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Author: Mr. Cameron Ashkar
The Global Alliance for Outer Space Development, Inc., United States, cameronashkar@gmail.com

Prof. Edythe Weeks
Interstellar Travel Meetup, Webster University Worldwide, Washington University and Northern Arizona University, Outer Space Education Alliance L.L.P., United States, outerspacedevelopment@gmail.com

SPACE REALIZATION: A CURRICULUM BASED LEARNING MODULE DESIGNED TO USE OUTER SPACE AS A TOOL FOR UNLOCKING NEW PATHWAYS OF HIGHER LEARNING

Abstract

This proposed paper sets forth principles for a space based learning module to trigger new pathways for higher levels of learning. To secure increased patterns of sustainability of funding for commercial development and space research, transformative concepts can enable the space community to shift public perceptions about the important and relevant of outer space in the foreseeable future.

Space has the potential to trigger higher levels of learning engagement. For example, in 1946 humanity witnessed the first images of Earth from space. Since then, those who have seen Earth from orbit describe what has been termed the "overview effect". This phenomenon has triggered an immediate understanding that the Earth is a precious fragile ball of life hanging, in a void.

The overview effect allows us to see ourselves as being all here together. This paper highlights the significance of how this cognitive awareness offers space explorers a new and profound understanding of life on Earth from the vantage point of outer space. Currently, large numbers of society are not able to traverse into outer space in order to experience the overview effect. We provide a key methodological approach for enabling a broad inspired audience to gain an experience of overview effect from the vantage point of life here on Earth.

This paper introduces a new concept entitled, "space realization", which is defined herein as a perceptual counterpart of the overview effect. The teaching methodology outlined in the proposed paper is part of a larger project, Teaching to Illuminated Minds: Using Space to Heighten Engagement, Innovation and to Stimulate Learning, which provides several modules explaining how teachers, students, scholars, and members of the general public at large, can begin the political and ideological process of introducing this teaching method.

Space themes may provide solutions to knowledge gaps. Our paper will provide a novel pedagogical approach aimed at enabling teachers to meet established educational goals and learning outcomes in a fun and exciting way. We specialize in teaching teachers our unique method for addressing and reducing achievement and performance gaps, teaching difficult subject areas effectively and teaching effectively to students deemed to difficult to teach. This approach offers the space community an innovative way to demonstrate value of space for more people.