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Optimizing Academic Education: Philosophies for Creative Quality Lives

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ABSTRACT

The objective is to delineate postmodern learning and mentoring interrelation, elite-thinker-generating skills development, optimum mentor-staff-mentee interactions, mentors' socio-economic security, and advanced mentorship evaluation strategies. Education is a foremost cause to find merits in life. Advancements in science and technology result from improved education. For creative science education to achieve optimums, it must be improved globally. Science and technology mentors must be continually educated and updated with artistic and creative mentorship skills. Effective education will optimize social interactions. Efforts should be made to optimize mentor-staff-mentee interactions in academia to effectively facilitate education and improve science quality. Effective mentorship requires making policies for effective management of mentors' time and socio-economic life. Theoretical and applied aspects in different majors need to be educated in integrated manners to generate multiple perspectives. Focusing on a single science without appreciating the multiple nature of science will no longer advance scientific accomplishments in the postmodern era. Mentees should be directed to gain expertise in multiple sciences in ways an artist gains excellence in multiple. Harmony makes higher quality arts, science and life. A devastating failure would be producing follower graduates who despite having high scores in written tests are unable to mentor, design, direct, conduct, and conclude experiments that aim to sustain and advance science. Postmodern mentees are to be provided with opportunities to simultaneously act as mentor and mentee to appreciate their unique responsibilities. Improved education will improve social economics and human life quality worldwide.

KEYWORDS

Science, Education, Mentorship, Academia, Postmodern

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