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A 3D Perspective on Technology in Education: Drives, Dilemmas, Direction

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Abstract

The purpose of education is to stimulate learners' intellectual potential and to allow new concepts to thrive and assimilate with existing knowledge. With the advent of technology, attaining the above objectives can be disrupted, but not excluded, as long as the awareness of the educators remains in the active mode. The key to awareness is seeking the truth. Where is *Veritas*? It can be uncovered in the series of books by David R. Hawkins, devoted to giving prominence to the essence of human consciousness, offering knowledge that can be applicable in all possible domains and provide a straightforward answer to all possible inquiries about the validity of an issue. Hawkins' development of the Map of Consciousness, based on the muscle technique, may be implemented as a cross-disciplinary research tool. In this paper, the author's quest to verify the benefits that technology can bring to the classroom and the value of the human factor in shaping learners' intellectual course gives the rationale for approaching the drives and dilemmas related to and the direction of education with innovation. The study involved the procedure of muscle testing to obtain straightforward responses to inquiries about the benefit of particular stimuli, various innovations and the value of teachers themselves, which turned out to be a revolutionary research concept in the context of education. The findings reveal that classrooms equipped with innovation are not necessarily prioritized learning environments, as it is teachers, especially top professionals representing a high level of integrity, who are of utmost benefit to the learners. Apart from the prior objective, the study demonstrates the impact of calibrated (measured by the muscle technique) energy levels on all the entities, which leaves space for further investigation in the educational setting, or beyond it.

Keywords: technology, education, kinesiology, consciousness

Introduction

A survey of technological advances in domains other than education allows to perceive pros and cons of its application. While the undisputed fact remains that the rapid development of medicine to sustain life and the breakthrough engineering innovations, it also does not escape notice that technology can be of little value to humanity. Genetically-modified foods deprived of core nutrients, aviation and geo-engineering eradicating the natural environment and exploiting immune systems, or the automated voice reception or response systems created for public convenience with a non-human interactive feature come as the examples.

In the wake of ambiguous research outcomes and divergent conclusions about the benefit technology may bring to the classroom, some educators struggle to determine the extent of their engagement with technology. Is technology a fad or a step forward?

In the era of fascination with top-notch digital solutions and at the door of transformative education, it becomes necessary for the academic community to be aware of some potentially detrimental consequences of this modern phenomenon. The alluring voices of the technological education propagators make finding the truth and omitting the falsehood an elusive process. The motives behind pro-innovative education are well-intentioned. Technology was supposed to facilitate the process of gaining knowledge by offering access to a wide range of resources and creating a zone for different styles of learning, as well as to add spice to teaching and learning by blending entertainment with academic purpose. Online and hybrid courses diversify and apparently enhance educational offerings. What draws attention is a discrepancy between what students want and what they need. In practice, state-of-the-art innovations do not necessarily lead to worthy learning outcomes. Excessive use of technology in the classroom might jeopardize our students' academic accomplishments.

As many research attempts ensue with the view of proving or defying the effectiveness of computer-assisted teaching or learning, the role of teachers and their internal qualities that impact the student's success seem to settle in the niche. And this is a teacher who links the learning objectives with the desired outcomes with or without a particular tool or within a given setting. And the prerequisite to a teacher's contribution to the learners' success is an effective communicative exchange. Communication is the core of humanity and it stems from the relationship. The intermediary role of computers will not replace the interpersonal contact. Technology operates with the tools, but it lacks the soul. Given the above, does technology ignite or muffle learning?

Foy (2011) warns in his book, *A Necessary Vigilance*, that "it is our understanding of humanity, and of life, which ought to be determining the course of technology – not the reverse" and that "technology can sufficiently alleviate or defer a difficulty that we do not recognize its ethical and spiritual implications" (p. 85).

What inspired the author to focus on the impact of technology on learners is her experience in numerous academic settings and her observation of learners' addiction to online resources, their struggles when it comes to conceptualizing and generating arguments offline, and passive attitudes. Instead of serious research, we see the glued-to-the-screen syndrome and the responses elicited by the Enter Key when nominated to tackle a question as well as rampant plagiarism tactics, resulting from overusing the Internet as a universal resource, especially blatant in their online submissions. Therefore, did the digital revolution translate into the conceptual evolution? Or maybe the phenomenon reflects the gist of the statement that

"technological progress has merely provided us with more efficient means for going backwards" (Huxley, 1956)?

The persistent patterns in learners' behaviors laid the foundation for the research goal: to verify the benefit of educational innovations, and to bring to light the role of teachers, their qualities and the human interaction in the learning environment. Hawkins' revelation of the Map of Consciousness (1995), relating to the domain of kinesiology, or muscle testing, sparked the study context and the selection of the research tools for the kernel of the investigation and the heart of this paper.

Background

Study of Applied Kinesiology

The study of 'applied kinesiology' involving the movement of muscles was initiated by Goodheart (1976), who discovered that certain indicator muscles go strong or weak in the presence of either favorable or harmful physical stimuli. Another researcher, Diamond (1979), expanded the experiment, concluding that emotional and intellectual stimuli, apart from the physical ones, can also elicit the respective reaction of the muscles, which established the discipline called 'behavioral kinesiology.'

Hawkins' research originates from the extensive work of Goodheart and Diamond, and is based on and in defence of nonlinear dynamics, the theories formulated by those representatives of science who overrule the laws of causal determinism found in the Newtonian paradigm. In his book *Power versus Force* (1995), Hawkins sets the ground to discern Truth from Falsehood (= absence of Truth) owing to the muscle responses to anabolic (life-enhancing) or catabolic (life-consuming) stimuli. The muscle procedure reveals unlimited information via the binary nature of responses (YES or NO) to a spectrum of questions pertaining to various domains, subjects, objects, places and other phenomena.

What seems of relevance is the uniformity of response among the subjects as muscles react the same in the presence of the same stimuli among various participants of the study. Thus, they are predictable, repeatable and universal across diverse settings. Conversely, certain factors may affect the conditions and limitations of the study (Hawkins 1995). They include the following variables: Both a tester and a subject must calibrate above 200; Participants must remain impersonal toward the tested subject matter; Willingness of the subject must be expressed; Shift of circumstances or attitudes may affect the results; Distractions in the background should be avoided; The results do not depend on the physical strength of the subject; The test should never serve the confrontational purpose.

Map of Consciousness

Hawkins' numerous studies culminated in the creation of his Map of Consciousness (Table 1), a logarithmic scale of relative truth, comprising and denoting different universal energy fields of the wave nature, identified in nonlinear dynamics as 'attractor fields.' The calibrated levels of the concordant fields, due to the muscle technique, reflect the position of ideologies, motives and attitudes as a consequence of the evolution of consciousness, on a range of 1 to 1000. While the former, the bottom of the scale, represents the 'consciousness' level of bacteria, the latter is the level of the Absolute, the calibrations obtained on earth only by three great Sages: Jesus Christ, Buddha and Krishna (2005).

The particular levels correlate with a spectrum of emotions, life-views and processes. The critical points occur at the juncture of 200, 500 and 700. Below level 200, the attractor fields

revolve around the survival instinct, self-interest, aggression and dominance, which encompass the negative emotions (catabolic). As consciousness evolves over level 200, the energy of life and awareness become aligned with love, the acts of giving rather than getting, the fulfillment of others' needs and the search for spiritual truth. They become life-enhancing (anabolic) contrary to the former, destructive in nature. Truth, power and influence increase from the critical point of 200. Falsehood, identified with force, goes in the opposite direction. Notably, 78% of society worldwide represent the levels below 200, and only 22% are above it, manifesting integrity, dealing with productivity and proclaiming the truth, contrary to the former (Hawkins, 1995).

LEVEL	LOG	Emotion	Life-view	Process
Enlightenment	700-1000	Ineffable	Is	Pure Consciousness
Peace	600	Bliss	Perfect	Illumination
Joy	540	Serenity	Complete	Transfiguration
Love	500	Reverence	Benign	Revelation
Reason	400	Understanding	Meaningful	Abstraction
Acceptance	350	Forgiveness	Harmonious	Transcendence
Willingness	310	Optimism	Hopeful	Intention
Neutrality	250	Trust	Satisfactory	Release
Courage	200	Affirmation	Feasible	Empowerment
Pride	175	Scorn	Demanding	Inflation
Anger	150	Hate	Antagonistic	Aggression
Desire	125	Craving	Disappointing	Enslavement
Fear	100	Anxiety	Frightening	Withdrawal
Grief	75	Regret	Tragic	Despondency
Apathy	50	Despair	Hopeless	Abdication
Guilt	30	Blame	Evil	Destruction
Shame	20	Humiliation	Miserable	Elimination

Table 1 Map of Consciousness by David R. Hawkins

Truth is a different paradigm from logic and thus is not 'provable'. That which is 'provable' calibrates in the 400s. Table 1 shows that the position of Love is higher than that of Reason. While the latter is constrained by linearity and guided by causality (the Newtonian science), the former is marked by the emergence of nonlinear thinking, and the capacity to discern essence, which becomes predominant. As it emanates from the heart, it is characterized by the purity of motive. Discerning Reason from Love is parallel to a dichotomy between a so-called academic and clinical science (Hawkins, 2006) both of whose hallmarks have been listed in Table 2.

ACADEMIC (Newtonian) SCIENCE	CLINICAL SCIENCE
Deals with figures and statistics Focus on: - Concepts and theories - Data - Symbols - Relationships Principle: REASON FEATURE: Inability to distinguish the difference between the symbols (res cogitas) and what they represent (res externa)	Deals with outcomes and results Focus on context: - Intention - Integrity of purpose - Calibration levels of participants Principle: HEART FEATURES: • Versatile • Humble

Table 2 Characteristics of the Academic and Clinical science.

Energy Fields, Human Qualities and Education

As noted, weak attractors (below 200) cause negative influence whereas strong attractors (over 200) produce positive impact. Table 3 shows the selection of various qualities that calibrate as True, within the energy field of 200+, or False, below the critical point of 200 (Hawkins, 2005, pp. 168-169).

Above 200 TRUTH POWER ANABOLIC	**Below 200** FALSEHOOD FORCE CATABOLIC
• Excellent • Civil • Reliant • Intuitive • Timeless • Tolerant • Optimistic • Conciliatory • Ethical • Merciful • Selective • Just • Encouraging • Spiritual	• Adequate • Formal • Dependent • Literal • Faddish • Prejudiced • Pessimistic • Inflexible • Equivocal • Permissive • Exclusive • Punitive • Promoting • Materialistic

Table 3 Hawkins' distribution of human qualities according to the calibrated levels

These patterns determine the course of human motives, attitudes, and actions. If we bring this interpretation to education, we can expect teachers to adapt their teaching philosophies to their internal code of ethics, governed by a set of principles based on the particular level of consciousness, either from within the powerful field of energy, or within that of the weak and catabolic one.

Notably, Frego (2006/2017) emphasizes the role of philosophy of teaching and the authenticity of teachers, as the factors affecting the students' success. Palmer (1993) states that it is the identity of the teacher, not a technique which supports a good teaching. In corroboration of the above arguments, the research carried out by Richardson and Swan (1993) demonstrates that the students' high satisfaction level and positive learning outcomes are dependent on the social presence of their instructor in online learning environments. In the context of business, Gartner-Johnston (2014) stresses the value of human approach, respect and positive intent when building relationships and forming interpersonal bonds with partners and clients. This tip could be transferable to the area of teacher-student relations, as it holds the same premise of integrity as the win-win strategy, regardless of the context.

Under such circumstances, unawareness or deliberate ignorance of the attractor, or energy fields and the attributes aligned with them can be detrimental to the students and consequently, to universities. The quality of teaching affects learners' motivation, and evokes their trust, which translates into sustained interest in the learning process. This, on the other hand, leads to establishing reputation for an educational institution.

Indeterminism and Nonlinear Physics

Although the discussion of the metaphysics, or spirituality, gains little applause in conservative scientific circles, some researchers and theorists seek the truth on the levels far above Reason. Long before the Map of Consciousness was developed, many scientists advocated the existence of a higher and more powerful realm beyond human understanding, and whose experiments proved that everything in the universe is inter-connected. As a matter of fact, the deterministic theories supporting causal laws in physics were confronted with the quantum theories that prove that a measurement is a process of the random non-deterministic nature, which is accountable for the unknown properties of a Higher Force.

Bohr (1922) discovered that electrons travelling in orbits around the atom's nucleus can move from a higher to a lower energy field. This later gave rise to Heisenberg's "uncertainty principle" (1930) which questions the precision of measurements of a particle's unique properties. Heisenberg further concludes that observables are dependent of the observer. Also, Compton (1935) supported quantum indeterminacy by adding the postulate of free will. It was based on the assumption that the course of events is directed by the participant's act of choice. In fact, he programs the reality he intends to align with. Thus, a set of physical conditions alone does not determine the outcome, but rather a hidden factor of inner knowledge.

De Broglie (1924) argued that electrons creating the universe consist of wave properties. Planck (1944) held the view that "all matter originates and exists only by virtue of a force which brings the particle of an atom to vibration" and that "we must assume behind this force the existence of a conscious and intelligent mind. This mind is the matrix of all matter." He also made a remarkable statement where he regarded "matter as derivative from consciousness" (1931).

Bohm (1980) shifted the paradigm of classical quantum physics with ontological concepts by postulating that all creation falls into two categories. He formulated the theory that the things we experience with our senses as separate forms illustrate 'the explicable or unfolded order of creation,' whereas the intangible connection of these forms, not governed by the notions of time and space, is a part of a greater wholeness called the 'implicate or enfolded order of creation,' which remains beyond human understanding. In fact, the unobserved forces account for the unpredictable behavior of quantum particles on the deeper level of the non-manifested universe.

To challenge the philosophy of materialism, which rejects the material factors affecting creation, and the Newtonian paradigm of Causality, Sheldrake (1981) proposes a "reality that is not merely derivative from matter," called the "Conscious Self," which accounts for making free choices while its origin does not involve prior formative causes. The Conscious Self impacts the events and interacts with or within the 'morphic fields,' or the quantum fields - the levels that embrace and coordinate given attractors to maintain their integrity. They contain a cumulative collective memory due to the morphic resonance from the past (2012). Sheldrake compares 'morphic fields' as tantamount to Kuhn's "paradigms." Hence, the fields of science are represented by the groups of people assimilated with the given theories and acting under the cumulative influence of the same scientific tradition back in time (1988). Long before, Jung (1978) explored the existence of the 'collective unconscious,' defined as 'the unwritten history of mankind from time unrecorded.'

On the way to elucidate the dilemmas posed by the physicists for many decades, Hawkins delves into the nature of the universe whose energy field he defines as 'consciousness of infinite power and dimension beyond time' manifested as 'matter.' For life to come into being, matter must be supported by evolution, which adds the dimension of 'time.' The equation of matter and time is 'space,' all of which can be detected by intellectual capacity. "Creation is capable of being known solely by virtue of the presence of consciousness, which is the very matrix of all essence. Thus, consciousness is the irreducible a priori reality by which the linear is perceived by the subjective awareness of the nonlinear" (2006, p. xvii).

Alexander (2012) unravels the 'enigma of Consciousness' and confirms 'a deeper fabric of existence,' or the higher spiritual realm, owing to his near-death experience and a subsequent journey to a celestial paradise, whose detailed account he provides in his book *Proof of Heaven.* He offers a profound description of the holographic nature of the universe, mind, brain, and Consciousness, functioning on the same plane of connection. The Truth, according to Alexander, may be obtained by a synergy of science and spirituality, together 'yielding unimaginable power.'

Research Design

The intention of the study was to explore the benefit the application of technology in its different dimensions, can bring to learners, and the value of the human factor and interaction, demonstrated by a teacher in the classroom. Various stimuli were taken into consideration when performing the test. Notably, the scale 1-100% was applied for the convenience of interpretation where the critical point of integrity, truth and life-enhancing qualities begins at 10%. The aspects that underwent the testing procedure included:1) Different methods of content delivery: in-class, online and blended teaching, 2) Proportion of the teaching excellence across North America and globally. The assumption behind the characteristics of 'top professionals' was based on their alignment with the qualities above level 200, that is demonstrating a high level of integrity,

professional excellence, optimism, motivation, etc. (see Table 3), 3) Human vs Technology impact on Memory Retention and Ethics, 4) The role of Flipped Classrooms vs Teachers in-class in education, 5) The benefit of some popular state-of-the-art innovations to the learner.

Research Procedure

To perform the kinesiological test, two participants were required: a subject and a tester, both representing the level of integrity far above 200. The subject stood erect with his right arm relaxed at the side, the left arm held out laterally, parallel to the ground. The test administration was based on making a declarative statement related to the value of a particular stimulus (e.g. flipped classrooms) in the educational context and triggering the muscle reaction. The yes/no response indicated the calibrated level of the stimulus. To obtain the muscle response, the tester placed her right hand on the subject's extended left arm just above the wrist and pressed it downward each time the statement was uttered. If the muscles went weak and the arm collapsed, it was an indication of a false statement. If the utterance was true, the muscle remained firm and the arm did not drop, which confirmed the 'integrous' (virtuous) nature of the stimulus. The starting point for each question was 10% as the minimal value of integrity based on the truth and with the good-intentioned foundations, thus, having a benefit to education. If the minimal range was confirmed, a series of questions continued following the scale in the upward direction until the muscles reported falsehood by the arm falling down.

Data Collection and Interpretation

The study entailed stimuli that reflected a number of categories related to the context of innovative education and teachers themselves. Different aspects of technology and human contribution to the learning process were subjected to the muscle testing.

As the discussion of the best mode of content delivery continues in academic circles, the question of its benefit to learners initiated the test. The collected data (Table 4) uncover that the teacher persona in class scores the highest (80%) compared to online (68%) and hybrid (74%) courses offered fully or partially 'behind the scenes' of the traditional educational setting.

CONTENT DELIVERY	LEARNER BENEFIT GLOBALLY
In-class teaching	80 %
Online courses	68 %
Blended teaching	74 %

Table 4 Learner benefit of traditional teaching versus teaching with technology

Since the human factor proved the greatest value in the previous analysis, there was an investigation into the proportion of the desired teaching force across some selected American and Canadian cities. One can see (Table 5) that both North American countries rank similarly

(21-22%) when it comes to the average of all the cities, but only Ottawa, New York, and Toronto exceed one third of the best teachers.

Country	City	TOP TEACHERS (Integrity Level of 80%+)
USA	TOTAL Boston New York Chicago	21% 14% 34% 10%
CANADA	TOTAL Toronto Ottawa	22% 30% 35%

Table 5 Distribution of Top Teachers across USA and Canada

The above results prompted the researcher to compare the quality of North American teachers with those across the globe including Europe and Asia (Table 6). It was found that teaching excellence is best represented by Dutch and Scandinavian nationalities in general (31%), but if the major cities only are scrutinized, the top professionals emerge in Ljubljana (37%), New Delhi (36%) and Cracow (32%), which proves the strength of educational institutions in Slovenia, India and Poland respectively.

LOCATION Outside North America	TOP TEACHERS Integrity Level of 80%+
UNITED KINGDOM ENGLAND	10% 20%
FRANCE Paris	20% 30%
GERMANY Berlin	20% 24%
RUSSIA Moscow	15% 25%
SLOVENIA Ljubljana	30% 37%
POLAND Cracow	20% 32%
THE NETHERLANDS	31%
SWEDEN	21%
NORWAY	31%
FINLAND	31%

INDIA New Delhi	28% 36%
CHINA Beijing	7% 20%

Table 6 Distribution of Top Teachers around the globe excluding North America

The next stage was an inquiry about how technology and human factors affect the learning process in terms of the desired outcomes and the axiological aspect (Table 7). Interestingly, the results show that while technology makes a more remarkable contribution (30%) to the memory retention than average educators (20%), the teaching elite is responsible for as much as 80% of this process. Top teachers are also more influential in the domain of ethics, which is confirmed by the result of 67%.

Impact	TECHNOLOGY	HUMAN	
		Average Teachers	Top Teachers - Integrity level of 80+%
Memory retention	30%	20%	80%
Ethics	10%	20%	67%

Table 7 Technology vs Human Impact on Memory Retention and Ethics

The learner benefit due to the application of so-called 'flipped classrooms' juxtaposed with the teacher impact became the next target of the research (Table 8). The outcomes indicate that both globally (20%) and in Canada (60%), the teacher's presence affects the learning environment for the better. Strikingly, American first-rate teaching professionals are in balance with the quality of the alternative teaching method, where the proportion of 62% illustrates both cases. This can be explained by the fact that the popularity of flipped classrooms has grown mainly in USA.

Learner Benefit	FLIPPED CLASSROOMS	TEACHER IN-CLASS	
		Average integrity level	Integrity level of 80+%
Globally	10%	15%	20%
USA	62%	42%	62%
CANADA	52%	30%	60%

Table 8 Learner benefit of Flipped Classrooms vs Teacher In-Class

The final test on muscles was administered with a view of verifying how a myriad of applications and other digital solutions prove beneficial to the learner. It was found that the Safari search engine (84%) outweighs significantly the Google browser (64%). Similarly, Power Point is in the lead (70%) compared with another competitive presentation program, Prezi (42%). A perplexing finding indicates that the VINE application provides no benefit to the learning environment. Relatively low scores of TED Talks, an online educational offering, albeit widely popular in academic circles, show it has only a 15% positive impact on the learner. Of no surprise comes the Turnitin result as low as 2% of the potential (if any) learning benefit, which - with the researcher's experience in witnessing plagiarism attempts - is quite justifiable. The LearnIT2Teach platform, both innovative and educational, has an impressive score of 75%.

INNOVATIONS (Browsers, Programs, Apps, & Other)	BENEFIT TO LEARNER
Google	64%
Safari	84%
Powerpoint	70%
Prezi	42%
Kahoot!	25%
VINE	0%
Padlet	37%
LearnIT2Teach.org	75%
TED Talks	15%
Turnitin	2%

Table 9 Application of various Innovations in Education with Benefit to Learners

Research Implications

The ramifications of the findings above are far-reaching. The research outcomes via the muscle responses, reverberating with the voice of the universe, are the testimony of what is true, positive and desired, hence beneficial from the learner's perspective, prospectively speaking.

In the context of education, it becomes evident that energy patterns influence teachers and consequently, their impact on learners (emotions are contagious). In the context of technology, the calibrated levels of software, learning platforms and various applications, and more importantly, the attractor fields of their designers and developers, affect the benefit, if any, to its recipients – both teachers and students, and in broader terms, institutions that purchase and apply these innovations. The authenticity and validity of the above can be measured by the science of consciousness and its capacity to calibrate levels of truth. The following should be considered: 1)Investment in highly regarded teaching professionals should be the prime concern of hiring institutions, 2) There is a need for charismatic, passionate and integrous (seeking Truth as the primary virtue) educators linking their know-how with successful content delivery, 3) Let teachers teach, and let technology advance itself – building the bridge between these two should be mutually approved, and after all, will be inevitable in the long run, 4) Do not force technology through the windows if unwelcome through the door. Some innovations (Vine, Turnitin) have

been shown to offer few benefits, 5) Teachers should keep students' aware of additional resources available online, but remain the source themselves, 6) Define the extent of technology, 7) Promote the applications and programs in alignment with their authentic purpose (according to the obtained calibrations) rather than with the pitch behind the marketing strategy, 8) Integrate technology with in-class teaching, but do not replace teaching with technology, and 9) Teach with HEART and SPIRIT (rather than "plugged in").

Conclusion

Hawkins' research (2005) opened the gates to the universal, omnipresent and verifiable through replicability, Truth. The inexplicable became explicable. The time to drop dogmatic beliefs in favor of search for the spiritual pathway is now. Occupying the lower levels of consciousness will still persist among a larger proportion of the population for the time being, but the revelation of Truth, or Enlightenment, is destined for every human being, as Hawkins notices (2005). In the context of education and the hitherto presented study, to maximize the human (teacher) potential, one needs to resort to developing the qualities that transcend the negative field, which is 200 on the scale of Consciousness, and start speaking for the Truth. While the benefits to learners will be countless, to teachers – the process will turn rewarding. The more illuminated a teacher, the more sparkling the learning process will become.

The muscle testing proved effective, not only in the psychological but also educational application, which was demonstrated by this research concept, realization and final remarks. The startling outcomes may freeze an attempt to sanctify technology in the educational setting. The studies conducted so far have brought researchers to the approximation but not to the essence of what they have been looking for. The kinesiologic test can recall an ancient magic mirror and a modern lie detector. The calibration levels of individuals determine their intentions and actions, and consequently their impact on the others. In this study, the influence of technology versus educators has been investigated. The calibrations of the stimuli reflect what can benefit learners, or become deleterious by simply uncovering whether they are aligned with Truth, or Falsehood, or whether they are associated with Power vs Force respectively.

It is clear that technology will continue to exert an effect on classrooms, educational institutions and educational administrative systems, but eventually, it is in the interest of all scholars who spread the word to sow the seed that reaps the harvest. The Map of Consciousness casts a new light on the relevance of the energy fields in relation to technology and the human element. Alignment with the attractor, or energy field, informs about the position and intention of those in charge of inventing or propagating technology as well as the teaching process. And this research is the Rubicon (the critical moment) for those who are fueled by negative stimuli, a materialistic view-point, and consequently, a vested interest of gain, to proceed in the right direction, as the energy levels indicate it.

A flicker of hope, in this volatile world of complex theories and uncertain behaviors, is that Truth aligns with Veritas, which is to come onto the surface due to the primary tools of disseminating information – education and research, and ideally, with enlightened educators and kinesiologically-tested research. The prelude to such options begins here.

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