

Research Article

Mind Genomics and Today's Realpolitik: The Conflict About Teaching Young Students Ideas that Could Be Propaganda

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Received: April 03, 2024; Accepted: April 25, 2024; Published: April 26, 2024

Abstract

AI embedded in the platform of Mind Genomics was used to synthesize mind-sets regarding the attitudes of parents towards what is being taught to their children. The AI program emerged with the three mind-sets being Traditionalists, Concerned Parents, and Progressives, respectively. The AI program clearly summarized the values of these three mind-sets when instructed to define what the mind-sets believed to be wrong with today's education, to be ok with today's education, and finally to be excellent with today's education. The AI program, Idea Coach, was instructed to create 20 statements, and to predict how each of the three mind-sets would score each statement in terms of whether or not it bothered them, and whether or not this statement described what was happening in their schools. The answers made intuitive sense. The process shows the power of AI as an aid to critical thinking and understanding, as well as a novel way to deal with a complicated topic even before doing any reading or research.

Introduction

During the past several years a variety of news stories have appeared regarding the discovery that students in classrooms around the United States may be receiving propaganda in their daily lessons. One need only read stories about propaganda to realize that something may be going on, although we do not know. This issue has come to the fore recently with the spread of news about the influence of the Chinese Communist Part (CCP), such as this headline from the Oklahoma Council of Public Affairs in August 2023 *Tulsa Schools Linked to Chinese Communist Entity* [1]. We are accustomed to hearing this in other countries and situations, such as the recently revealed but long-known fact that the 'teachers' in Gaza, supported by the United Nations (UNWRA) are teaching anti-Israel and anti-Semitic material, lesson material that is found in their textbooks [2]. The issue is here in the United States as well, as expressed in a November 22, 2023, story by Zachary Faria in the Washington Examiner: *The Democratic Party's panic over losing control of narratives in schools has led it to pursue a new path to propagandize to children: mandatory "media literacy" classes to teach students about "fake news."* Media literacy lessons are now mandatory in California in English, science, history, and even math classes throughout every grade level, thanks to a law signed by Gov. Gavin Newsom (D-CA) last month. Delaware, Illinois, and New Jersey are also among the states requiring these lessons. Among other things, the California law worries about the effects of "online misinformation" that has "threatened public health." [3]

The issue of teachers teaching what the parent's believe the student should not be learning appears to be a systemic issue, perhaps one plaguing all of society. Increasingly, teacher values clash with parent's values, the conflict played out in the arena of education. 'School boards have a central position in educational governance. They have to guarantee quality, monitor results and intervene if needed' [4]. The issue is explained even more elegantly by [5]...while school administrators are challenged to turn schools around with limited time and resources quickly, their efforts are not a silver bullet. Engaging community requires committed partnerships that support schools to advance quality learning. Community school councils, an organizing strategy, focus on addressing potential threats and enhancing strengths for student success'.

In the United State, irate parents have verbally attacked the local school boards, often the attack making news. The complaining parents are called 'terrorists'. The local education establishment gather around to defend the teacher and castigate the irate parents. . "New whistleblower information has revealed that the FBI targeted parents who spoke out against their local school boards' COVID policies, after prodding from education officials. It all started in September, when the National School Boards Association (NSBA) sent a letter to the Department of Justice (DOJ) requesting federal intervention into the alleged "domestic terrorism" that is citizens disagreeing with school board officials" [6]

The conflict between parents and the educational system has created the opportunity for academic investigation on a broad front,

ranging from who is teaching to whom, and most important, what is taught, with what emphasis, and with what objective [7-9].

The opportunity to explore these issues using AI embedded in the Mind Genomics platform, www.bimileap.com, allows us to look at the topic in a new way, and with some new tools. The tool, Idea Coach, allows us to specify a problem, and after specifying the problem, put AI to work to generate the data.

The approach presented here originates in the effort by the authors to change the way we discover how people think. The traditional methods began with qualitative discussions, in which people could surface their concerns, and in which a trained 'listener' or 'moderator' could elicit information from people leading to insights. There is an entire discipline of qualitative research, popular, growing, requiring training to understand what is really being communicated in an interview or in a group discussion. It is from these qualitative interviews with parents as well as observing what is being reported in the media that the importance of the curriculum being used with the students has emerged.

Beyond qualitative work is the effort by researchers to measure the minds of peoples, or if not the minds, then measure the attitudes of people. These measurements are done by surveys, in which the researcher creates a list of questions about topics, and instructs the respondent, the survey taker, to rate the different topics or questions on one or another scale. Most of the readers by now should be familiar with surveys which seem to follow every transaction of a business nature, with the survey attempting to quantify the different aspects of the experience. Typically the surveys are either done for general attitudes or for specific attitudes, but in either case the surveys fail to get to the granularity of the experience. Nonetheless, the researcher executing the survey ends up with a measure of performance or importance of an experience relevant to the group commissioning the survey

It was against this background of surveys and the failure to deal with

the granularity of the data that the notion of presenting respondents with combinations of messages emerged. The research leading to this effort had been developed by mathematical psychologists under the name conjoint measurement [10], and popularized by Wharton professors [11]. The underlying idea was to present the respondent with combinations of messages about a situation, obtain their reaction to the messages and then deconstruct the messages into the contribution of the components.

The trajectory of science would lead to some developments in this effort to understand the mind of the person. The first effort was the creation of a DIY, do-it-yourself system, to run these experiments on topics, with the user providing questions which told a story, and for each question provide four answers, and then mix and match the answers (also called elements), to create a set of combinations (called vignettes). The respondent or survey taker would be presented with these combinations and instructed to rate the combination. Each respondent evaluated a full set of combinations, these combinations constructed by an underlying experimental design which prescribed the component elements of the vignette. The later analysis generated an estimate of the contribution of each element.

The requirement to develop the four questions which tell a story proved to be a stumbling block. It was to address this issue that the approach, now called Mind Genomics, first attempt to teach users, but then with increased effort changed direction. Rather than teaching students, it became easier to create an AI-powered system called Idea Coach which, upon receiving a background of the study, would come up with the offering of 15 questions, and then for each question 15 answers. The task facing the researcher was now to write a coherent 'squib' requesting the 15 questions. Once the questions were chosen it was easy to create 15 answers for each question. Figure 1 shows the process.

Introducing the Problem to AI

The remainder of this paper shows the process of creating an

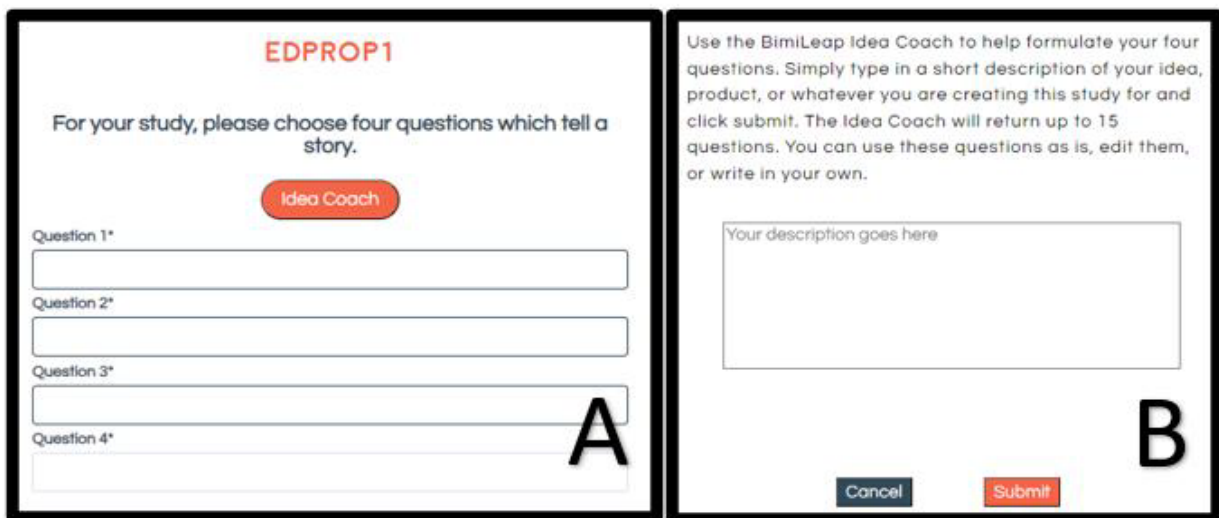


Figure 1: The basic Mind Genomics set-up. Panel A shows the request for four questions which tell a story. Panel B shows the AI-powered Idea Coach. The user can instruct the embedded AI to provide information.

orientation to AI, instructing AI to provide the relevant information, and then generating the necessary materials from the internal processing of AI. The approach can be done on the current Mind Genomics platform (www.bimileap.com). The one caveat is that with the same orientation to AI the output from Idea Coach varies, even when run several times. The reason for the variation is not known. The AI does try to follow instructions. Occasionally the AI returns with a message saying that it cannot fulfill the task, providing one or another reason for not being able to do so. Yet, despite the lack of perfect reproducibility, it is the very richness and instructional value from the AI output which motivates this paper.

Table 1 shows the introductory 'squib' or description provided to the Idea Coach program embedded in the BimiLeap program. The structure of Table 1 is important to elucidate because with AI small deviations from the pattern can end up causing the AI to deliver the wrong material, or to be incomplete. The parts of the introductory squib play different roles.

Topic (Sentences 1-3)

In the 'topic' the user must provide the AI with some sort of background. The AI output from Idea Coach is sensitive to the phrases. In order to allow a systematic exploration of the impact of the set-up on the results, the set-up material is structured into three short sentences, each sentence spatially separated from the others by a blank line. In this way it becomes possible to change the orientation quickly, either help the AI provide the necessary information, or even to help explore what happens when the orientation is changed by adding something about the year in history for which the information is desired, or the country and year for which the information is desired

Posited Mind-Sets (Sentence 4)

The orientation states that there are three mind-sets, but does not define what a mind-set is, nor give any information about the mind-

sets, other than there are three. In other uses of Mind Genomics and specifically Idea Coach, the authors have occasionally defined the mind-sets, whether these definitions be very tight and specific, or whether these definitions be 'broad stroke.' As will be shown in the next few paragraphs, simply defining that there are three mind-sets suffices for the AI to provide three radically different groups. From iteration to iteration there may be some changes in the nature of the three mind-sets, but each iteration makes sense.

Request for AI to Generate 20 Statements (Sentence 5)

These statements pertain to what the education process should do to ensure that the children are not subject to propaganda in the form of education. The instruction to AI is to provide a reasonably short phrase (15 words or less), that statement is realistic, and that each statement is a stand-alone sentence. AI has no problem following these directions.

Instruct AI to 'Rate' Each Statement on a Defined Four-point Scale (Sentences 6 and 7)

The AI is to assume that the statement was read by each of the three mind-sets, respectively. The scale is defined completely. The ingoing assumption is that the AI understands the meaning of the question, understands the meaning of the rating scale, and can assume the role of the mind-set.

Provide an Addition Eight Pieces of Information about Each Mind-set (Sentence 8)

Once presented with the request in the squib, it takes the Idea Coach approximately 10-15 seconds to provide answers. Each the user requests a new 'run' the Idea Coach begins anew. Occasionally Idea Coach cannot immediately answer the question immediately, returning with an apology. Later, however, after the effort has finished, Idea Coach will return with each of the iterations summarized. Those

Table 1: The input 'squib' to Idea Coach. The input describes generalities of the mind-sets, requesting that AI provide specifics for each mind-set.

<p>1. Topic: Credible news sources are reporting that young children in elementary school are receiving lessons that are political and social propaganda.</p> <p>2. It is hard to discover what is being taught to grade school children because very few non-teacher adults are allowed in the classroom.</p> <p>3. Parents are protesting to school boards, but these parents are being attacked by the school boards as interrupting the orderly education of the students.</p> <p>4. There are three mind-sets of people with ideas about what to do to stop the propaganda from being inflicted on the children without the knowledge and consent of the parents.</p> <p>5. Please create 20 statements about what the education process should do to make sure children are not subject to propaganda in the form of education. Make each statement 15 words or less. Make each statement realistic to do. Make each statement a stand-alone sentence.</p> <p>6. FOR EACH STATEMENT IN TURN, what is the scale value assigned by the mind-set to that statement.</p> <p>Write the statement and then write the rating assigned by Mind-Set 1, then the rating assigned by Mind-Set 2, and finally the Rating assigned by mind-set 3.</p> <p>7. Use the scale below and choose the appropriate scale value for each combination of statement as read by the mind-set. What rating would that mind-set select? .</p> <p>1 = This action does not bother me AND this action does not occur in the school that my child attends</p> <p>2 = This action does not bother me BUT this action occurs in the school that my child attends</p> <p>3 = This action bothers me BUT this action does not occur in the school that my child attends</p> <p>4 = This action bothers me AND this action occurs in the school that my child attends</p> <p>8. After completing the ratings of the 20 statements by each of the three mind-sets, please do the next tasks for the three mind-sets, respectively</p> <p>1. Give the mind-set a name</p> <p>2. What does the mind-set feel is wrong with today's education?</p> <p>3. What does the mind-set feel is ok with today's education?</p> <p>4. What does the mind-set feel is excellent with today's education?</p> <p>5. What is the distribution of social classes within the mind-set?</p> <p>6. What is the distribution of age within the mind-set?</p> <p>7. What is the distribution of income within the mind-set?</p> <p>8. What is the distribution of activism within the mind-set?</p>

iterations that could not be addressed immediately and about which the Idea Coach apologized end up having been answered, however. The only problem seems to be the ability to provide the answers immediately and then move on to the next iteration.

We move on with the section of the squib requesting information about the three mind-sets. The information appears in Table 2. The columns show the three mind-sets, the rows show the answers to the eight questions. If were to trace back the mind-sets to the complaint about propaganda in education, it would be Mind-Set 2, the so-called 'Concerned Parents' who would be the ones most likely to fear the propaganda.

It is important to recognize that the user provided no information to the Idea Coach other than the 'operating hypothesis' that there exist three different mind-sets in the population. Despite the paucity of direction given to the AI in Mind Genomics, Table 2 shows a quite reasonable division of points-of-view across the mind-sets. Table 2 also shows hypothesized demographic distributions which make intuitive sense.

Perhaps the strongest evidence for the usefulness of AI comes from ratings assigned to the mind-sets. Part of the request to Idea Coach was to suggest the likely rating to be assigned to each of 20 statements. The rating scale was two-sided, one side of the scale talking about 'bothers me', and the other side of the scale talking about 'occurs in my school'. The mind-sets emerging from AI focus on topics of opinion. The AI did not request any guidance about the mind-sets, but rather simply presented them. The three mind-sets differ in their concerns and values, as Table 3 shows.

The pattern of scaled responses appears to be more intuitively correct than might have been expected. The middle and right sets of columns show two letters, N corresponding to 'NO' for that rating category, Y corresponding to 'YES' for that rating category. The pattern of Y's make sense. The 'Traditionalists' are not bothered by any of the statements. The 'Concerned' are bothered by the content of what is being taught. The 'Progressives' are concerned about fairness of what is being taught, and the ability of students to become 'critical thinkers'.

Table 3 does not show dramatic ideological differences among the hypothesized mind-sets, but rather gives a sense of modest, nuanced differences. Furthermore, the pattern breaks down when we consider

the second part of the scale dealing with 'occurs in my school'. There seems to be no clear pattern here for any of the hypothesized mind-sets.

At the end of the iteration, once the user has either gone to the next iteration to obtain new ideas from AI in the Idea Coach routine or has proceeded to select questions and answers, the material created by Idea Coach is sent to a summarizer. The summarizer comprises a series of prompts which end up deconstructing the information and reconstructing the material into new perspectives. The first summarization comprises the analyses shown in Table 4. This summarization shows 15 new questions, 20 key ideas, and 20 themes. This pattern of summarizations is a legacy from the original summarizer, done when the focus of the Idea Coach was to present sets of 15 question to a simple squib, and set of 15 answers to a question. Despite being a legacy summarization, the three sets of statements provide additional topics for consideration, as well as different ways of stating the key issues.

The Idea Coach further analyzes the material, presenting ideas, and for each idea three aspects. These aspects are called Plus (positive aspect), Minus (negative aspect or difficulty), and Interesting (long term benefit). The perspectives appear in Table 5.

The next set of analyses provided in the Idea Book by the Summarizer deal with the different receptions that the ideas will receive. The first is the Alternative Viewpoints, or different ways of dealing with the topic. The second is the Interested Audiences, those who will accept the ideas. The third is the Opposing Audiences, those who will reject the ideas. Once again the AI embedded in Idea Coach provides a fairly thorough analysis of these viewpoints and responses to the material, an analysis which dramatically augments the understanding of the topic. Table 6 shows these groups of analyses.

The final set of analyses appears in Table 7. These analyses consider what is missing, and innovation. Once again, the analyses are done completely by AI, working only the information generated from the input squib given to Idea Coach. That information, in turn, comprised only the suggestion of three mind-sets, as well as some modest background of a few lines provided to Idea Coach at the start of the process.

Table 2: Specifics for the three mind-sets created by AI.

Give the mind-set a name	Mind-Set 1: Traditionalists	Mind-Set 2: Concerned Parents	Mind-Set 3: Progressives
1. What does the mind-set feel is wrong with today's education	Feels there is too much liberal bias in education	Feels that political and social bias is infiltrating education	Feels education should be inclusive and promote social awareness
2. What does the mind-set feel is ok with today's education	Feels that traditional subjects and values are still present	Appreciates efforts to teach children about the world	Values diversity and social justice education
3. What does the mind-set feel is excellent with today's education	Feels that discipline and structure in education are excellent	Feels that access to education is excellent	Appreciates efforts to address systemic issues in education
4. What is the distribution of social classes within the mind-set	Diverse but skewed towards middle to upper-class	Diverse representation across social classes	Diverse across social classes
5. What is the distribution of age within the mind-set	Middle-aged to older parents	Parents of varying ages	Younger parents
6. What is the distribution of income within the mind-set	Middle to upper income	Varied income levels	Varied income levels
7. What is the distribution of activism within the mind-set	Low activism	Moderate activism	High activism

Table 3: AI-generated ratings for the 20 statements according to the three hypothesized mind-sets, as well as the deconstruction of the ratings into what statements 'bother me,' and what statements describe 'what occurs in my school'.

#	Mind-Set	1=Traditionalists, 2 = Concerned 3= Progressives								
		Rating Assigned by AI			Bothers Me			Occurs in my school		
		1	2	3	1	2	3	1	2	3
2	Lesson plans should be transparent and accessible to parents upon request.	1	4	2	N	Y	N	N	Y	Y
3	Schools should prioritize core subjects and limit time dedicated to political or social topics.	2	4	2	N	Y	N	Y	Y	Y
5	Guest speakers should be diverse and represent a variety of perspectives on the subject matter.	2	3	4	N	Y	Y	Y	N	Y
6	Schools should establish clear guidelines on the inclusion of political or social materials in curriculum.	2	4	3	N	Y	Y	Y	Y	N
10	Parents should have the right to opt their children out of specific lessons they find objectionable.	1	4	2	N	Y	N	N	Y	Y
12	Schools should provide resources that allow students to critically analyze and evaluate different perspectives.	1	3	4	N	Y	Y	N	N	Y
20	Schools should focus on teaching facts and evidence-based information rather than opinions.	2	3	4	N	Y	Y	Y	N	Y
12	Schools should provide resources that allow students to critically analyze and evaluate different perspectives.	1	3	4	N	Y	Y	N	N	Y
20	Schools should focus on teaching facts and evidence-based information rather than opinions.	2	3	4	N	Y	Y	Y	N	Y
5	Guest speakers should be diverse and represent a variety of perspectives on the subject matter.	2	3	4	N	Y	Y	Y	N	Y
6	Schools should establish clear guidelines on the inclusion of political or social materials in curriculum.	2	4	3	N	Y	Y	Y	Y	N
1	Teachers should provide a balanced presentation of different perspectives on controversial issues.	1	1	3	N	N	Y	N	N	N
7	Parental involvement should be encouraged in reviewing and providing feedback on curriculum choices.	1	1	4	N	N	Y	N	N	Y
8	School boards should actively seek input from parents regarding curriculum decisions.	1	2	4	N	N	Y	N	Y	Y
9	Schools should strive for ideological diversity among teachers to avoid bias in classroom discussions.	1	2	4	N	N	Y	N	Y	Y
17	School boards should be transparent in their decision-making processes and include public input.	1	2	4	N	N	Y	N	Y	Y
4	Teachers should receive training to ensure they remain politically neutral in the classroom.	1	1	2	N	N	N	N	N	Y
11	School districts should regularly review curriculum materials and ensure their accuracy and objectivity.	1	1	2	N	N	N	N	N	Y
13	Lesson plans should avoid promoting one political or social agenda over others.	1	1	2	N	N	N	N	N	Y
14	Teachers should encourage respectful and open dialogue among students with diverse viewpoints.	1	2	1	N	N	N	N	Y	N
15	School districts should consult with experts to ensure curriculum materials are unbiased and accurate.	1	1	2	N	N	N	N	N	Y
16	Schools should prioritize teaching critical thinking and independent thought to students.	1	2	1	N	N	N	N	Y	N
18	Schools should provide a safe environment for students to respectfully express their opinions.	1	2	1	N	N	N	N	Y	N
19	Curriculum materials should undergo periodic review for bias and adherence to academic standards.	1	1	2	N	N	N	N	N	Y

Table 4: AI-generated summarization of the of the key issues, presented to the user in the Idea Book. The analysis is a legacy summarization used in simpler forms of the Idea Coach.

A. Questions:
What are some examples of political and social propaganda being taught in elementary schools?
How can teachers ensure a balanced presentation of different political and social perspectives?
Should parents have more control over what is taught in the classroom?
How can schools address concerns about political bias in education?
Are schools transparent enough with their curriculum choices?
What impact does parental involvement have on the education system?
Should schools prioritize core subjects over teaching political and social topics?
What role should guest speakers play in shaping students' perspectives?
How can teacher training help promote political neutrality in the classroom?
Should schools provide access to curriculum materials for parents to review?
How can schools include diverse perspectives in their lesson plans?
Are there guidelines in place for the inclusion of political or social materials in curriculum?
Should parents have the right to opt their children out of specific lessons they find objectionable?
How often should curriculum materials be reviewed for accuracy and objectivity?
What resources can schools provide to help students critically analyze different perspectives?
B. Key Ideas

1. Balanced presentation of different perspectives on controversial issues in education.
2. Transparency and accessibility of lesson plans to parents.
3. Prioritization of core subjects and limitations on political or social topics.
4. Training for teachers to remain politically neutral in the classroom.
5. Diverse guest speakers representing various perspectives.
6. Clear guidelines on the inclusion of political or social materials in curriculum.
7. Encouragement of parental involvement and feedback on curriculum choices.
8. Active input from parents in curriculum decisions.
9. Striving for ideological diversity among teachers to avoid bias.
10. Parental right to opt their children out of objectionable lessons.
11. Regular review of curriculum materials for accuracy and objectivity.
12. Provision of resources for critical analysis of different perspectives.
13. Avoidance of promotion of one political or social agenda in lessons.
14. Encouragement of respectful and open dialogue among students.
15. Consultation with experts to ensure unbiased and accurate curriculum materials.
16. Prioritization of teaching critical thinking and independent thought.
17. Transparency and public input in school board decision-making.
18. Creation of a safe environment for students to express their opinions.
19. Periodic review of curriculum materials for bias and adherence to academic standards.
20. Focus on teaching facts and evidence-based information, rather than opinions.
C. Themes
1. Balanced presentation of different perspectives on controversial issues in education.
2. Prioritization of core subjects and limitations on political or social topics.
3. Parental right to opt their children out of objectionable lessons.
4. Avoidance of promotion of one political or social agenda in lessons.
5. Prioritization of teaching critical thinking and independent thought.
6. Periodic review of curriculum materials for bias and adherence to academic standards.
7. Focus on teaching facts and evidence-based information, rather than opinions.
8. Transparency and accessibility of lesson plans to parents.
9. Clear guidelines on the inclusion of political or social materials in curriculum.
10. Encouragement of parental involvement and feedback on curriculum choices.
11. Active input from parents in curriculum decisions.
12. Regular review of curriculum materials for accuracy and objectivity.
13. Consultation with experts to ensure unbiased and accurate curriculum materials.
17. 14. Transparency and public input in school board decision-making.
15. Training for teachers to remain politically neutral in the classroom.
16. Striving for ideological diversity among teachers to avoid bias.
17. Provision of resources for critical analysis of different perspectives.
18. Encouragement of respectful and open dialogue among students.
19. Creation of a safe environment for students to express their opinions.
20. Diverse guest speakers representing various perspectives.

Table 5: Perspective on the different ideas, showing short term benefits (Plus), short term problems (Minus), and long-term benefits (Interesting).

Perspectives
Balanced presentation of different perspectives on controversial issues in education.
Plus: Provides students with a comprehensive understanding of diverse perspectives. Promotes critical thinking and open-mindedness.
Minus: May be challenging to achieve a truly balanced presentation due to teachers' potential biases or lack of resources.
Interesting: Can foster healthy debates and encourage students to develop their own informed opinions.
Prioritization of core subjects and limitations on political or social topics.
Plus: Ensures that students receive a strong foundation in essential subjects. Allows more time for comprehensive instruction.
Minus: May limit students' exposure to important political or social issues that are relevant to their lives.
Interesting: Raises questions about which topics should be considered "core" and who decides.
Parental right to opt their children out of objectionable lessons.
Plus: Respects parents' beliefs and values. Allows for individualized education according to family preferences.
Minus: May lead to a fragmented curriculum and missed opportunities for learning. Could reinforce echo chambers and limit exposure to diverse perspectives.
Interesting: Raises questions about the extent of parental authority in determining educational content.

Avoidance of promotion of one political or social agenda in lessons.
Plus: Fosters a fair and unbiased learning environment. Helps students develop their own perspectives.
Minus: May be challenging to avoid all potential biases. Could limit discussion and engagement with relevant issues.
Interesting: Raises debates about what constitutes promotion versus discussion or exploration of different ideas.
Prioritization of teaching critical thinking and independent thought.
Plus: Equips students with essential skills for lifelong learning and decision-making. Encourages intellectual autonomy.
Minus: May require additional time and resources. Can challenge traditional approaches to teaching.
Interesting: Encourages students to question assumptions and explore alternative viewpoints.
Periodic review of curriculum materials for bias and adherence to academic standards.
Plus: Ensures that material aligns with academic standards and promotes a fair and equitable education.
Minus: Review processes can be time-consuming. Different interpretations of bias may lead to disagreements.
Interesting: Raises questions about who should be involved in the review process and what criteria should be considered.
Focus on teaching facts and evidence-based information, rather than opinions.
Plus: Provides a solid foundation of knowledge. Promotes critical thinking and logical reasoning.
Minus: Could limit discussions and creativity. Some topics may involve interpretation or subjective viewpoints.
Interesting: Requires finding a balance between factual information and encouraging independent thought.

Table 6: How the ideas are received, by three different groups suggested by Idea Coach

Alternative Viewpoints
- Some may argue that teachers should not provide a balanced presentation of different perspectives on controversial issues, as they believe that certain perspectives may be harmful or promote discrimination. They may argue that it is the responsibility of teachers to guide students towards morally and ethically correct viewpoints.
- Others may believe that lesson plans should not be transparent and accessible to parents upon request, as they believe that teachers should have the autonomy to design their own lessons without interference from parents. They may argue that this allows teachers to adapt and personalize lessons to better meet the needs of their students.
- Some may argue that schools should not prioritize core subjects and limit time dedicated to political or social topics, as they believe that these topics are important in shaping students' understanding of the world and their role in society.
- There may be those who believe that teachers should not receive training to ensure they remain politically neutral in the classroom, as they believe that teachers should be able to express their own opinions and values to provide a more authentic learning experience for students.
- Others may argue that schools should not strive for ideological diversity among teachers, as they believe that it is important for teachers to share similar values and beliefs to create a cohesive and supportive learning environment.
- Some may argue that schools do not need to regularly review curriculum materials for bias and adherence to academic standards, as they believe that the curriculum is already well-established and trustworthy.
- There may be those who believe that schools should not prioritize teaching critical thinking and independent thought to students, as they believe that it is more important to focus on foundational knowledge and skills.
- Others may believe that school boards do not need to be transparent in their decision-making processes and include public input, as they believe that it is more efficient for decisions to be made by educational experts and professionals.
- Some may argue that schools do not need to provide a safe environment for students to respectfully express their opinions, as they believe that controversial topics should be avoided altogether to prevent conflict and discomfort in the classroom.
Interested Audiences
1. Parents: Parents are likely to be highly interested in the topic questions as they want to ensure that their children are receiving a well-rounded and unbiased education. They want to be involved in their children's education and may have concerns regarding the presence of political or social bias in the curriculum.
2. Teachers: Teachers are directly involved in delivering the curriculum and may have their own perspectives on how controversial issues should be presented in the classroom. They may be interested in discussing and implementing strategies to ensure a balanced presentation of different perspectives.
3. School administrators: School administrators have the responsibility of making curriculum decisions and managing the education system. They may be interested in addressing concerns about political bias in education and ensuring transparency in curriculum choices.
4. Education policymakers: Education policymakers create policies that guide the content and delivery of education. They may be interested in understanding how to address concerns about bias in education and how to promote critical thinking and independent thought among students.
5. Education researchers: Education researchers may be interested in studying the impact of different approaches to teaching controversial issues and the role of parental involvement in shaping the education system. They may also be interested in exploring the effectiveness of teacher training in promoting political neutrality in the classroom.
6. Advocacy groups: Advocacy groups that focus on education reform or specific educational issues may be interested in the topic questions as they strive to promote their agenda and ensure that education is inclusive and unbiased.
7. Students: Students may also be interested in the topic questions as they are directly affected by the curriculum and teaching methods used in schools. They may have their own perspectives on how controversial issues should be taught and may want to learn how to critically analyze different perspectives.
Overall, anyone who is invested in the education system and wants to promote an unbiased and inclusive education is likely to be interested in the topic questions.
Opposing Audiences
1. Traditionalists may oppose the topic as they believe that education should focus more on traditional subjects and values rather than controversial issues. They may argue that exposing students to different perspectives can lead to confusion and undermine the teaching of core subjects.
2. Concerned parents may also oppose the topic as they may feel that their children are being exposed to biased or one-sided viewpoints in the classroom. They may argue that teachers should stick to teaching facts and evidence-based information rather than promoting specific political or social agendas.
3. Some conservatives or right-leaning individuals may oppose the topic, as they may believe that education is being used as a tool to push a liberal or progressive agenda. They may argue that teachers should remain politically neutral and avoid promoting any particular viewpoint in the classroom.
4. Individuals who prioritize traditional gender roles or hold conservative social views may oppose the topic, as they may feel that discussing controversial social issues in the classroom goes against their values. They may argue that schools should focus on teaching academic subjects rather than societal debates.

Table 7: Suggestions for the future, based upon an analysis of 'what is missing,' and suggested 'innovations.'

What is Missing?
1. What are the potential consequences of not providing a balanced presentation of different perspectives on controversial issues?
2. How can schools ensure that teachers are adequately trained to facilitate respectful and open dialogue among students with diverse viewpoints?
3. How can schools address concerns about the potential for indoctrination or bias in curriculum materials?
4. How can schools ensure that guest speakers are selected based on their expertise and ability to provide diverse perspectives, rather than promoting a specific agenda?
5. What impact does ideological diversity among teachers have on classroom discussions and students' educational experiences?
6. How can schools navigate the challenge of providing a safe and inclusive environment for students to express their opinions, while also maintaining a respectful and respectful learning environment?
7. Are there examples of curriculum materials that have been found to contain bias or inaccuracies, and how have schools responded to these issues?
8. How can schools effectively teach critical thinking and independent thought to students, while also providing them with the necessary factual information?
9. What is the role of school boards in ensuring transparency and public input in curriculum decision making?
10. How can schools strike a balance between teaching core subjects and addressing important political and social topics?
11. Are there any standardized guidelines or criteria for determining the appropriateness of political or social materials in curriculum?
12. How can schools effectively engage and involve parents in the curriculum review process?
13. How do schools handle situations where parents have conflicting views on what should be taught in the classroom?
14. How do schools ensure that the curriculum aligns with academic standards and objectives?
15. What strategies can schools use to address the concerns and perspectives of different stakeholder groups, such as teachers, parents, students, and community members?
Innovations
1. Platforms or apps that provide curated resources presenting different perspective controversial education issues.
2. Digital lesson plan platforms that allow parents to easily access and review the curriculum materials being taught in the classroom.
3. Interactive workshops or professional development programs for teachers on remaining politically neutral in the classroom.
4. Curriculum review committees consisting of diverse experts who ensure unbiased and accurate materials are being used.
5. Online forums or platforms where parents can provide feedback and suggestions on curriculum choices.
6. Mobile apps or websites that provide fact-based information and resources on a wide range of subjects for students to access independently.
7. Training programs for teachers on promoting critical thinking and independent thought in the classroom.
8. School board decision-making processes that involve public input and transparency.
9. School policies that allow parents to opt their children out of objectionable lessons, with alternative assignments or topics provided.
10. Partnerships with local organizations or community members to bring diverse guest speakers to schools and provide a range of perspectives for students.
11. Programs or initiatives that encourage respectful and open dialogue among students, such as debate clubs or discussion groups.
12. Measures to ensure ideological diversity among teachers, such as recruiting teachers from different backgrounds or implementing diversity hiring practices.
13. Ongoing professional development opportunities for teachers to stay up to date on academic standards and best practices in curriculum development.
14. Independent organizations or bodies that regularly review and assess curriculum materials for bias and adherence to academic standards.

Discussion and Conclusions

This paper was generated in response to issues about possible propaganda in schools, a response to news articles and broadcasts from the media. The issue of propaganda in school emerged out of an interest in the actions of the Federal Government versus local school boards, where protesters were considered to be part of a rebellious criminal element. It is issues such as these, issues which inflame the emotions and which call into question the basic rights and liberties of people, which become interesting topics for Mind Genomics.

The original approach of Mind Genomics would have been to introduce the topic by a small squib, the writeup given to the Idea Coach, that writeup simply describing the situation as reported by the media and specifying questions to ask. The next step in the original

Mind Genomics would have been to generate sets of 15 questions, select four questions which 'told a story', and for each question generate four answers. The respondent would then have been exposed to small vignettes; combinations of these messages would have rated the vignettes with each respondent rating a different set of 24 vignettes. The analysis of the ratings would be by accepted statistics (Ordinary Least Squares to relate elements to ratings; Clustering to define new to the world groups or mind-sets). The outcome of this straightforward approach, done in the space of an hour or two using human respondents would have generated the type of data shown in Table 2 (ratings of each statement by each group).

The approach presented here takes Mind Genomics into an entirely new direction, one fully directed by the artificial intelligence built into the Idea Coach. What emerges as most remarkable is the

depth of information from a few lines of request. The AI builds upon itself, providing information at the basic level, viz., the statements, and then building on that information and nothing else to generate the wealth of information presented. What is even more interesting is that the paper deals with the results of one iteration taking about 15-30 seconds for immediate results, and about 30 minutes wait for the summarizer in the Idea Book. Not reported here are the results of 20 of the iterations, each done in 15-30 seconds, occasionally with a small change to the squib, for example to specify that the analysis is to reflect what would have happened say in 1900 vs 2000, or what would have happened had the user specified two mind-sets, or four or five or even many more mind-sets. That parametric investigation awaits the attention of a graduate student for their thesis work.

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Citation:

Moskowitz H, Rappaport S, Kover A, Mulvey T (2024) Mind Genomics and Today's Realpolitik: The Conflict About Teaching Young Students Ideas that Could Be Propaganda. *Inf Technol Artif Intell Data Sci* Volume 2(1): 1-9.