel's genetics. The social tensions and theological missteps emerging in the early twentieth century demanded rectification. Two World Wars and a Cold War didn't move the needle very much.

Although existential considerations are long a concern of thinkers, the structures of existentialist philosophy are most frequently attached to Jean-Paul Sartre. His book “*Being and Nothingness*” crystallized fragments of past philosophy and phenomenology into a coherent philosophy. Leading lights from theology are linked; Soren Kierkegaard and Paul Tillich with his mentor Reinhold Niebuhr. I will also add Rabbi Martin Buber. Friedrich Nietzsche and the phenomenologists Edmund Husserl and Martin Heidegger were launching pads for Sartre. What follows (in future essays) may or will also attempt to make a case for inclusion of Karl Popper and John Dewey in the legacy of existentialism far education.

It has been advanced that for education make sense it must embrace epistemology. In other words, a pedagogy must embrace a theory of knowing. Science is a way of knowing. The biological sciences advance our knowing about the existence of humans and the place of humans on planet earth; and perhaps, if there is value from exobiology and synthetic biology, in the cosmos. But we are here on earth and our time is now. We have no choice but to take care of our support systems that have evolved across 3.5 billion years with the energy of sunlight making most of life possible. Our human imperative is to sustain life on our planetary home. Human hubris must give way to stewardship. That will demand much more than attending a few sermons, seminars, symposia or lectures.

The emergence of digital technology is, in our age, creating a new shift in the social order that rivals the shift beginning in the 1920s with the Neo-Darwinian Revolution. Without too much doubt, our digitized culture has disrupted or is disrupting almost everything except most of religious and

educational practices, and a small number of family relationships. Continuing disruption is inevitable. Digital technology is an existential threat to our values, perhaps in no small part because what we have valued has been too much based on entrenched dogma. Could anything be more of a threat? Taking away our cherished dogmas will leave our culture with a gaping abyss that may resemble the vast emptiness of our cosmos. Existentialism, not unlike its philosophical predecessor, phenomenology, will force our concentration in the direction of the here and now. Understanding the here and now may have to be enough. At least it is better than nothingness.

XXX

... wc=752, ...

## ***Social Utility***

Education is a social function that supports development of individuals and their relationships, which are physical, intellectual (cognitive), emotional and spiritual. Each of these relationships require a myriad of considerations that in all of their complexity constitute Education Ecology. This essay will begin to provide order and organization for thinking about the Societal Functions of education. To do that it will be necessary to revisit the question: What do we mean by our word, education? Is it possible that these societal functions may be positive or negative depending upon their relationships? Looking at extreme cases may be informative. A Madrassa may be considered positive in the context to Islam but negative for those outside of Islam who encounter terrorism perpetrated by an unquestioning Muslim acting as a suicide bombers.

Education embraces qualification, socialization and, what Gert Biesta calls subjectification. The usual and narrow context for the meaning of qualification is about being capable of carrying out the requirements for a job; work that can be done for monetary or other remuneration. A range of skills is acquired across some proscribed frame of time. The categories of skills acquired fulfill requirements for a specific job or a category of jobs. What has also become evident is that there are skills that are easy to define and skills that are nearly impossible to define. These are “hard” skills such as removing inflamed or infected tissue from the root of a tooth, maintaining pitch and pace with a violin according to the direction of an orchestral conductor, or throwing a football precisely to a moving target while 1-4 250+ pound men are bearing down on your position with intent to prevent your throwing the football. The skills nearly impossible to define are “soft” skills such as an empathetic smile when another person is frustrated with a task, identifying a task to be done and doing it without explicit instruction or permission, or creatively combining two or more needs to convince a client to adopt a proposal to spend money.

Both of these statements point to the social function of utility in the vector, cycle or valence of positive and negative satisfactions derived from a relationship between a consumer and a commodity. Vector because of direction and intensity/velocity of positivity or negativity, cycle because across time there may be both positive and negative elements such as buyers remorse, and valence because at a given moment the relations is likely either positive or negative. Usefulness of an experience may or may not be immediately and quantitatively measurable or even qualitatively detectable if it exists at all in any form. Cognitive or conscious awareness is well regarded as a tip of an iceberg; registration with the unconsciousness is well known when we are able spontaneously or instinctively act – to do things

based on even fleeting perceptions that support survival or altruism.

Price is a monetary expression of value. Value too has a valence that is either plus or minus. However, that is not necessarily to say that all parts of a relationship are positive or negative. Such is rarely the case. It is possible to measure the balance as either positive or negative, just as it is possible to make a decision based on the pro and con arguments regarding a product or service to be purchased is money.

The notion of total satisfaction opens consideration of weighting the stoichiometry of positive and negative valences. In Greek, *stoikhein* means element and *metron* means measure, so **stoichiometry** literally translated means the measure of elements. As in chemistry where measurement of, for example, the pH of a solution is a result of a balance of hydrogen and hydronium ions in the solution, the weighting of positive and negative elements in a relationship is a determination of balance.

XXX

...wc=636, ...

Investopedia provides this regarding utility: *Utility is a term in economics that refers to the total satisfaction received from consuming a good or service. ... The economic utility of a good or service is important to understand, because it directly influences the demand, and therefore price, of that good or service.*

Wikipedia states: *In ordinary uses, the term **utility** denotes the usefulness of a good or service; however, in **economics**, the term **utility** is the ability to gain or not to gain from a decision based on individual preferences. **Utility** is the want-satisfying "power" of any commodity or the capacity of a commodity to give satisfaction.*

## ATI

The trip to Ames IA confirmed that Verona Burton was engaged in ATI and that she and Dan were opposed by members of the biology department at Mankato State College in the years between 1968 and 1976. It is likely that Dr. Bill McEnery was a focus if not the leader of the opposition.

It is noteworthy that the MS thesis completed by Earl I Lamont was signed by Laroy Zell the department head at MSC. NOTE: the thesis could likely be obtained through interlibrary loan. The MSU Library affirms that the thesis is housed there and apparently can be obtain through interlibrary loan.

### Verona Devine Burton Obituary

*Mankato Mortuary 1001 N. Riverfront Drive Mankato, MN 56001 (507) 388-2202 Verona D. Burton, age 91 of Mankato, died Saturday, September 27, 2014 at Sterling House in Mankato. Funeral Service will be held at 1:00 p.m., Thursday, October 2, 2014 at St. John's Episcopal Church with Fr. Paul Rider officiating. A visitation will be from 4-7 p.m., Wednesday, October 1, 2014 at the Mankato Mortuary. Burial will be in **Fort Snelling National Cemetery**. In lieu of flowers, memorials are preferred to St. John's Episcopal Church or AAUW Scholarship Fund. Verona was born November 23, 1922 to John Edward and Verona Anna Marie (Dillman) Devine in Reading, PA. She graduated in 1940 from Julia Richman High School in New York, NY and went on to earn a Bachelor degree in Botany from Hunter College in 1944. Verona graduated from the University of Iowa with a PhD in Botany in 1948. She moved to Mankato that same year to join the Biology Department of Mankato State Teachers College, where she taught until her retirement in 1986. On July 22, 1950, Verona was united in marriage to Daniel F. Burton. Together they had one son. Verona was an active member of her community by serving as the first President of the Mankato State University Faculty Union, a longtime treasurer of Blue Earth County Democrats, Past-President of American Assoc. University Women - Mankato Chapter, and Past-President of the Mankato Chapter of Business and Professional Women. She was the first affirmative action officer at MSU and served on the State Commission on Status of Women. She was a longtime member of St. John's Episcopal Church and was its first female Senior Warden. Verona served on the Minnesota State Teachers*

*Retirement Board and along with Dan, received the Hubert H. Humphrey Award from the state DFL. Verona was a member of Delta Kappa Gamma - Education Organization and Sigma Xi - Science Honor Society. Verona is survived by her son, John Daniel (Aaron Hunt) Burton of Chicago, IL. Verona was preceded in death by her parents; and her husband, Daniel in 1997.*

Then Scanned Documents from the Verona Devine Bruton File at ISU have been printed. The handwritten notes taken while reviewing the files and doing the scanning are difficult to read because of the ISU Archival Library requirement to write only with pencil and on paper supplied by the library that is a fairly dark pink. I should have been more diligent in sharpening the pencils more frequently. It is also evident that a strategy for recording the scans and making notes about the order would serve this project better.

## Questions, Quotes & Notes

We should be able to agree that the brain, nervous system and the body are an inseparable physical unit upon which expressions of intellect, emotion and spirit are dependent. When a brain dies, all of these elements disappear permanently from the spectrum of things of which the human is able to gain direct sensory information. Anything about intellect (cognition, thinking), emotion expression or spiritual acts is beyond any perception of another human or any tools of human technology. A dead brain gives no signals of cellular activity or connectivity that can be recognized qualitatively.

### 13 October 2019

Is it possible to “teach” a love of problem solving using numbers? ... or logic? ... or management of people? How is any of the preceding possible? Use of puzzles, riddles, projects. Positive feedback or reinforcements. Role of the environment.

Rob Schierman and the Duluth Zoning Job. The “education” of Rob Schierman. His attributes and aesthetics ...

Slogans on Paris city walls – 1968. *Be realistic, demand the impossible. A man is not intelligent; he is free or no. Neither God or master. It is forbidden to forbid.*

### 17 October 2019

How will it be possible to preserve the benefits of Mergers & Acquisitions without the downsides of ... ?

Look up the Google Drive document 20180814 for notes on Writing Fiction.

What are the barriers to deployment of biofuel (gasoline, diesel, kerosene for Jet Fuel) from algae? Is BP blowing smoke up the ass of the public with its advertising?

#### ESSAY: *Fueling the Planet*

Maybe there should be an organization that monitors TV advertising and responds with detailed factual analysis. In the absence of such an organizational mission there will likely be an ongoing deterioration on the social capacity to discern truth and fiction in our politics, relations, educations, etc.

**19 October 2019**

## Theater & Education

Take a troop of theater majors\* and support internships or fellowships in what they engage in development of instructional media that delivers high value, brief experiences for audiences (learners)

...

- courses completed or equivalent experience in: direction, stage set design and construction, scrip writing, lighting, audio, budget, production management ... How is the skill set of a theater major defined in academic institutions? **Consult Mike Wartman.** Who is Mike's equivalent at MCTC?

**East Side Neighborhood Services, Inc.** 1700 NE 2<sup>nd</sup> Street. 55413. (612) 781-6011. Serves age 0-5.

Where is their work being replicated? Executive Director: Kristine Martin (late 50s) is currently teaching in Ureguary with support from a **Wilder Foundation Grant**.

**The Next Word** – [[AI & The Social Design of Education.]] TNY Article by John Seabrooke.

Reporter Notebook Entries:

Algorithms are rules (rubrics) for execution or action.

Induction – learning, machine

Deduction – execution, machine

Neural networks and plasticity; What are the limits for a machine? What is potential for a machine?

Alexa, Google, Apple Siri use natural language systems to process questions and deliver answers or actions (turning off lights in a room). Nuance & Dragon Naturally Speaking also advance through algorithms that are able to process natural language into digital files.

Grammarly

Essay Writing Bot developed for writing and grading essays for ACT & SAT Exams.

John O'Brien's Authorware for essay grading was a forerunner ....]

IBM Watson & Jeopardy successful competition.

Photogenic and Audiogenic MEMORY.

Autism and Other learning disabilities – High Function (Asberger); Repetition, Socializing skills at high and low levels.

GPT-2 learning to write from Redit input = 40 GB of past Q/A data records.

Political Implications – Custom messaging, Co-opting addresses nad relationships – friends on Facebook, etc. How can it be possible to know what is authentic and what is not authentic?

*The New Yorker* – favored words, descriptive “rhythm,” Style & wind down paragraphs, evocative details ...

Big Data reduction to output via charts and natural language.

Uncertainty – Statistical Sciences.

Heliograph at WAPO.

Trust, Critical Thinking

What *are* the essential *and* critical skills for participation and citizenship in an age of AI?

AI cannot do physical, emotional, spiritual human activity. (the physical may be the result of intellectual engineering for robotic manipulation?) It can amplify but never completely replace intellectual/cognitive (?) human function. Why would any machine ever care about planetary imperatives or survival of systems of life that sustain life.

## **Parking Lot**

1. Applications of existentialist philosophy to education could certainly find a path to reject all forms of metaphysical thought and any place for religious dogma. Education could then become a strictly sectarian enterprise wherever public funding is used.
2. Re-visitation of Popper's influence on education (Bailey). Reification, Hypostatization, Objectification, representation, realization. ... to treat or regard (a concept, idea, etc.) as a distinct substance or reality.
- 3.

## **Bibliography**

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**20 October 2019**

## **Education's Ecology**

***Nothing In Education Makes Sense Except in the Light of Biology.***

If you think our system of schools sucks (as in those who attend are fucked) , click here for a better alternative. You will receive ... .

## **The LINK**

The Design of Education's Ecology is a step beyond the description of the existing Education Ecology. That may be, in whole or in part, because **democracy** is a foundation for the **practice** of Education Ecology.

What is wrong with the sociology of the Senate? What rules are so sacred that Democrats were unwilling to sue McConnell when he egregiously blocked Obama's nomination of Merit Garland for a seat on the SCOTUS?

Honoring the infallibility of the majority leader is contrary to democratic practice and establishes traditions that cannot advance future practice of good representative government. This is tantamount to the infallibility of the Pope.

**Economy of Presentation** could be posed against the foundations for learning. For example, a concept or principle could be said to have been “described so economically.” Relate to the thoroughly detailed description of object in phenomenology – When is it appropriate *or* acceptable to use abstraction?

## **Ethics & Morality**

Setting a moral and ethical standard for conduct of the Presidency that other world leaders are able to trust. The morality of the Presidency matters and applies to all Presidents regardless of party or the goals and aspirations of the President and the Party Platform (stated and hidden). Ideological considerations are firmly secondary to the moral ground in a democracy. Procedures (rules) of the Congress are essentially *no* different. If Congressional leaders are immoral, their procedures are not moral and ethical, the country and our democracy become illegitimate.

## **Schedules for Education**

Scheduling of education is a **social system** that is an established and widely accepted dogma; that is it (schedules) is accepted without question. Accordingly it is inimical to the best interests of far too many individuals.

Study Neuro development (developmental neuroscience) for 2 hours, 3 days a week until you “feel” competent to teach it to college biology majors interested in animal behavior (ethology) and/or educational psychology or education science (which is a form of sociobiology).

Arthur Kaplan as editor of Sociology – What was and what is now, his position on the efficacy and justification for the study of sociobiology?

When is reinforcement “enough” reinforcement? How would this question fit into Cognitive Psychology and what are the relevant biological correlates?

## **Cognitive Maps**

Cognitive Maps are also known as Mind Maps and Concept Maps.

Use in Active Learning

Where is Active Learning being followed at UMN? What is the plan for active learning at MCC,

MCTC, NHCC and Century CC?

## Questions, Quotes & Notes

[English-only Laws EdWeek Article](#) by Corey Mitchell re; banning of bi-lingual education in California, Arizona & Massachusetts. Now, amid the national embrace of biliteracy and dual-language education, those statewide English-only laws are on the brink of extinction. Approved in the late 1990s and early 2000s, the laws known as “Unz initiatives” replaced bilingual education with structured- or sheltered-English-immersion programs.

### [Brookings – Digital Regulation for Social Media Platforms](#)

Ambit – scope, extent or bounds of something.

## Subjectification

What is Subjectification? (reread Biesta, explore subject & object, elaborate the affective domain ...

Write >2,000 word essay arguing that this aspect of education (subjectification) is central to drawing education out of the morass created by a system of industrial schooling.

The affective domain is the emotional domain.

Behavioral Objectives are *not* subjective – they *can* define Qualification. Socialization is *soft* and embraces personality, spirit, and building, support, sustaining of relationships.

What are *synonyms* for subjectification?

Your place in *your* ecosystem (you are not ever alone.)

Your moral and ethical values. What are the sources and what is dogma

Your Being – sein, dasein, mitsein.

Your Phenomenon.

Your Acts. Your Action orientation. How you are able to establish action in your ecosystem.

Self > consumer, worker,, personality.

Knowing Yourself. Defining / Describing Who You Are.

I and Thou – Self and Other.

Being: & Time, & Nothingness, & Behavior, & Cognition, & Spirit

Admit to being thin, ignorant & confused.

## **Change**

Change agents and agency for change  
Immunity to Change  
Theory U  
Continuous Improvement  
Split Screen – getting to HOW!  
Dialogue – I & Thou; Self & Other.  
Homeodynamic – feedback, balance & behavior  
What is the NEED for change?  
Problem → Challenge → Aspiration.

## **Economy & Existence**

Being → Learning → Being: Behavior, memory, attention, intention, contingency.  
Satisfaction – Autopoiesis v. D<sub>3</sub>  
Hierarchy of Needs / Maslow v. Other accounts and views; criticism of Maslow' Hierarchy.  
Biology → Self & Actualization/Realization of Aspiration.

## **D<sub>3</sub> – Neoteny**

### ***Unequivocal Adult Responsibility***

Coitus (choice) → Conception → Conceptus.  
Embryo → Fetus  
Birth  
Neonate  
Toddler's Growth – stimulation, nutrition, ...  
Readiness for Emancipation  
Adolescence and gender differences. → ***Unequivocal Female Choice.***

**20191020**

## **Socialism v. Commercialism**

Socialist Manifesto –

Commercialist Manifesto –

Property Rights and Limits (Social Standards & Regulation)

Consumerism is a form of Socialism and may lack a moral and ethical base. What did Adam Smith have to say?

Televised Ads: There are many, perhaps most, that I don't want or need; such as automobile and truck, over-priced and dangerous drugs, unproven supplements, furniture, exotic vacations and cruises.

**East Side Neighborhood Services Inc.** [www.esns.org](http://www.esns.org)

**Menlo Park Academy** is operated by East Side Neighborhood Services.

*Alternative High School provides students with a safe, supportive learning environment where students are treated with respect and ...*

Volunteers – The website mentions an impressive 700 volunteers and a long list of sponsors from the business community. UMN is listed. Could be interesting to learn about their involvement with ESNS.

**Northeast Child Development Center** – 7:30 – 5:30 M – F. \$299 preschool; \$320 toddlers; \$399 infants.

Infant: **Bright Wheel**

Toddler: **Bright Wheel, Creative Curriculum**, Our curriculum is Creative Curriculum by Diane Trister Dodge. She founded Teaching Strategies, Inc. in 1988 with a clear mission: to make a positive difference in early childhood education. Starting as the sole employee in her basement, she has expanded the company to a staff of 80 and a network of more than 50 professional development specialists. ... author of ***The Creative Curriculum for Preschool*** (3.85 avg rating, 91 ratings, 6 reviews, published 2002), *The Creative Curricu...* ... *Diane Trister Dodge, MS*, is the founder and president of Teaching Strategies, LLC.

Teachers encourage and guide toddlers toward the growth of their physical skills and emerging milestones through:

- Stimulating classroom environments
- Milestone-based curriculum
- Immersive learning experiences
- Educational toys and activities

**20191021**

*I've decided to write a book!* Steve and Dave have wondered to my face if this is like or analogous to

the “book” written by our Uncle Roy. This will be a *new* book about education that attracts the practices and traditions of education in a way that will lead to publicity and controversy, and will give momentum to changing mainstream political practice by inflicting progressive solutions and force corporations to directly support public education without the imposition of schools that are industrial models and serve the worker problems of manufacturing and service corporations.

It (the book) will highlight existing practices like East Side Neighborhood Services (and, perhaps with some reservation, New Country School in Hutchinson, MN) while taking stock of Education Evolving.

What the fuck has happened to my email to Lars Johnson?

The book will be written in public on the Web using 1.) Wordpress & 2.) Moodle – by recruiting a team or Teams to review and comment on the theme and thesis elements as they unfold across a series of evocative entries.

One theme will be the role of Theater Training as one prerequisite for leaders and guides, which are the *only* two relevant categories for Education Ecology of the future. Another theme will be Parent led lessons that cooperate across interests and neighborhoods utilizing community resources and digital technologies to collaborate both locally and massively.

In a day when technology has reached such dizzying heights, why has it been so impossible to pursue social change for schools, governments and firms (corporations that have grown beyond big through mergers and acquisitions) that can enable equity, justice (social), and planetary stewardship.

How can personal habits be massively modified to enable planetary stewardship?

Share this question with 1,000 friends on Facebook and ask for comment.

Ask a new deep question everyday.

Is Twitter a better medium than Facebook?

Is *Homo sapiens* an invasive species?

What should be done to control an invasive species like *Homo sapiens*?

What could we do together to control invasion by *Homo sapiens*?

What caused *Homo sapiens* to become an aggressively invasive species?

What are the markers of human evolution?

Why would you be offended by questioning of religion? ... your particular religion?

NOW – turn this around and solicit questions from Facebook! Make a daily Provocative Question in different languages every day, week, month as “Question Provocante” in French and other languages such as Spanish “pregunta provocativa.” Italian “domanda provocatoria,” German “provokative Frage,” Swedish “provocerande frage,” (provocerande fråga) Finish “provosoiva kysymys,” Russian “провокационный вопрос (If you don't recognize the language, use Google to name the language and reflect for a moment on the relationship and quickly (3 minutes max) write three questions ... )

Encourage questions about **relationships**: Rock/Hammer, School/Bus, television/camera/news, walking/away, walking/toward, politics/survey, church/steeple, apartment/highrise, street/congestion, teacher/textbook, technology/teaching, capital/capitol, sexuality/gender, ...

How could Facebook responses be translated into \$\$\$s

**TRUMP** is not aspirational – His lying is for personal aggrandizement and supports his narcissism to such an extraordinary degree that he commands constant media attention and dominates daily the news cycles across and above almost everything else.

## Security

Why are some UMN buildings such high security? Has the biology building at Gortner & \_\_\_ on the St. Paul Campus been converted to a high security building? I'm recalling the visit with Dr. Perry Hackett to his zebrafish facility where Tina and I went through two locked doors to reach the fish rearing 'inner sanctum.'

Call Dick Zeyen! Checking in with Steve Rodermeil may provide some enlightenment because Bessy Hall at ISU was, it seemed to me during a late evening visit, near totally unsecured.

Gather information about UMN Buildings – year built, year(s) remodeled. Procedures for planning and decision making about remodeling.

Institute for Child Development – Questions ...

## Elaine Valadez

Following up on our conversation last Friday, I have a suggestion to get you started teaching consistent with your interests, skills and wealth of knowledge about both English and Law. I also talked with my colleague, Ray Anshel, who taught English at Normandale about your interest. He was enthusiastic about meeting you and discussing your interest in teaching.

Go to Moodle ( [www.educationecology.net/moodle19](http://www.educationecology.net/moodle19) ) and begin creating a course for teaching English composition to Community College students. (the students may also include high school students (age 15-18) enrolled in post-secondary options or advanced placement.) Assume that these are students interested in law, perhaps with enrollment in law school as an aspiration; but who may also be engaged in law enforcement, social work and social justice issues, public policy and/or political advocacy etc. Your expectation is that they will learn to write by writing and receiving both encouragement and constructive criticism about what they have written. You understand that good writing is influenced positively by reading and reflecting on excellent composition of articles and stories in publication such as The New Yorker and the The Atlantic as well as other similar periodicals. Begin by creating a tentative title for your course and a brief (< 100 words) description of the course content and method that will attract your students. This may include a sentence about the benefits of enrolling. Bear in mind that the description will be followed by a syllabus that lists topics, and may include a timeline, and brief descriptions of assigned reading and writing. The syllabus need not be fully complete until the course is offered.

When I receive your early draft, I will begin an effort to market the course to appropriate outlets such as public and private community colleges.

### The Syllabus:

Course syllabi have a variety of structures. The following is what I have found to be useful and functional:

*Each course will have a syllabus which outlines the assignments, requirements and the grading criteria for the class. Grading takes place in a similar manner to traditional, classroom-based education. The only difference is that most assessment activities are web-based. You often complete assignments and take exams online.* SOURCE: Bryant & Statton

## Tina Stavredes

Hi Tina

Hope this finds you well and engaged in your position at Bryant & Stratton College. I had recent occasion to think of you. A neighbor, Elaine Valadez, is interested in a new career direction. She mentioned teaching. I suggested she begin with a venture into online courses. She is in her early to mid 50s and has been engaged as an attorney (UMN Law School) with the MN Department of Human Services as a compliance officer. Her undergraduate degree is in English from the University of Texas – Austin. She has some fluency in Spanish. All-in-all a very bright light. I have a sense that she would be outstanding with an online course in English composition with a focus on writing for advocacy on public affairs.

## Gear Learning

Tiffany Herder, Graduate Researcher.

*Gear Learning at the Wisconsin Center for Education Research is a game development studio that provides a dynamic hands-on game development resource for campus researchers, outreach groups, and external educational partners. With nearly a decade of educational game design and development experience, Gear Learning works closely with faculty and other subject matter experts through an iterative approach to map gameplay mechanics to learning goals.*

*The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison's highly ranked public School of Education is one of the first and most productive education research centers in the world. It has assisted scholars and practitioners develop, submit, conduct and share grant-funded education research for **more than 50 years**. WCER's mission is to improve educational outcomes for diverse student populations, impact education practice positively and foster collaborations among academic disciplines and practitioners.*

## 20191022

Dramatic challenges arise when philosophical traditions are upset by new concepts that interfere with our established process or established processes of thinking (reasoning), knowing (or thinking we know) and our freedoms that may only appear to be free as in free beer or as in freedom of choice about what we think and what we (can) do.

“*Philosophy and its search for certainty.*” (Bakewell, p68)

Being in the World – Present-at-hand v. Reality-in-hand.

*It is in questions and discomfort that philosophy begins.* (Bakewell, p70)

[[the inevitable need from time-to-time in every life, to slow down, take a break, find a (new) base.

Christian salvation; Hindu nirvana ... – **Nirvana** is a place of perfect peace and happiness, like heaven. In Hinduism and Buddhism, **nirvana** is the highest state that someone can attain, **a state of enlightenment**, meaning a

person's individual desires and suffering go away. ... the original *meaning* of the word is "blown out, extinguished".

<https://youtu.be/rdR-3XWb4Qo>

## Parking Lot

- 1.) What is the plan for active learning at MCC, MCTC, NHCC and Century CC?
- 2.) Fuck; the evolution of an ecology of education. Future, upturn, culture, kids.
- 3.) Default Mode: *The Story of Self*.
- 4.) Denial of Dogma & Contemporary Philosophy.
- 5.) How much is American Media being energized to sustain the Circus around Trump because stories about his general ineptitude and egregious malfeasance yield good (advertising) revenue. Even at PBS, Judy Woodruff said in about 2015: "we love it."
- 6.) Present Economically. Described so economically. Said (stated) concisely.
- 7.) Lamp for Hallway ... purchase at Menard's.
- 8.) Movie: *The Current War*.
- 9.) SIGNA – My STRESS PLAN – PLAN is an acronym for \_\_\_\_, \_\_\_\_, \_\_\_\_, Name.
- 10.) Learning and Memory linked to acetylation of histone protein in the hippocampus of rats and mice. Nature
- 11.) What are "alcohol-use disorders" and how are they diagnosed?

## Bibliography

Kaplan, Arthur L ed. 1978. *The Sociobiology Debate: Readings on the Ethical and Scientific Issues*. Forward by Edward O Wilson. Harper & Row.

This book was acquired many years ago. Perhaps before I left NCC. Although I have made several attempts to read the essays in the book, there has been little progress across the years in gaining a better understanding of sociobiology principles or the ethical considerations for which Kaplan is an acknowledged expert. I am wondering, now, if maybe this was a subject of Kaplan's dissertation at Columbia.

Sartre, Jean-Paul. 2016 (translation.) *What is Subjectivity?*

Jean-Paul Sartre, at the height of his powers, debates with Italy's leading intellectuals. In 1961, the prolific French intellectual Jean-Paul Sartre was invited to give a talk at the Gramsci Institute in Rome. In attendance were some of Italy's leading Marxist thinkers, such as Enzo Paci, Cesare Luporini, and Galvano Della Volpe, whose contributions to the long and remarkable discussion that followed are collected in this volume, along with the lecture itself. Sartre posed the question "What is subjectivity?" --a question of renewed importance today to contemporary debates concerning "the subject" in critical theory. This work includes a preface by Michel Kail and Raoul Kirchmayr and an afterword by Fredric Jameson, who makes a rousing case for the continued importance of Sartre's philosophy.

HCLS – Total Copies: 2 Available: 2 Call #: B2430.S32 E54 2016 – 4<sup>th</sup> Floor.

27 October 2019

## Education's Ecology

*Nothing In Education Makes Sense Except in the Light of Biology.*

School is fundamentally a social tool to restrict freedom. Does school also restrict choice,, satisfaction, spirit, formation of SELF?

### Spirituality

SEE Notes 20160901

Justify and include 500-1500 wc on Buddhism; only one God?, remaining open and contemporary.

Rebecca Kurth at Macalester College

Rose Chu at MetroState University

Jess Gutknect at UMN

Rudolf Steiner – Is a Spiritualist 1<sup>st</sup> → Educator (???) – Plenty of dogma regarding traditional family values that emphasize the ruling father figure and subordination of females and children.

Exploration of the traditions and practices; are the practices the traditions?

### Existentialism

It is a challenge to develop a rationale for placement of ideas from existentialism into the bubble or Education Ecology. At first thought, it would seem most logical to consider existentialism, certainly an obvious product of philosophy, in the intellectual domain. Yet this seems out of place or perhaps seems so because of some ethereal element(s) that have a spiritual quality. Existentialism was frequently referenced by Bakewell<sup>1</sup> as a philosophy that could not be detached from life and the processes by which individuals live.

*Sarah Bakewell was born in Bournemouth on the English south coast in 1963, but spent most of her childhood in Sydney, Australia, after several years traveling the hippy trail through Asia with her parents. Returning to Britain, she studied philosophy at the University of Essex and worked as a curator of early printed books at London's Wellcome Library for ten years before devoting herself to full-time writing in 2002. After a few years living in the Italian countryside, she has returned to urban life in London, where she teaches creative writing at City University, London, and for the Open University.*



*Her three books are all biographies, but the latest, 'How to Live: a life of Montaigne', is also an exploration of philosophical questions, not least the one posed by its title: How does one live well?*

<sup>1</sup> Bakewell, Sarah. 2016. *The Existentialist Cafe: Freedom, Being and Apricot Cocktails with Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Martin Heidegger, Maurice Merleau-Ponty, and Others.*

## Neuroscience of Choice

The following are notes handwritten at an NCFI Seminar (20190923) presented by Dr. Alicia Izquierdo of UCLA *Brain Research Institute* on the Topic: Cortical Mechanisms of Learning Value; Changes in Drug Withdrawal. (SEE biographical notes for date in ERP)

Choice is mediated by the Basolateral Amygdala (BLA) and the Orbito Frontal Cortex (OFC)

Choice involves UNCERTAINTY.

LOOK FOR *Learning Review*. Alicia Izquierdo (UCLA) is Co-Author.

Reinforcement in conditions of uncertainty. Involvement of the ACC & OFC.

Role of **CONFIDENCE** and perceptual uncertainty → prediction error. Reward uncertainty ...

[[ Alicia Izquierdo (AZ) 2006, 2007

[Stolyarova (grad student of AZ)

Expectation of uncertainty.

## Learning Models

**Rescorla-Wagner** – The **Rescorla-Wagner** model is a model of classical conditioning in which the animal is theorized to **learn** from the discrepancy between what is expected to happen and what actually happens. This is a trial-level model in which each stimulus is either present or not present at some point in the trial.

**Pearce-Hall** – A [paper from PubMed](#) titled: *Surprise! Neural Correlates of Rescorla-Wagner and Pearce-Hall Coexist Within the Brain. Learning theory and computational accounts suggest that learning depends on errors in outcome prediction as well as changes in processing of or attention to events. These divergent ideas are captured by models, such as Rescorla-Wagner (RW) and temporal difference (TD) learning on one hand, which emphasize errors as directly driving changes in associative strength, versus models such Pearce-Hall (PH) and more recent variants on the other hand, which propose that errors promote changes in associative strength by modulating attention and processing of events.*

Perceptual Confidence ...

Metacognition Experiments (Human / Rat) dealing with “time wagering.”

(?) BLA, but not ACC → negative feedback ...

## Effort Choice

[Evan Hart

ACC lesions decrease efforts in rats (climbinng for reward). Chow v. Sugar Pellet.

[Hart *et al.* 2017. DREADDs Ca<sup>++</sup> activity → imaging with (fMRI)

DREADDs – *designer receptors exclusively activated by designer drugs*

also RASSL – *receptor activated solely by a synthetic ligand*

Pre-clinical Work (Technology Transfer Potential)

Drug & Alcohol Withdrawal

[Hart *et al* 2018

Recreational Use v. Addiction Model

[Hurch & Setterberg 2008 (model) Intensity v. Elasticity

[Aguirre, C is current grad student of AZ and doing the EtOH work. Question rased about sex differences and blood EtOH levels. PK differences → (?) and may be pH related.

Critical Brain Regions ...

Psychostimulant (meth?) v. EtOH

***Brain Research Institute at UCLA.***

Demand Elasticity – Opiates (?) several (?)

NIDA National Institute for Drug Abuse (support)

Depression Symptoms.

## Questions, Quotes & Notes

### ***Promotion & Development***

“I’ve got a question – Do you know about \_\_\_\_\_? \_\_\_\_\_ ; No! Well it is in this context that I ask ... .

Would you be able to point me toward someone who may be willing or interested in an extended conversation?

### ***Dispensing with Explanatory Inference.***

Infer – *to infer*; deduct, derive, conclude, generalize, guessing, guesswork, puzzle out.

Illation, reasoning, logical thought, Abstraction / abstract thought.

**20191030**

## **Impeachment**

Vindictive v. Vindication re Col. Vendman

Issue of Secure Server and who had authority to direct the phone documents to this server?

It seems that there are House Intelligence committee leaks in that details of Vendman's testimony were sure as hell used by the NYT and MSNBC; In this the Republicans may have some legit issue because the leaked details are public without an direct capacity for the Adm to refute the claims. Of course, they

also have access to the news and could put out refutations anytime and/or use Twitter.

Apparently the WH uses voice recognition software. The contnetion is that the software is imperfect; the result is unintelligible gaps or errors that have to be corrected by parties that listen to the call. Also foreign language may be imperfectly transcribed by the VTT software. This is one reason for the presence of elipses in the summary document.

There seems to be a push to reveal the identity of the whistleblower; this even though the law explicitly states that its (the law's) purpose is to protect the identity of whistleblowers.

John Brennan stated that “corruption” is seeping into National Security. Is it really? Is this an existential threat to National Security?

Trump is afraid of people willing to speak out. That is certainly inconsistent with an atmosphere or culture of trust.

[[Impeach Trump because he has violated the Separation of Powers Principle of the Constitution; *and* Contemp of Congress by refusal to responnd affirmatively to fully comply with supoenas seeking information to carry out Congressional Oversight.

8:56pm: We'll be right back. Stay with us. R. Maddow.

## **Environmental Values**

Environmental Values (Stability, Balance) v. Commercial Values (Profit)

Sustainability (common to environmental values and commercial values. If the firm does not survive it cannot continue to make a profit to support investments.

### **The Natural Step**

In a sustainable society, there is:

1. No accumulation of materials recovered by extraction from the earth's crust;
2. No accumulation in the earths crust of human produced materials;
3. No disruption of natural systems that maintain balance of earth cycles; and,
4. Equal distribution of benefits provided by natural resources and natural systems.

## **20191022**

Enlightenment values of reason, knowledge and freedom (as expressed by Emanuel Kant.

Why did Gretchen insist on taking the Great Books of the Western World?

**Being & Becoming** – Perhaps we are always becoming!

There is (always) reason for becoming but never a single definite reason for being. We are only in the act of becoming. Our actions make of us what we become – becoming an oncologist is never the result of any single act but many acts across a span of many years.

By contrast becoming a murderer may happen from a single act – premeditated or spontaneous or accidental. For a military person murder is always premeditated because preparation takes on extended time. The military person is placed where murderous acts maybe or even are imperative.

What *is* imperative? Action(s), thoughts, emotions?

What is spontaneous?

**Contingency** – as an existential element in an ecology of education; and the formation of relationships.

Art as a source of necessity. Can art really save us from the chaos of life? (Bakewell p102. )

Sartre epiphany about the necessity of freedom of art ... (Bakewell p104)

## **EdWeek Webinar Notes**

What is thinking? Thinking Culture: valued, visible, promoted. Value: teacher shows interest, time spent. Value: Relations prompts evidence. Capture and Document Process.

SLOW DOWN to process concepts, ideas.\

Nine Traits of Critical Thinking

- Examine
- Communicate
- Inquire
- Strive
- Reflect
- Link
- Create
- Adaptation
- Collaborate.

Collaborate – work with others; visible evidence

Examine – explain & analyze. Gathering data from credible sources. NYT Picture without caption; What is happening?

Communicate – clear. Clarity, Build Communication Skills through practice. Set norms for communication. Emphasize listening skills; encourage restating. Recognize the importance of body language. Clear language. Face-to-face adjustments in real time are needed.

Platform: fostering good digital citizens → facebook, google drive, one drive,

Inquire – curiosity inspire excite, move beyond the black and white.

Picture & → questions Investments in learning – take ownership. [[“Make Just One Change”]]

Probe for deeper understanding.

**Strive** – effort and determination – work list. Natural Default is to give up. Develop a stick-to-it attitude. Want to share; pride in sharing and struggle – learn through process → reward (intrinsic) Build a stick-to-it mindset. List v. Narrative. List more apparent and explicit. Chunk the task. Use Rubrics. See progress – SCAFFOLD.

Link – knowledge applied to create new learnings. Role on background knowledge. Ask for reflection.

Reflect – Part of learning process and not ONLY at the end of a lesson. Learning from Mistakes. Journaling, Discussion What is different?

Teach students to reflection.

Adapt – adjust action and strategies to Accomplish tasks. Make in the moment adjustment such as may be needed to play soccer barefoot on a wet field. SEE YOUTUBE.

Create – Use knowledge and imagination to express new and innovative ideas.

\

[[ simple minded Teachers create simple-minded students.]]

## 20191027

Umwelt (environment)

Lebenswelt (life-world) ... that barely noticed social, historical and physical *context* in which all our activities take place, and which we generally take for granted. (Bakewell p130.)

**Proprioception** – the perception of SELF.

Beauvoir read Kierkegaard and Hegel simultaneously during WWII. Kierkegaard advocated freedom and choice. Hegel's vision of history swallowing up individuals. [What did Popper say in PoH? Beauvoir's novel *L'Invitée* was influenced by both authors.

Understanding the world is really hard *work*. Without doing the work any understanding is likely elusive, temporary and a source of frustration. The work is done in a context of confusion that fosters frustration.

**Capitalism** thrives on Division of Labor. It may be said that capitalism cannot thrive without division of labor.

How often have authors like Bakewell read Sartre (B & N)?

How often has a competent preacher read the Bible & how much of it has s/he memorized and what parts have been subject of reflection?

What is your most important source-book and how often do you read from it and is that reading in whole (cover-to-cover) or in part?

My grandkids are your kids – I'm *not* a parent. If they are about my interests and aspirations – past or future – I'll tell them as best I can. But that is a limit of being Grandpa.

Dynamic Systems Research v. Qualitative OR Quantitative Research

Paradigm Shift and what qualifies as a paradigm shift? Is a paradigm shift always abrupt or is it a process that occurs across a span of time?

## **20180918**

Keasling, 2014. Cell.

*Dense Dynamic Personalized Data Cloud* – Leroy Hood, MD, PhD. Major Networks. Systems Medicine. Testing of concept in Luxemburg – ISSB (?) like Seattle ...

**Novel Ideas** –X→ Proof (no proof) Just because an idea is novel does not automatically mean that it is either valid or invalid. Proof requires the testing of the predictions of the idea. If the idea is NOT true, then this or that will happen. Falsification ... because there is no affirmative proof.

Disease – perturbed Networks.

Coaches explain “actionable” possibilities.

## **Life and Faith.**

Journey of faith; or, a faithless journey.

Faith does not imply faith in a metaphysical entity; God, the Son and Holy Spirit. It can imply faith in the physical, the intellectual and even the emotional and spiritual. Faith is knowing and quest for understanding. Faith, perhaps, begins from doubt and is a journey of resolution with knowing and understanding as an emergence. Put another way, faith unfolds from our personal journey through life. Perhaps faith is the result of spirit and our will to live. SOURCE: note of uncertain origin ... could have been written by me following my reading of Tillich around a year ago. An accompanying note was dated 10-18-2018.

## **20181018**

What *is* the source of the term “philosophy”? (Denis Nobel???) said “It means changing our philosophy, in the full sense of the term.” Cluster of peripherally overlapping concepts

[systems of systems, network of networks  
[the webs of nutrition and webs of life

SEE entries below: Christensen & Shirley ...

There is so much mind manipulation from commercial journalism and the drivers of entertainment that it may be unrealistic to expect contemporary culture to respond effectively in any manner resembling the past.

We can't return to the values and practices of the past, yet we don't understand the forces of change or conceive of how democracy may be empowered to respond. We are collectively in new social, economic, political conditions that are being changed at an accelerating rate by science, technology, engineering and even art and math. New forms of art are actually being drawn by math in

animation and algorithms enable computers to access data at speed and complexity unexpected.

Reading Christensen *et al.*

School Interdependencies and temporal, lateral, physical, hierarchial. (Christensen *et al* p33.)

Multiple Intelligences and the Intellectual Domain – mixing teachers and students is fraught ... seej P \_\_\_\_\_ add also to: Teaching *not* enough.

What do students expect to learn at Harvard that they cannot learn at MN State University?

Laboratory Medicine [Trends in ... ]

Diagnostic Microbiology / bacteriology, virology, mycology

Cytogenetics

Physiological Chemistry

Genomics / Proteomics / Transcriptomics / Epigenomics

## **Parking Lot**

1. Consider the *context* for freedom. The other writing of the mid 20<sup>th</sup> Century on Freedom – Hayek, Popper to head the list and the curious proximity of these two individuals to the London School of Economics. Check the Popper-Eccles book on any reference to Hayek. Also, ***Open Societies*** may reference Hayek. I don't recall any reference by Hayek to Popper in ***The Road to Surfdom***.
2. Bakewell pp154-160 provides insight about Sartre, Bieuvier, and Camus writings that may be worth rereading (and studying) from time-to-time – looking for insights relevant to D<sub>3</sub> & EE4T.
3. Deconstruction and Jacques Derrida. Revisit the book you purchased about the Derrida – Habermas dialogue regarding an Age or Terrorism ...

## **Bibliography**

Camus, A. 194x. ***The Plague***. Dr. Rieux deals with the reality of patients experiencing the disease.

Christensen, Clyde *et al.* 2007. ***Class Dismissed***. Or ***Disrupting Class***.

Shirley, Clay. ***Cognitive Surplus; Creativity and Generosity in a Connected Age***.

Rothstein, Dan. ***Questioning; Make Just One Change. Teach Students to Ask Their Own Questions***.

Rose, Mike. ***Why Schools? Reclaiming Education for All of Us***.

Impossible Salt

Frances Olson – Musician

Amber \_\_\_\_\_; Puppeteer

Parker Genne'

Ember Seay

## Open Broadcaster Studio

Tutorial: <https://www.youtube.com/watch?v=j2HzbY8E4yQ>

Nick Nimmin – Total OBS

30 Minute Tutorial: <https://www.youtube.com/watch?v=r7teWxV5BCE>

## MTN Production

MTN is largely an Apple shop (hardware & iOS software) with a bit of Windows and Open Source software used occasionally and sparingly. There is a lot of legacy equipment already at MTN that may be suitable for re-purposing.

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The following includes a few ideas that may be worth pursuit in order to flesh out an Open Source approach to course development leading to an alternative approach to science education in 2-year colleges. The premise or argument is that it should be possible to implement individualized instruction for biology, chemistry, physics and geology (earth science) without the need for traditional lectures and laboratory sessions that are rigidly (inflexibly) scheduled.

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27 October 2019

## Education's Ecology

*Nothing In Education Makes Sense Except in the Light of Biology.*

School is fundamentally a social tool to restrict freedom. Does school also restrict choice, satisfaction, spirit, formation of SELF?

### Spirituality

SEE Notes 20160901

Justify and include 500-1500 wc on Buddhism; only one God?, remaining open and contemporary.

Rebecca Kurth at Macalester College

Rose Chu at MetroState University

Jess Gutknect at UMN

Rudolf Steiner – Is a Spiritualist 1<sup>st</sup> → Educator (???) – Plenty of dogma regarding traditional family values that emphasize the ruling father figure and subordination of females and children.

Exploration of the traditions and practices; are the practices the traditions?

### Existentialism

It is a challenge to develop a rationale for placement of ideas from existentialism into the bubble or Education Ecology. At first thought, it would seem most logical to consider existentialism, certainly an obvious product of philosophy, in the intellectual domain. Yet this seems out of place or perhaps seems so because of some ethereal element(s) that have a spiritual quality. Existentialism was frequently referenced by Bakewell<sup>2</sup> as a philosophy that could not be detached from life and the processes by which individuals live.

*Sarah Bakewell was born in Bournemouth on the English south coast in 1963, but spent most of her childhood in Sydney, Australia, after several years traveling the hippy trail through Asia with her parents. Returning to Britain, she studied philosophy at the University of Essex and worked as a curator of early printed books at London's Wellcome Library for ten years before devoting herself to full-time writing in 2002. After a few years living in the Italian countryside, she has returned to urban life in London, where she teaches creative writing at City University, London, and for the Open University.*



*Her three books are all biographies, but the latest, 'How to Live: a life of Montaigne', is also an exploration of philosophical questions, not least the one posed by its title: How does one live well?*

### Neuroscience of Choice

The following are notes handwritten at an NCFI Seminar (20190923) presented by Dr. Alicia Izquierdo of UCLA *Brain Research Institute* on the Topic: Cortical Mechanisms of Learning

<sup>2</sup> Bakewell, Sarah. 2016. *The Existentialist Cafe: Freedom, Being and Apricot Cocktails with Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Martin Heidegger, Maurice Merleau-Ponty, and Others.*

Value; Changes in Drug Withdrawal. (SEE biographical notes for date in ERP)

Choice is mediated by the Basolateral Amygdala (BLA) and the Orbito Frontal Cortex (OFC)

Choice involves UNCERTAINTY.

LOOK FOR *Learning Review*. Alicia Izquierdo (UCLA) is Co-Author.

Reinforcement in conditions of uncertainty. Involvement of the ACC & OFC.

Role of **CONFIDENCE** and perceptual uncertainty → prediction error. Reward uncertainty ...

[[ Alicia Izquierdo (AZ) 2006, 2007

[Stolyarova (grad student of AZ)

Expectation of uncertainty.

## Learning Models

**Rescorla-Wagner** – The **Rescorla-Wagner** model is a model of classical conditioning in which the animal is theorized to **learn** from the discrepancy between what is expected to happen and what actually happens. This is a trial-level model in which each stimulus is either present or not present at some point in the trial.

**Pearce-Hall** – A [paper from PubMed](#) titled: *Surprise! Neural Correlates of Rescorla-Wagner and Pearce-Hall Coexist Within the Brain. Learning theory and computational accounts suggest that learning depends on errors in outcome prediction as well as changes in processing of or attention to events. These divergent ideas are captured by models, such as Rescorla-Wagner (RW) and temporal difference (TD) learning on one hand, which emphasize errors as directly driving changes in associative strength, versus models such Pearce-Hall (PH) and more recent variants on the other hand, which propose that errors promote changes in associative strength by modulating attention and processing of events.*

Perceptual Confidence ...

Metacognition Experiments (Human / Rat) dealing with “time wagering.”

(?) BLA, but not ACC → negative feedback ...

## Effort Choice

[Evan Hart

ACC lesions decrease efforts in rats (climbinng for reward). Chow v. Sugar Pellet.

[Hart *et al.* 2017. DREADDs Ca<sup>++</sup> activity → imaging with (fMRI)

DREADDs – *designer receptors exclusively activated by designer drugs*

also RASSL – *receptor activated solely by a synthetic ligand*

Pre-clinical Work (Technology Transfer Potential)

Drug & Alcohol Withdrawal

[Hart *et al* 2018

Recreational Use v. Addiction Model

[Hurch & Setterberg 2008 (model) Intensity v. Elasticity

[Aguirre, C is current grad student of AZ and doing the EtOH work. Question rased about sex differences and blood EtOH levels. PK differences → (?) and may be pH related.

Critical Brain Regions ...

Psychostimulant (meth?) v. EtOH

***Brain Research Institute at UCLA.***

Demand Elasticity – Opiates (?) several (?)

NIDA National Institute for Drug Abuse (support)

Depression Symptoms.

## Questions, Quotes & Notes

### ***Promotion & Development***

“I’ve got a question – Do you know about \_\_\_\_\_? \_\_\_\_\_ ; No! Well it is in this context that I ask ... .

Would you be able to point me toward someone who may be willing or interested in an extended conversation?

### ***Dispensing with Explanatory Inference.***

Infer – *to infer*; deduct, derive, conclude, generalize, guessing, guesswork, puzzle out.

Illation, reasoning, logical thought, Abstraction / abstract thought.

**20191030**

## Impeachment

Vindictive v. Vindication re Col. Vendman

Issue of Secure Server and who had authority to direct the phone documents to this server?

It seems that there are House Intelligence committee leaks in that details of Vendman's testimony were sure as hell used by the NYT and MSNBC; In this the Republicans may have some legit issue because the leaked details are public without an direct capacity for the Adm to refute the claims. Of course, they also have access to the news and could put out refutations anytime and/or use Twitter.

Apparently the WH uses voice recognition software. The contnetion is that the software is imperfect; the result is unintelligible gaps or errors that have to be corrected by parties that listen to the call. Also foreign language may be imperfectly transcribed by the VTT software. This is one reason for the

presence of elipses in the summary document.

There seems to be a push to reveal the identity of the whistleblower; this even though the law explicitly states that its (the law's) purpose is to protect the identity of whistleblowers.

John Brennan stated that “corruption” is seeping into National Security. Is it really? Is this an existential threat to National Security?

Trump is afraid of people willing to speak out. That is certainly inconsistent with an atmosphere or culture of trust.

[[Impeach Trump because he has violated the Separation of Powers Principle of the Constitution; *and* Contemp of Congress by refusal to responnd affirmatively to fully comply with supoenas seeking information to carry out Congressional Oversight.

8:56pm: We'll be right back. Stay with us. R. Maddow.

## Environmental Values

Environmental Values (Stability, Balance) v. Commercial Values (Profit)

Sustainability (common to environmental values and commercial values. If the firm does not survive it cannot continue to make a profit to support investments.

## The Natural Step

In a sustainable society, there is:

1. No accumulation of materials recovered by extraction from the earth's crust;
2. No accumulation in the earth's crust of human produced materials;
3. No disruption of natural systems that maintain balance of earth cycles; and,
4. Equal distribution of benefits provided by natural resources and natural systems.

## 20191022

Enlightenment values of reason, knowledge and freedom (as expressed by Emanuel Kant.

Why did Gretchen insist on taking the Great Books of the Western World?

**Being & Becoming** – Perhaps we are always ecoming!

There is (always) reason for becoming but never a single definite reason for being. We are only in the act of becoming. Our actions make of us what we become – becoming an oncologist is never the result of any single act but many acts across a span of many years.

By contrast becoming a murderer may happen from a single act – premeditated or spontaneous or

accidental,. For a military person murder is always premeditated because preparation take on extended time. The military person is placed where murderous acts maybe or even are imperative.

What *is* imperative? Action(s), thoughts, emotions?

What is spontaneous?

**Contingency** – as an existential element in an ecology of education; and the formation of relationships.

Art as a source of necessity. Can art really save us from the chaos of life? (Bakewell p102. )

Sartre epiphany about the necessity of freedom of art ... (Bakewell p104)

## **EdWeek Webinar Notes**

What is thinking? Thinking Culture: valued, visible, promoted. Value: teacher shows interest, time spent. Value: Relations prompts evidence. Capture and Document Process.

SLOW DOWN to process concepts, ideas.\

Nine Traits of Critical Thinking

- Examine
- Communicate
- Inquire
- Strive
- Reflect
- Link
- Create
- Adaptation
- Collaborate.

Collaborate – work with others; visible evidence

Examine – explain & analyze. Gathering data from credible sources. NYT Picture without caption; What is happening?

Communicate – clear. Clarity, Build Communication Skills through practice. Set norms for communication. Emphasize listening skills; encourage restating. Recognize the importance of body language. Clear language. Face-to-face adjustments in real time are needed.

Platform: fostering good digital citizens → facebook, google drive, one drive,

Inquire – curiosity inspire excite, move beyond the black and white.

Picture & → questions Investments in learning – take ownership. [[“Make Just One Change”]]

Probe for deeper understanding.

**Strive** – effort and determination – work list. Natural Default is to give up. Develop a stick-to-it attitude. Want to share; pride in sharing and struggle – learn through process → reward (intrinsic) Build a stick-to-it mindset. List v. Narrative. List more apparent and explicit. Chunk the task. Use Rubrics. See progress – SCAFFOLD.

Link – knowledge applied to create new learnings. Role on background knowledge. Ask for reflection.

Reflect – Part of learning process and not ONLY at the end of a lesson. Learning from Mistakes. Journaling, Discussion What is different?

Teach students to reflection.

Adapt – adjust action and strategies to Accomplish tasks. Make in the moment adjustment such as may be needed to play soccer barefoot on a wet field. SEE YOUTUBE.

Create – Use knowledge and imagination to express new and innovative ideas.

\

[[ simple minded Teachers create simple-minded students.]]

## 20191027

Umwelt (environment)

Lebenswelt (life-world) ... that barely noticed social, historical and physical *context* in which all our activities take place, and which we generally take for granted. (Bakewell p130.)

**Proprioception** – the perception of SELF.

Beauvoir read Kierkegaard and Hegel simultaneously during WWII. Kierkegaard advocated freedom and choice. Hegel's vision of history swallowing up individuals. [What did Popper say in PoH?

Beauvoir's novel *L'Invitée* was influenced by both authors.

Understanding the world is really hard *work*. Without doing the work any understanding is likely elusive, temporary and a source of frustration. The work is done in a context of confusion that fosters frustration.

**Capitalism** thrives on Division of Labor. It may be said that capitalism cannot thrive without division of labor.

How often have authors like Bakewell read Sartre (B & N)?

How often has a competent preacher read the Bible & how much of it has s/he memorized and what parts have been subject of reflection?

What is your most important source-book and how often do you read from it and is that reading in whole (cover-to-cover) or in part?

My grandkids are your kids – I'm *not* a parent. If they are about my interests and aspirations – past or future – I'll tell them as best I can. But that is a limit of being Grandpa.

Dynamic Systems Research v. Qualitative OR Quantitative Research

Paradigm Shift and what qualifies as a paradigm shift? Is a paradigm shift always abrupt or is it a process that occurs across a span of time?

**20180918**

Keasling. 2014. Cell.

**Dense Dynamic Personalized Data Cloud** – Leroy Hood, MD, PhD. Major Networks. Systems Medicine. Testing of concept in Luxemburg – ISSB (?) like Seattle ...

**Novel Ideas** –X→ Proof (no proof) Just because an idea is novel does not automatically mean that it is either valid or invalid. Proof requires the testing of the predictions of the idea. If the idea is NOT true, then this or that will happen. Falsification ... because there is no affirmative proof.

Disease – perturbed Networks.

Coaches explain “actionable” possibilities.

**Life and Faith.**

Journey of faith; or, a faithless journey.

Faith does not imply faith in a metaphysical entity; God, the Son and Holy Spirit. It can imply faith in the physical, the intellectual and even the emotional and spiritual. Faith is knowing and quest for understanding. Faith, perhaps, begins from doubt and is a journey of resolution with knowing and understanding as an emergence. Put another way, faith unfolds from our personal journey through life. Perhaps faith is the result of spirit and our will to live. SOURCE: note of uncertain origin ... could have been written by me following my reading of Tillich around a year ago. An accompanying note was dated 10-18-2018.

**20181018**

What *is* the source of the term “philosophy”? (Denis Nobel???) said “It means changing our philosophy, in the full sense of the term.” Cluster of peripherally overlapping concepts

[systems of systems, network of networks  
[the webs of nutrition and webs of life

SEE entries below: Christensen & Shirley ...

There is so much mind manipulation from commercial journalism and the drivers of entertainment that it may be unrealistic to expect contemporary culture to respond effectively in any manner resembling the past.

We can't return to the values and practices of the past, yet we don't understand the forces of change or conceive of how democracy may be empowered to respond. We are collectively in new social, economic, political conditions that are being changed at an accelerating rate by science, technology, engineering and even art and math. New forms of art are actually being drawn by math in animation and algorithms enable computers to access data at speed and complexity unexpected.

Reading Christensen *et al.*

School Interdependencies and temporal, lateral, physical, hierarchical. (Christensen *et al* p33.)

Multiple Intelligences and the Intellectual Domain – mixing teachers and students is fraught ... seej P  
 \_\_\_\_\_ add also to: Teaching *not* enough.

What do students expect to learn at Harvard that they cannot learn at MN State University?

Laboratory Medicine [Trends in ... ]

Diagnostic Microbiology / bacteriology, virology, mycology

Cytogenetics

Physiologiccal Chemistry

Genomics / Proteomics / Transcriptomics / Epigenomics

## **Parking Lot**

1. Consider the *context* for freedom. The other writing of the mid 20<sup>th</sup> Century on Freedom – Hayek, Popper to head the list and the curious proximity of these two individuals to the London School of Economics. Check the Popper-Eccles book on any reference to Hayek. Also, ***Open Societies*** may reference Hayek. I don't recall any reference by Hayek to Popper in ***The Road to Surfdom***.
2. Bakewell pp154-160 provides insight about Sartre, Bieuvier, and Camus writings that may be worth rereading (and studying) from time-to-time – looking for insights relevant to D<sub>3</sub> & EE4T.
3. Deconstruction and Jacques Derrida. Revisit the book you purchased about the Derrida – Habermas dialogue regarding an Age or Terrorism ...

## **Bibliography**

Camus, A. 194x. ***The Plague***. Dr. Rieux deals with the reality of patients experiencing the disease.

Christensen, Clyde *et al.* 2007. ***Class Dismissed***. Or ***Disrupting Class***.

Shirley, Clay. ***Cognitive Surplus; Creativity and Generosity in a Connected Age***.

Rothstein, Dan. ***Questioning; Make Just One Change. Teach Students to Ask Their Own Questions***.

Rose, Mike. ***Why Schools? Reclaiming Education for All of Us***.

Impossible Salt

Frances Olson – Musician

Amber \_\_\_\_\_; Puppeteer

Parker Genne'

Ember Seay

## Open Broadcaster Studio

Tutorial: <https://www.youtube.com/watch?v=j2HzbY8E4yQ>

Nick Nimmin – Total OBS

30 Minute Tutorial: <https://www.youtube.com/watch?v=r7teWxV5BCE>

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