

68.COHERENT SPACE OF STRUCTURED INFORMATION

The coherent space of information is developed on clusters of four levels of complexity described above in the chapter on sustainability and metabolism.

The coherence of the information appears to be evident in two essential moments

- coherence of the initiatory paths obtained by refining the current information
- concatenating the micro-information formed on the space of the phases and obtaining macro-information specific to the different phenomena of the universe

These phenomena range from the subquantics to the phenomenon of life and give organicity to the whole.

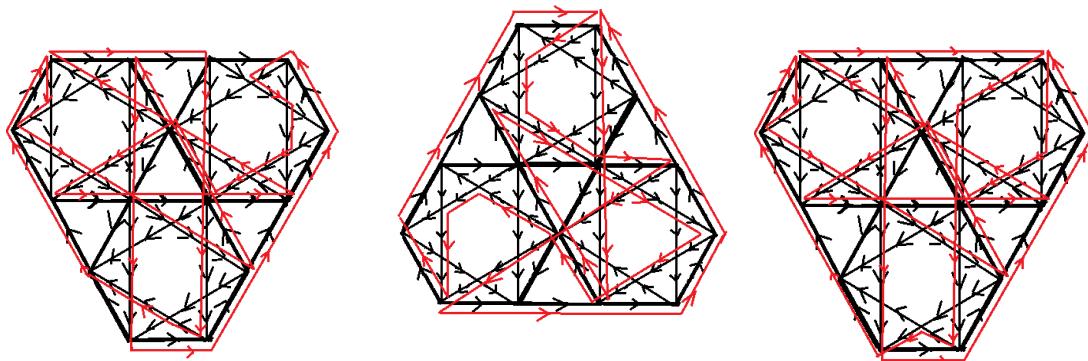


fig 26 initiatory pathss on triple fractolons

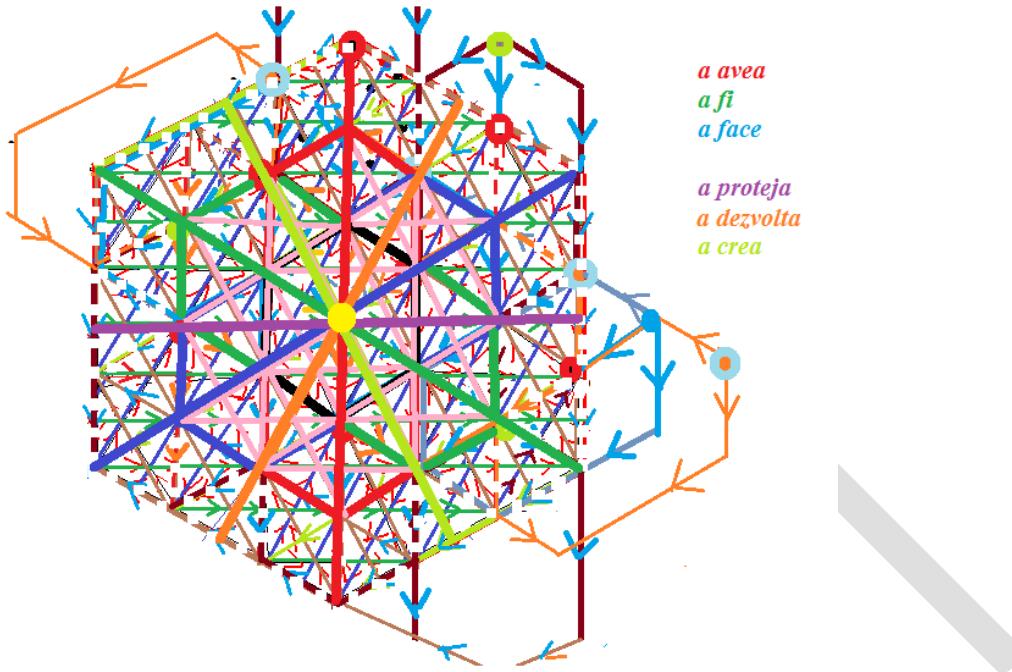


Fig 27 the main directions of semantic structuring

AE A ORGANIZA

BD A INOVA

FB A RESPONSABILIZA

EC A PREVENI

AC A OPTIMIZA

FD A INCURAJA

XY A DESCOPERI

ZW a proteja

VU A CONCEPE

YZ A ECHILIBRA

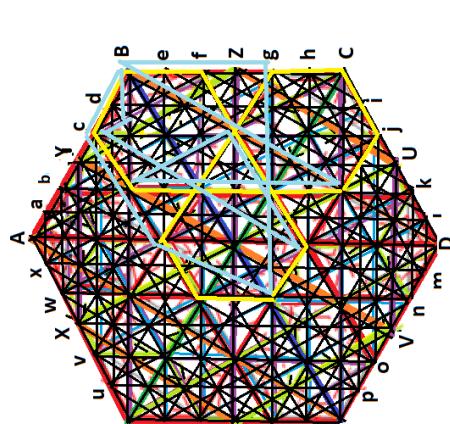
XU a crea

WV A INVESTI

ZU A SUSTINE

YV a dezvoltă

XW A COLABORA



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- 4) Program for the historical treatment of the evolution of human thinking and the development of new concepts
 - 5) Initiatory paths in education and self-education
 - 6) Master-disciple relationship, the system of colored belts in the development of knowledge and self-knowledge
 - 7) Working in teams to achieve specialized goals
 - 8) Analysis and debate on some present or past realities and causal determination of the evolution of events
 - 9) Rediscovering some old ideas that acquire new values in the present context and become important
 - 10) Creative, experimental and discovery and innovation workshops
 - 11) The training of thinking through analyzes, discoveries, laboratory experiments and analysis of results, the study of nature on different granulation levels of observation
 - 12) Interpretation of reality from the perspective of the instrument of observation and analysis
 - 13) Refining of the instruments of thought and analysis
 - 14) Introduction steps in the fields of knowledge corresponding to the students' understanding power and their level of interest
 - 15) Program for issuing hypotheses following observations and experiments
 - 16) Creative, experimental and discovery and innovation workshops
 - 17) Program for the historical treatment of the evolution of human thinking and the development of new concepts
 - 18) Rediscovering some old ideas that acquire new values in the present context and become important
 - 19) Deciphering and reproducing nature's patterns in innovations in different directions

- 20) Training of thinking through analyzes, discoveries, laboratory experiments and analysis of results, nature study on different granulation levels of observation
- 21) Discovering the human internal mechanisms and the way of generation
- 22) Program for self-knowledge and self-management and development of one's abilities
- 23) Learning styles, temperaments, social typologies
- 24) Knowledge of the human being from the biological, biochemical, informational, social, ecosystem, human role in nature
- 25) Programs intended to overcome personal limits through individual training or small groups
- 26) Master-disciple relationship, the system of colored belts in the development of knowledge and self-knowledge
- 27) Targeting to authentic sources of knowledge in different fields
- 28) Non-evasive technological innovation workshops, studying the complexity of possible consequences on the balance and general sustainability of the environment
- 29) Deciphering and reproducing nature's patterns in innovations in different directions
- 30) Creative, experimental and discovery and innovation workshops
- 31) Collaborative research circles with specialized institutions
- 32) Programs with valid credits in higher education
- 33) Enrichment programs and advanced research
- 34) Specialized scientific forums with international collaboration
- 35) Colored belt type mentoring program in which peer to peer education takes place
- 36) Stages of initiation and complexity of thinking and reasoning

- 37) Introduction steps in the fields of knowledge corresponding to the students' understanding power and their level of interest
- 38) Efficient learning, methods according to learning styles
- 39) Learning styles, temperaments, social typologies
- 40) Individualization of education and learning process, curricula and individualized paths
- 41) Efficient learning, methods corresponding to learning styles
- 42) Analyzing reality through the intrinsic logic of the phenomenon and discovering the rules of this logic
- 43) Refining of the instruments of thinking and analysis
- 44) Program for issuing hypotheses following observations and experiments
- 45) Rethinking of old-fashioned alchemy techniques in the context of modern quantitative or qualitative thinking. Discover the significant details regarding the knowledge and the mental map of the times
- 46) Collaborative research circles with specialized institutions
- 47) Collaboration and study program with advanced units of higher education or scientific research
- 48) Creative, experimental and discovery and innovation workshops
- 49) Training the thinking through analyzes, discoveries, laboratory experiments and analyzing the results, the study of the nature on different granulation levels of the observation
- 50) The knowledge of the human being from the biological, biochemical, informational, social, ecosystem, human role in nature, point of view
- 51) Discovering the human internal mechanisms and the way of generation

52) Interpretation of reality from the perspective of the instrument of observation and analysis

53) Program for issuing hypotheses following observations and experiments

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54) Translating old ideas into the current context, rediscovering the thinking of other eras and the mental map of different cultures in different historical periods

55) Mentoring program of colored belts in which peer to peer education takes place

56) Collaboration programs with specialized research and education units

The effort to open the horizons of thinking and enriching the mental map can allow us to go beyond the limits of evolution and to understand who we are, where we come from, where we are heading and what our role is in all the roles of the complex ecosystem, of the complex universe, from complex multiverse.

On the other hand, the process of self-knowledge begins with understanding our own information mechanisms and how we are built.