Journal of Biodiversity, Bioprospecting and Development

Nikkhah, J Biodivers Biopros Dev 2015, 2:2
DOI: 10.4172/2376-0214.1000e109

Editorial Open Access

Pragmatic Science Edification: The Evolving Biodiverse Brain of Society

Akbar Nikkhah*

Department of Animal Sciences, Faculty of Agricultural Sciences, University of Zanjan, National Elite Foundation, Iran

***Corresponding author:** Akbar Nikkhah, Chief Highly Distinguished Professor, Principal Highly Distinguished Elite-Generating Scientist, Department of Animal Sciences, Faculty of Agricultural Sciences, University of Zanjan, National Elite Foundation, Iran, Tel: +98 2415151; Email: anikkha@yahoo.com, nikkhah@znu.ac.ir

Received date: Mar 02, 2015, **Accepted date:** Mar 19, 2015, **Publication date:** Mar 22, 2015

Editorial

This policy article describes dynamic and artistic policies in science education of the new millennium for further the biodiverse evolution of society's brain. Arts are the means whereby humans communicate with their surrounding nature and environment more insightfully. Pursuing arts will make all life affairs more efficient, more understandable, and thus more pleasurable. Education should be performed as arts to be meaningful. Education is best practiced by artists. 'Education' is an art of optimal science edification rather than being merely science communication. Science in the postmodern age will focus on education of educators more than learners. Harmonically, educators will need to qualify in arts and how to view science as an art. Arts include skills to integrate and educate learners with ease and pleasure a variety of sciences. Ease and pleasure in mentoring science is an experience granted with multiple-science training. True and capable artists often secure proficiency in additional arts besides their principal art. Science will yet to learn much from arts. Sciences educated artistically will make and shape most yielding policies in science education of the new millennium [1-4].

The importance of edification in optimizing life quality is increasing as science grows [1-3]. Postmodern life quality depends on science education qualities greater than can be imagined mainly because the demand for all to be more similarly educated increases with time [4-6]. Policy-making in science education is key to timely human development. Effective policy-making in science education for any society relies on its legislators and scientists' visions and prospectus insights. It was, for instance, recently urged to help shift away the economy balance from private consumer goods to education and scientific research [4]. Advancements in pure sciences will fuel expansion of applied sciences that will allow progressive development of new integrative theories. A conclusion will be extracted that science education can only be an art to remain advantageous to postmodern life betterment [7-9]. Arts are the means that humans utilize to communicate with their surrounding nature and environment more insightfully. This suggests that pursuing arts makes all life affairs more efficient, more understandable, and thus more pleasurable.

Human brain networks (e.g., rbitofrontal cortex and the nucleus accumbens) communicate with arts to determine various future choices of life [10,11]. Artistic science education requires educators who can perceive, perform and analyze arts. Arts are performed with sophisticated delicacies and harmonies. Artists ought to acquire such skills to impress upon others while performing. That requires artists to live with their arts as they practice and perform. Arts are thus become part of artists' brain organization without which all life affairs are curtailed and imperfect. Science education must be inspired by professional arts training. Should science be practiced as an art, science mentors will more efficiently direct mentees towards a variety of science fields. Arts and science are now becoming increasingly interrelated as science expands. The state-of-arts science education is led by arts. Music is a paramount and rational art example. Orchestrating a harmonious piece of music is comparable to mentoring science education. Finest harmonies could be secured by educating a multitude of sciences as is rousing a piece of music by composing manifold melodies [1,5].

Ease and pleasure in mentoring science is granted with multiple-science training. Advocating sciences apart in 'science education' will not be a goal. Science will yet to learn much from arts. Science transformation into arts can optimize science education. Science education policies should pursue arts as a model to reach and maintain harmony. A first step is to develop and provide supplementary courses in arts for science mentees and mentors. Such courses will be mandatory and prepare mentees' minds for more orchestrated science training. This is similar to a music orchestra when a background piece is played to shift the audience mind into the psychological atmosphere within which mind, psych and body will experience relaxation. Arts will help to build sturdy and long-lasting mind bridges in science education. Science creates knowledge and knowledge fuels insights to further science. These are interconnected with arts.

Edification of science and technology in the new times must be authorized through arts. Social education is where life generates value. Social edification is an artistic science. Arts are the means whereby humans communicate with the nature and the environment more insightfully. Pursuing arts will make life affairs more efficient, more understandable, and more pleasurable. Science edification will be an ultimate frontier for the society's brain to evolve and give rise to more advanced innovations towards quality life.

Acknowledgments

Thanks to the Ministry of Science Research and Technology, National Elite Foundation, and University of Zanjan, Iran, for supporting the author's global programs of optimizing science edification.

References

1. Nikkhah A (2011) Elite Science Education Arts of the New Millennium. LAP LAMBERT Publishing, pp. 1-60.
2. Nikkhah A (2014) Boosting national economy by challenging international education. Journal of Global Economics 2: 126.
3. Nikkhah M, Nikkhah A (2011) Optimizing academic education: Philosophies for creative quality lives. Creative Education 2: 458-460.
4. Nikkhah A (2011) Postmodern science edification philosophy. Open Journal of Philosophy 1: 37-38.
5. Nikkhah A (2011) Science education of the new millennium: Mentorship arts for creative lives. Creative Education 2(4): 341-345.

6. Nikkhah A (2011) Postmodern governments and science education. Journal of Public Administration and Governance 1: 71-74.
7. Nikkhah A (2012) Frontier Science Philosophies for Quality Lives. Open J. Philosophy 2: 128-129.
8. Weinberg S, Frenkel KA (2011) Nobelist Steven Weinberg Calls for Bigger Science, More Taxes ScienceNOW, Newyork, USA.
9. Nikkhah A (2015) Global Science Education: Bioprocessing and Brainfueling of Innovation. J Bioproc Biotechniq.
10. Berns GS, Moore SE (2011) A neural predictor of cultural popularity. Journal of Consumer Psychology 22: 154-160.
11. Berns GS, Capra CM, Moore S, Noussair C (2010) Neural mechanisms of the influence of popularity on adolescent ratings of music. Neuroimage 49: 2687-2696.