

EXPERIENTIAL INTELLIGENCE BEFORE ARTIFICIAL INTELLIGENCE

DRAWING ON THE RIGHT SIDE OF THE BRAIN BY BETTY EDWARDS

SHARED WISDOM PATTERNS SNAPSHOTS (SWPS™) HOTSPOTS OF 2D <=> 3D INSIGHT

EXPERIENTIAL INTELLIGENCE (EI) & VALUES BELIEFS CONVICTIONS® (VBC'S®)

EI includes everything experienced from "womb to tomb" that impacts & shapes human self identity choose/rank Judgment Patterns. VBC's® define your personal legacy of "senses driven" ability to perceive and interpret everything you experience 24/7 as either a Positive/Uncertain/Negative encounter in life. A SWPS™ 7 Portrait Series Choose & Rank Thinking Tool provides a comprehensional leap forward in better understanding the influences on one's life with your EI/VBC's Judgement Patterns decisions.

(1) The constant autonomic (unnoticed) perspective shifting with 2D<=>3D perception greatly influences interpreted meaning of any digital or printed image.

(2) The merging of Human General Intelligence Q&A thought and reasoning (HGI) with AI generated Artificial General Intelligence (AGI) programmed Q&A "thought" that creates our thinking identity.

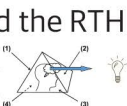
DRAWING ON THE RIGHT SIDE OF THE BRAIN – TEACHING CHILDREN TO BECOME "WHOLE BRAIN THINKING" ADULTS

Betty Edwards is a remarkable teacher. Her books' chapter 5 (page 62-79) and Postscript sections (page 237-241) envision that a few hours of experiencing her drawing exercises will alert today's adults their Left Mode dominant thinking abilities can be found lacking. The fact is their life survival/social/business abilities are being held back because R-Mode usage self-awareness knowledge is almost nonexistent in both our schools and in society. She heralds a challenge to us all - evolve Humanity's Whole Brain (L-Mode/R-Mode) thinking abilities, or let this life satisfaction improving "twin brain asset" disintegrate and disappear. It can be replaced by a much more efficient, practical and easier approach to defining reality and justifying reasoning - heralding the dominance of AGI (ARTIFICIAL GENERAL INTELLIGENCE).

HOW TO COMPLETE A SWPS SERIES™ FOR AWARENESS ENHANCEMENT

CHOOSE 4 SWPS PORTRAITS

Skim/read the statements positioned around the RTH thinking head clockwise, 1,2,3,4 (or 1-8). Then scan the content in the Summation Boxes (SB) and Conclusion Boxes (CB) on each SWPS Portrait. Review all 7 SWPS Portraits in this series. Choose your 4 favorite SWPS Portraits and note this in the upper right hand corner of your chosen SWPS Portraits. 1st "✓" here to CHOOSE this SWPS ____



REASONS NOTES

What new interpretive EI/VBC's insights have appeared? Write what you deem important on the feedback lines at the bottom of each chosen SWPS portrait.

EI/VBC's Judgement Insights:

RANK YOUR 4 SWPS PORTRAITS 1-4

Was it more EI self-awareness satisfying NOW to use your evolved complete brain focus as you rank your 4 chosen SWPS Portraits, 1-4, of this series?

Rank given to this SWPS:

1__ 2__ 3__ 4__

Now RANK the 4 Summation Boxes (SB) on the 4 SWPS Portraits you chose.

Rank this Summation Box: 1__ 2__ 3__ 4__

Now RANK the 4 Conclusion Boxes (CB) on the 4 SWPS Portraits you chose.

Rank this Conclusion Box: 1__ 2__ 3__ 4__

RECORD/RETAIN

Now RECORD the choosing/ranking numbers (#'s) from completing this SWPS Series on the Response Report (page 10). RETAIN your 4 chosen SWPS Portraits and Response Report for future reviews to enhance your life success and satisfaction.



SHARE your recorded EI/VBC's Judgement pattern report with others. Email your 4 SWPS and Response Report with your comments to **INFO@EIB4AI.COM**

TAKE A MINUTE TO REFLECT

Were you aware of any 2D<=>3D mental "intentional" shifting as you read the RTH Thinking Head statements? Can you recognize if you engaged your whole brain to choose your 4 SWPS Portraits? Were you aware of your EI/VBC's® Judgements forming in your thoughts? Did your reasoning go from left brain to right brain and back and forth as you ranked the SB's 1-4, CB's 1-4, on your 4 chosen SWPS?

Go to www.EIB4AI.com/NOWWHAT for further uses and suggestions.



AWAKEN EXPERIENTIAL INTELLIGENCE THINKING

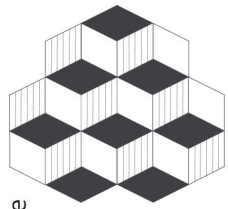
DRAWING ON THE RIGHT SIDE OF THE BRAIN BY BETTY EDWARDS

THIS SWPS™ 7 SERIES TOPIC – TEACHING CHILDREN TO BECOME "WHOLE BRAIN THINKING" ADULTS
2D \Leftrightarrow 3D PERSPECTIVE SHIFTING OVERVIEW

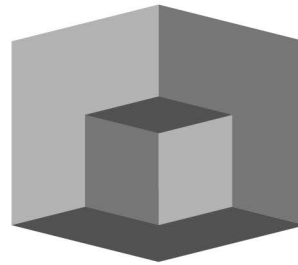
Ready to evolve your reasoning habits in a way that enhances the benefits of using your Experiential Intelligence?

Connect with your self awareness to gain perspectives of your comprehension skills from whole brain, left brain, right brain that evolves complete brain thinking.

Automatic Shifting Autonomous Reasoning

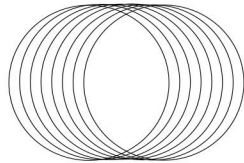


Black and White Cubes:
The figure reverses so that either 6 or 7 cubes are perceived.
(Sensation + Perception Page 321 Figure 17.15b Schiffman)



With continued inspection, the 2D drawing shifts from a cube with a corner missing to a cube in the corner. (Source unknown)

Friendly tip: Turn this page 90° to the right to enable quicker shifting.



Series of Rings: Either end of the series of rings may be seen at the near or far end of a tube.
(Sensation + Perception Pg 321, Fig 17.15d Schiffman)

Intentional Shifting Rational/Intuitive Reasoning

SUMMATION BOX (SB):

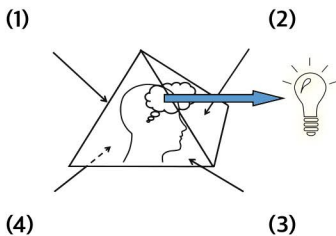
An introduction to the book's hotspot of the author's shared knowledge.

Reference
Book's
Pages

Read statements related to the hotspot topic clockwise, as they go around the 2D \Leftrightarrow 3D RTH encapsulated thinking head.

4-sided RTH

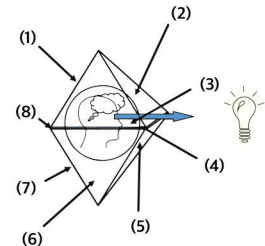
Thinking Head Commentary Collective



The RTH Thinking Head Commentary Collective (4 or 8 sided) transcends 2D \Leftrightarrow 3D "this or that" perception habits and escalates a complete brain understanding for viewing. The SB and CB components of the SPWS Portrait allow a left to right brain - back and forth shifting.

8-sided RTH

Thinking Head Commentary Collective



CONCLUSION BOX (CB):

Insights that add guidance to take action or a decision making process.

Reference
Book's
Pages

Retain these "Complete Brain" insights of awareness-shifting as you choose/rank your 4 chosen SWPS™.

Rank this Summation Box: 1 ____ 2 ____ 3 ____ 4 ____

SUMMATION BOX (SB): *Teaching Children to Become "Whole Brain Thinking" Adults*

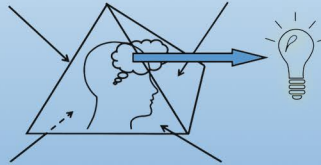
As a teacher and parent, I've had a very personal interest in seeking new ways of teaching. Like Most other teachers and parents, I've been well aware – painfully so, at times – that the whole teaching/learning process is extraordinarily imprecise, most of the time a hit and miss operation. Students may not learn what we think we are teaching them and what they do learn may not be what we intended to teach them at all.

Book
Page
237

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. I remember one clear example of the problem of communicating what is to be learned. The child of a friend whom I was visiting arrived home from his day of school, all excited about something he had learned. He was in the first grade with his teacher and started the class on reading lessons. The child announced that he had learned a new word.

2. That's great, his mother said. "What is it?" He thought for a moment, "I'll write it down for you." On a little chalkboard the child carefully printed, HOUSE.



4. The teacher, however, was teaching another aspect of reading – what words mean, what words stand for or symbolize. As often happens, what the teacher had taught and what the child had learned were strangely incongruent.

3. That's fine, his mother asked, "What does it say?" The child looked at the word, then at his mother, and said matter-of-factly, "I don't know." He had apparently learned what the word "looked like" – he had learned the visual shape of the word perfectly.

Rank this Conclusion Box: 1 ____ 2 ____ 3 ____ 4 ____

CONCLUSION BOX (CB): *Visual/Verbal/Word – "To-May-Tow or To-Motto"*

As it turned out my friend's son always learns visual material best and fastest, a mode of learning consistently preferred by a certain number of students. Unfortunately the school world is mainly a verbal, symbolic world, and learners like this child must adjust, that is, put aside their best way of learning and learn the way the school decrees. My friend's child, fortunately, was able to make this change, but how many other students are lost along the way?

Book
Page
237

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ___ 2 ___ 3 ___ 4 ___

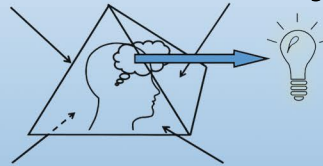
SUMMATION BOX (SB): *Teaching Children to Become "Whole Brain Thinking" Adults*
What can you, as parents and teachers, hope to accomplish right now in terms of teaching both halves of children's brains? It is important that you first know the specialized functions and styles of our hemispheres, books such as this one can provide you with a basic understanding of the theory and also with the practical experience of making cognitive shifts from one mode to another. I believe that this personal experiential knowledge is extremely important, perhaps essential, before teachers try to transmit the knowledge to others.

Book
Pages
238,239

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. You should be alert to the effect of "specific tasks" on the activation of either hemisphere and you could begin to try to control which brain half the students use by setting up conditions or tasks that cause cognitive shifts from one mode to another.

2. An example – certain kinds of arithmetic and mathematics problems require linear, logical thought. Others require imaginary rotations of forms in space or manipulations of numbers, which are best accomplished by mentally producing patterned visualizations. Try to discover – either through noting your own thought processes or observing your students – which tasks utilize the style of the right hemisphere; which require the style of the left, in which require complementary or simultaneous styles.



4. I hope you will consciously use your intuitive powers to develop teaching methods and communicate those methods to other teachers throughout workshops or teacher's journals. You're probably already using many techniques – intuitively or by conscious design – that cause cognitive shifts. As teachers we need to share our discoveries, just as we share the goal of a balanced, integrated, whole brain future for our children.

3. You might experiment with varying the conditions in your classroom – at least those conditions over which you have some control. Talking among students or constant talking by the teacher probably tends to lock students fairly rigidly into left hemisphere mode. If you can cause your students to make a strong shift to R-mode, you will have a condition that is very rare in modern classrooms: silence. Not only will the students be silent, they will be "engaged" in the task at hand, attentive and confident, alert and content.

Rank this Conclusion Box: 1 ___ 2 ___ 3 ___ 4 ___

CONCLUSION BOX (CB): *Visual/Verbal/Word – "To-May-Tow or To-Motto"*

As parents, we can do a great deal to further this goal by helping our children develop alternate ways of knowing the world, verbally/analytically and visually/spatially. During the crucial early years parents can help to shape a child's life in such a way that words do not completely mask other kinds of reality. My most urgent suggestion to parents – be concerned not only with the use of words but how your child expresses their "learning knowledge" by not using words.

Book
Pages
238,239

Gained EI/VBC's insights: _____

Shared Wisdom Patterns Snapshots™ (SWPS™ #3)

Drawing on the Right Side of the Brain by Betty Edwards

This SWPS 7 Series Topic – Teaching Children to Become "Whole Brain Thinking" Adults

1st "✓" here to CHOOSE this SWPS ____

Rank given to this SWPS

1 ____ 2 ____ 3 ____ 4 ____

Rank this Summation Box: 1 ____ 2 ____ 3 ____ 4 ____

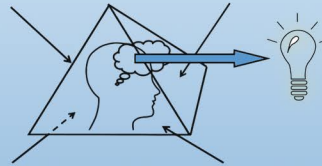
SUMMATION BOX (SB): *Teaching Children to Become "Whole Brain Thinking" Adults*
Half a brain is better than none: a whole brain would be even better. (Chapter 3) With their sequenced verbal and numerical classes, the schools you and I attended were not equipped to teach the right hemisphere mode.

Book
Page
36

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. The right hemisphere is not, after all, under very good verbal control. You can't reason with it. You can't get it to make logical propositions such as "this is good and that is bad, for "a", "b", and "c" reasons."

2. It is metaphorically "left-handed", with all the "ancient" connotations of ineffectiveness and inadequacy that have stereotyped that characteristic.



4. Furthermore, the right hemisphere hasn't a good sense of time and doesn't seem to comprehend what is meant by the term "wasting time" as does the good, sensible left hemisphere.

3. The right hemisphere is not good at sequencing – doing the first thing first, taking the next step, then the next. It may start anywhere, or take everything at once.

Rank this Conclusion Box: 1 ____ 2 ____ 3 ____ 4 ____

CONCLUSION BOX (CB): *Visual/Verbal/Word – "To-May-Tow or To-Motto"*

The right brain is not good at categorizing and naming. It seems to regard the thing as-it-is, at the present moment; seeing things for what they simply are, in all of their awesome, fascinating complexity. It is not good at analyzing and abstracting salient characteristics.

Book
Page
36

Gained EI/VBC's insights: _____

SUMMATION BOX (SB): *Teaching Children to Become "Whole Brain Thinking" Adults*

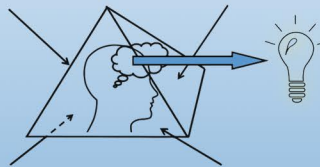
The majority of adults in the Western world do not progress in art skills much beyond the level of development they reached at age 9 or 10. In most mental and physical activities, individual skills change and develop as they grow to adulthood: speech is one example, handwriting another. The development of drawing skills, however, seems to halt unaccountably at an early age for most people. If we were to attach a label to this R-mode evolution disability in the way that educators have attached the label "dyslexia" to reading problems, we might call the problem "dyspictoria" or "dysartistica" or some such term – Author winks! But no one has done so because drawing is not a vital skill for survival in our culture, whereas speech and reading are.

Book
Pages
62,63,64

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. A consequence of this early cutting off of artistic development is that fully competent and self-confident adults often become suddenly self-conscious, embarrassed, and anxious if they are asked to draw a picture of the human face or figure. In this situation, individuals often say such things as "no, I can't! Whatever I draw is always terrible. It looks like a kid's drawing."

2. THE CRISIS Period – the beginning of adolescence seems to mark the abrupt end of artistic development in terms of drawing skills for many adults. As children, they confronted an artistic crisis, a conflict between their increasingly complex perceptions of the world around them and their current level of art skills.



4. Perhaps you can remember your own attempts at that age to make things "look right" in your drawings, and your feelings of disappointment with the results. Drawings you might have been proud of at an earlier age probably seemed hopelessly wrong and embarrassing. Looking at your drawings, you may have said, as many adolescents say, "This is terrible! I have no talent for art. I have never liked it anyway, so I am not doing it anymore."

3. Most children between the ages of about 9 and 11 have a passion for realistic drawing. They become sharply critical of their childhood drawings and begin to draw certain favorite subjects over and over again, attempting to perfect the image. Anything short of perfect realism may be regarded as failure.

CONCLUSION BOX (CB): *Visual/Verbal/Word – "To-May-Tow or To-Motto"*

"Without guidance and encouragement from alert teachers and parents – children can become very discontented with their own accomplishments and extremely anxious to please others with their art or other imaginative individual styles of personal expression. Further development of their visualizing powers and even their capacity for original thought and relating themselves through personal feelings to their environment may be blocked at this point. It is a crucial stage beyond which not only children must evolve – but through which many adults have not yet advanced." Miriam Lindstrom – Children's Art

Book
Pages
62,63,64

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ____ 2 ____ 3 ____ 4 ____

SUMMATION BOX (SB): Teaching Children to Become "Whole Brain Thinking" Adults

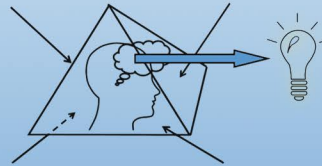
A useful way to regard handedness is to recognize that hand preference is the most visible outward sign of how an individual's brain is organized. There are other outward signs: "eyedness" (everyone has a dominant eye, used in sighting along an edge, for example); and "footedness" (the foot used to step off the curb or to start a dance step). The key reason for not forcing a child to use the non preferred hand is that brain organization is probably genetically determined, and forcing a change works against this natural organization. Natural preference is so strong that past efforts with children to change left-handers into right-handers resulted in learning to use the right hand for writing but continued to use the left for everything else.

Book
Pages
38, 39

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. Teachers and parents many times say "the world is set up for right-handers and my left handed student/child would be at a disadvantage." This is not a good reason and I believe it often masks an inherent prejudice against left-handedness – a prejudice now rapidly disappearing, I'm happy to report.

2. There are important differences in practical matters of living between left-handers and right-handers. Left-handers are generally less lateralized than right-handers (lateralization means the degree to which specific functions are carried out almost exclusively by one hemisphere). For example, left-handers most frequently process language in both hemispheres and process spatial information in both hemispheres than do right-handers.



4. Of the remaining 30% of left-handers, about 50% have language located in the right brain, about 50% mediate language in both hemispheres. (Note that individuals with right hemisphere language location are termed "right hemisphere dominance", since LANGUAGE ALWAYS DOMINATES.

3. Specifically, language is mediated in the left hemisphere in 90% of right-handers and 70% of left-handers. Of the remaining 10% of right-handers, about 2% have language located in the right brain; and about 8% mediate language in both hemispheres.

Rank this Conclusion Box: 1 ____ 2 ____ 3 ____ 4 ____

CONCLUSION BOX (CB): Visual/Verbal/Word – "To-May-Tow or To-Motto"

Do these differences matter? Generalizations are risky. Nevertheless, experts agree in general that a mixture of functions in both hemispheres (that is, a lesser degree of lateralization) creates the potential for conflict or interference. It is true that left-handers statistically are more prone to stutter and to experience the reading difficulty called dyslexia. However, other experts suggest that bilateral distribution of functions may produce superior mental abilities. Left-handers excel in mathematics, music, and chess. The history of art certainly gives evidence of an advantage for left-handedness: Leonardo da Vinci, Michelangelo, Raphael, and Picasso were all left-handed.

Book
Pages
38, 39

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ____ 2 ____ 3 ____ 4 ____

SUMMATION BOX (SB): *Teaching Children to Become "Whole Brain Thinking" Adults*

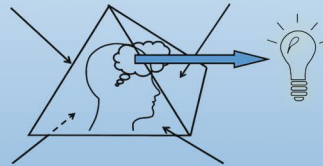
Both teachers and parents can help with the problems of adolescent students with a natural intuitive expressed interest in drawing, scientific formulas, and the lessons that can be learned from history or other self-expression type subjects. Realistic drawing is a stage that children need to pass through at around age 10. Children want to learn "to see", and they deserve all the help they require. The sequence of exercises in this book – including the information on hemisphere functions in somewhat simplified form – can be easily used with 10-year-olds.

Book
Page
240

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. You might have students read one passage for facts and ask for verbal or written responses. The same passage might then be read for meaning or underlying content accessible through imagery and metaphoric thought. For this learning mode you might require as a response a poem, painting, riddle, pun, fable, or song.

2. Another subject that suits the interests of adolescents (for example, well drawn realistic cartoons of heroes and heroines in action poses) can be used for upside down drawing.



4. Portrait drawing has a special appeal for this age group, and adolescents can do quite accomplished drawings of their friends or family members – once they overcome their fear of failure at drawing, youngsters will work hard to perfect their skills, and success enhances their self-concept and self-confidence.

3. Negative space and contour drawings also appeal to children at this age, and they readily incorporate the techniques into their drawing. (See the illustration of a 10-year-old fourth grade student's sketching (drawing) progress over four days of instruction – page 240)

Rank this Conclusion Box: 1 ____ 2 ____ 3 ____ 4 ____

CONCLUSION BOX (CB): *Visual/Verbal/Word – "To-May-Tow or To-Motto"*

But more important for the future, drawing, as you can learn or already have learned through the exercises in this book, is an effective way of gaining access to and control over the functions of the right hemisphere. Learning to see through drawing may help children to later become adults who will put the whole brain to use.

Book
Page
240

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ____ 2 ____ 3 ____ 4 ____

SUMMATION BOX (SB): *Teaching Children to Become "Whole Brain Thinking" Adults*

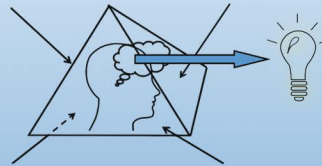
A forced shift in learning style must be somewhat comparable to a forced change in handedness. It was a common practice in former times to make individuals who were naturally left-handed change over to right handedness. In the future we may come to regard forcing children to change their natural learning modes with the same dismay that we now regard the idea of forcing a change in handedness. Soon we may be able to test children to determine their best learning styles and choose from a repertoire of teaching methods to ensure that children learn "both" visually and "verbally".

Book
Pages
237,238

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. Teachers have always known that children learn in different ways and, for a long time now, people responsible for educating youngsters have hoped that the advances in brain research would shed some light on how to teach all students equally well.

2. The practical drawing exercises for shifting to R-mode attention that Betty Edwards has overviewed in her book promises to provide a firm basis for fundamental changes in techniques of education.



4. Second, to train students to use the cognitive style "suited to the task at hand"; and third, to train students to be able to bring both styles – both hemispheres – to bear on a problem in an integrated manner.

3. Teachers have three main tasks: first, to train both hemispheres – not only the verbal, symbolic, logical left hemisphere which has always been trained in traditional education, but also the spatial, relational, holistic right hemisphere, which is largely neglected in today's schools.

Rank this Conclusion Box: 1 ____ 2 ____ 3 ____ 4 ____

CONCLUSION BOX (CB): *Visual/Verbal/Word – "To-May-Tow or To-Motto"*

When teachers can pair the complementary modes or fit one mode to the appropriate task, teaching and learning will become a much more precise process. Ultimately, the goal will be to develop both halves of the brain. Both modes are necessary for full human functioning and both are necessary for creative work of all kinds, whether writing or painting, developing a new theory in physics, or dealing with environmental problems.

Book
Pages
237,238

Gained EI/VBC's insights: _____



AWAKEN YOUR EXPERIENTIAL INTELLIGENCE (EI) THINKING
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 THIS SWPS™ 7 SERIES TOPIC – TEACHING CHILDREN TO BECOME "WHOLE BRAIN THINKING" ADULTS
 YOUR EI/VBC'S® JUDGEMENT PATTERNS RESPONSE REPORT

ENTER YOUR CHOOSING/RANKING NUMBERS BELOW THAT YOU RECORDED ON
 YOUR 4 COMPLETED SWPS™ PORTRAITS LEFT TO RIGHT ORDER 1, 2, 3, 4 BELOW

4 OUT OF 7 SWPS™ SERIES CHOICES:
 SWPS# ___ SWPS# ___ SWPS# ___ SWPS# ___

4 CHOSEN	___	SUMMATION	1	___
SWPS	___	BOX (SB's)	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

4 CHOSEN	___	CONCLUSION	1	___
SWPS	___	BOX (CB's)	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

RANK YOUR 4 SWPS CHOICES				
4 CHOSEN	___	SWPS	1	___
SWPS	___	PORTRAIT	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

EI/VBC'S® TRANSFORMS REASONING HABITS

This new method of thinking, "2D <=> 3D perception & perspective shifting," reveals insights as you record both obvious and hidden judgments while you recognize your choice-making patterns. Ultimately, you're using your personal legacy of VALUES BELIEFS CONVICTIONS® (VBS's) that influence and define all aspects of your daily identity.

Use your EI/VBC's Choose-Rank-Reasons-Record-Retain (CR4™) pattern-revealing report to communicate multiple dimensions of meaningful feedback. Articulate new or evolved questions and possible unforeseen answers/solutions, as this SWPS™ series prompts you.

NAME (optional): _____

AFFILIATION (optional): _____

**OUR VISION:
 AN ONLINE SWPS™ PATTERN
 MATCHUP CENTER**

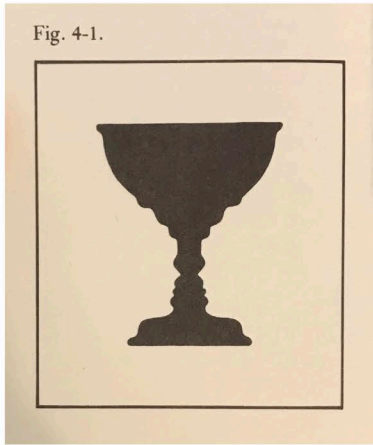
Let's use AI to discover ways to meet humanity's needs and provide fulfillment. Together we can compel Change Agents and Influencers to build an online space where SWPS™ are correlated and matched-up by a beneficially focused algorithm. The possibilities for improving mental health at all ages of life are endless and may build an exciting new frontier of hope, positivity, and unity.

Yes! This SWPS™ Series motivated me to impact social media/digital tech's future development. I am sending my CR4™ response report & my selected 4 SWPS™ with my feedback/suggestions to the email below.

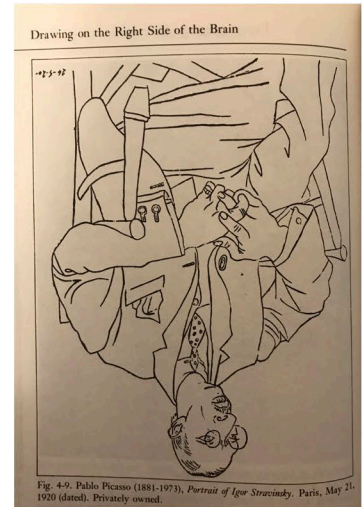
INFO@EIB4AI.COM



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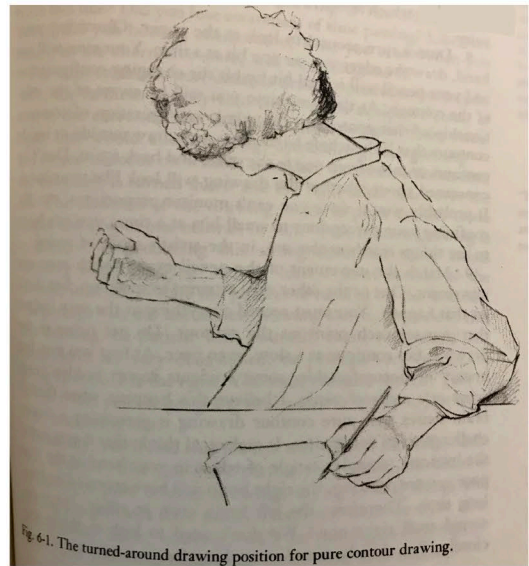


Face/Vase for SWPS Portrait #2



Upside down drawing for SWPS Portrait #3

Helpful image from SWPS Portrait #4



Chairs for SWPS Portrait #5

