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**ESCAPE WEB
ADDICTION:
MOTIVATE,
CREATE, SELL, AND
EDUCATE**

**All-in-One Creative Multimedia Tools for
Parents, Employers, Trainers, Students,
and Employees**

By

Professor James R. Musgrave

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Chinawoman's Chance now available as an [audiobook](#)
read by Chinese-American Anne James.

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This book is dedicated to:

All the parents, employers, teachers, trainers, students, and employees who work tirelessly to create the best possible methods of literacy and activities for an ever-changing and ever-improving world. And, to my deceased wife, Ellen, a fellow educator, who would be proud of me for writing this.

Introduction

“Knowledge has to be improved, challenged, and increased constantly, or it vanishes.” — **Peter Drucker**

Right now, our Education Industry is fractured and divided, in the same way our electoral and political entities are. This guide is for the Parent and Teacher Organization (PTO) or Parent and Teacher Association (PTA), Employers, Teachers, Trainers, Students, Employees, and/or other participating members who purchased or are considering the purchase of the [EMRE Publishing Embellisher™ Creator Studio and ePub3 Reader digital applications.](#)

(<https://emrepublishing.com/parentsandteachersexample.com/>)

It will instruct you on how to use the creation tools included on your new website (or installed on your present website) to produce any multimedia-enhanced publication you need to motivate, educate, and (yes) even raise funds for your school, company, non-profit, and/or parent-teacher organization.

The “problem” this book addresses is one of communications. Of course, in 2020, communicating is key to providing all “users” with the best system to create a secure, all-in-one, and “enhanced” way to reach each other. The [latest report](#) from the Brookings Institute backs my claim with many examples.

(https://www.brookings.edu/wp-content/uploads/2016/06/1006_personalize_learning_west.pdf)

I believe the suite of tools included in the Embellisher™ is the best way to overcome the flaws inherent in the present means of motivating and creating, which are provided by schools, employers, parents, and teachers. I know, because I was a teacher for 25 years, and 15 of those years I spent instructing online students and teachers and developing the award-winning learning applications needed by them to facilitate communications and to provide the best motivation to create excellent learning projects. I was also the Supervisor for Management Development at the California Institute of Technology, one of the most prestigious technical colleges in the world.

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This book will provide you with the tutorials, guidance, ideas, and direct ways to enhance your present means of communicating between Parents, Employers, Trainers, Students, and Employees. Despite the excellent resources provided by online organizations like [PTO Today](#), each PTO/PTA group still needs to have a method of communicating with each other in the fastest, most creative, and securest way possible. This book will show you why using the Embellisher™ tools will accomplish this for you. (<https://www.ptotoday.com/>)

You will benefit from this guidance because I developed these tools specifically to help you overcome what I like to call the “Age of Distractions.” The Age of Distractions is where we exist when we have split ourselves into what any decent psychiatrist would call “a thousand different allegiances.” Each of these “allegiances,” whether they are at home, at work, at school, or at social functions, need our undivided attention for some part of the day. If you can add “entertainment,” “physical exercise,” and “creative activity” into this mix, you really have a heady stew that can become quite confusing. No wonder “mindfulness yoga” is the biggest fad of the present day!

I promise you, if you learn the tools I will present in this package, you will be enabled to provide an easy and entertaining “message” that can keep your audiences (parents, employers, teachers, trainers, students, and employees) motivated and eager to get a crack at creating their own ePub3 books and all-in-one resources. The brain synapses that get sparked during the creation of multimedia are phenomenal, and the new paths woven into your memory are retained much longer than the computerized “instant tests.” No matter how much data is collected through subversive techniques such as “profile mining” and “cookies,” this snooping can go much further if you’re using the [World Wide Web](#)

(<https://www.fastcompany.com/90310803/here-are-the-data-brokers-quietly-buying-and-selling-your-personal-information>).

The closed network and secure delivery of communications using the Embellisher™ is what I like to call “Synergistic Empowerment,” which was first discussed by the great Management Guru, Dr. Peter Drucker, whom I had the great pleasure of meeting and learning from, when I was

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Supervisor of Management Development at the Caltech/JPL back in the 1980s. It was Dr. Drucker's theory that all "knowledge workers" in our highly informational and technologically-driven schools and workplaces would be empowered by tools that bring them together in order to motivate each other and to provide new and more productive ways of seeing the world.

After following the instructions in this guide, you can create your first project and watch it as it is instantly transmitted to all the members in your organization, whether they be fellow PTA/PTO members or corporate officers, employers, teachers, trainers, students or employees. In addition, as you continue to refine and improve your "collective skills," the projects you devise will become even more intricate and entertaining as you adopt the tools for your focused purpose, whether it be a way to make money for your up-coming event, provide a homework assignment that allows your students and employees to take-over and do the rest, or give parents and employers a way to see the teachers and students, or trainers and employees, working together instead of "teaching to the test" for the administration or corporate entities, which, sadly, drains the creativity right out of most human beings.

Humans, after all, are not meant to "be," they are meant to "do." So, aren't we happier as human doings? With these tools, you'll be able to show people in action, doing things together, and communicating in a way that can be developed using [Piaget's 4 Stages of Cognitive Development](https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457), which you can implement when you create projects for the different ways these "human doings" do things.

(<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>)

PART I: Motivation is Key to Make Learning Endure

“Your first and foremost job as a leader is to take charge of your own energy and then help to orchestrate the energy of those around you.”

— Peter F. Drucker

At first glance, one would imagine that in a capitalist society “money” should be the best motivator for human doings. There have been thousands of studies done in academia and in the employment sectors to find out what are, in actuality, the prime motivators, which can lead to happiness.

Let’s first use some common sense logic to arrive at an answer. If money were the prime motivator, then one would imagine that the wealthiest places on Earth would be the “happiest” places. In fact, research has shown, it is *not* wealth or income alone that makes people happy and willing to contribute to their society. This is why countries such as Finland are ranked much higher than the United States. In fact, in the most recent rankings, according to *Forbes Magazine*, in 2019, the United States and its citizens did not even make it to the Top 10.

According to the [World Happiness Report](#), the reasons why our communities in the United States are not happy can be discussed and pondered by the experts, but it is the parents and teachers who should take action. Ironically, perhaps, especially for us teachers who utilize digital learning, the Internet was named as a major contributing factor in this “unhappiness.” Despite all the wealth, the disposable income, and the so-called “*social websites* and digital games,” our children are not saying they’re happy. How can this be, you might be asking yourself?

[\(https://worldhappiness.report/ed/2019/the-sad-state-of-happiness-in-the-united-states-and-the-role-of-digital-media/\)](https://worldhappiness.report/ed/2019/the-sad-state-of-happiness-in-the-united-states-and-the-role-of-digital-media/)

If we drill down into these Internet “addictions,” we can perhaps come up with a possible antidote to this important problem in our culture. It is also my hope that by using the Embellisher™ tools, we might also plan

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for a change of habits in our youth, so they can become more active in the processes performed by the citizens in the countries who report they *are* happier. Also, despite what our political leaders might tell us, this “happiness motivation” has little to do with a “top down” approach to learning. No, as Dr. Drucker and I believe, *real* motivation and happiness must come from within the work group itself for there to be a lasting and rewarding result.

Therefore, if our children and employees are spending more time “playing at socializing” through interactive digital gaming, social sharing websites, and mobile apps, and less time at “real life” social interaction and activities that increase awareness, human interaction, and social happiness, then we can begin to plan a strategy that increases the latter activities and lessens the former activities. That is effective common sense; is it not? We all want our children and employees (and ourselves) happier, don’t we? And, even though I am “pitching” the use of a digital set of multimedia tools, I am working toward achieving the eventual result that these research findings recommend to us. Thus, I will state, for purposes of learning, that one of the most motivating factors in human beings is to become *authentically* “happier.”

What Makes Finland and Asian Schools Successful?

“People in any organization are always attached to the obsolete - the things that should have worked but did not, the things that once were productive and no longer are.” — **Peter Drucker**

After studying what makes other schools, in other countries, so competent, my assessment is that the main reason is the fact that education is taken more seriously. More money is spent on the infrastructure, as the teachers are chosen from the top tier graduates, and the families are given subsidies to allow their children to have child care and nutritious food to keep their developing young brains motivated to learn. And, if we drill down a bit, we discover that there is no “one size fits all,” mentality as there is in the United States. It’s not the “next big fad” that can revolutionize the

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classroom, [it's hard work by dedicated professionals](#) who get the freedom to apply the creative methods necessary to reach each type of learning style. They also get support from their government in applying these teaching techniques that work.

[\(https://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/\)](https://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/)

In [the most recent study](#) of why Finland has students who do so well (and are so happy), it was discovered that the Fins adopt a “learning through play” model, especially in the early (subsidized) years. These experienced Finnish educators (most have a Master’s Degree, even at the lower levels) can adopt whichever learning style applies to each child, and they have the “freedom” to use it if it works. Contrast that with other countries, such as the United States and neighboring (to Finland) Norway.

[\(https://www.weforum.org/agenda/2019/02/how-does-finland-s-top-ranking-education-system-work\)](https://www.weforum.org/agenda/2019/02/how-does-finland-s-top-ranking-education-system-work)

The U.S. and Norway continue to enforce the “standardized testing model” and “teaching for the tests” practices, with a great emphasis on a lot of routinized homework. The result? You get a bunch of angry teachers (the ones who care about their profession’s quality and freedom), angry parents (the ones who are cash-strapped because of the high cost of child care), and an overall “disrespect” for the teaching profession as a whole. The students, as a result, become the “victims” of such policies rather than the beneficiaries of a quality education. In fact, [many teachers’ unions](#) (<http://www.nea.org/home/35447.htm>) in these two countries see their government as a hindrance to quality education rather than an asset.

Even the so-called “progressive” President, Barack H. Obama, was snubbed by teachers, when it came to his version of the “No Child Left Behind” policy of his forerunner, President George W. Bush. Instead of getting rid of the piles of homework and the enforced “teaching for the standardized test,” Obama doubled-down, with practices like rewarding

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only the “top schools and teachers,” rather than applying practices that would encourage the opportunity for all students to learn.

Obama’s “Race to the Top” campaign was much like the Houston Astros’ attempt at winning the World Series. When money is the standard of excellence, the “players,” in this case the schools all over the United States, “competed,” by doing anything they could (including fabricating test scores) to get that money. Despite his “progressive credentials,” Obama received a D- for that effort, according to most teachers’ unions and the experts who did bi-partisan, [lengthy evaluations of the program](https://www.educationnext.org/results-president-obama-race-to-the-top-reform/). (<https://www.educationnext.org/results-president-obama-race-to-the-top-reform/>) The result was that only the schools who “won the money” applied the policies “recommended” by the federal program.

In my opinion, this is American Capitalism at its worst. Or, perhaps, we are now experiencing the “worst case scenario” under the current President, Donald J. Trump, and his Education Secretary, Betsy DeVos, who seem to be eager to turn our schools into a “Race to the Bottom” competition. In fact, [in a precient article](https://blogs.scientificamerican.com/rosetta-stones/how-is-betsy-devos-bad-for-public-education/), *Scientific American* editors called DeVos “the worst Secretary of Education in U.S. history.

(<https://blogs.scientificamerican.com/rosetta-stones/how-is-betsy-devos-bad-for-public-education/>)

These are some of the reasons why I believe people who love education, the way I do, need to “pull together” to advocate for the methods which allow teachers to be creative and to reach student learners in the ways they need to be reached. If it requires a “mostly private, secure mobile network,” like the Embellisher™ platform, then the parents, employers, teachers, and trainers must be given the freedom to experiment and perhaps turn technology into a helpful application rather than a hindering waste of time and effort in order to reach the “top of some fabricated mountain” where the participants are not at all “happy.”

Chapter One: The Parent/Employer, Teacher/Trainer, and Student/Employee Synergy

Rank does not confer privilege or give power. It imposes responsibility.

Dr. Peter F. Drucker

As I drove Dr. Drucker around Pasadena, in the 1980s, to and from his seminar with some of the world's top CEOs and company leaders, I was able to pick his brain a bit. I was especially aware of the statement he made that I use as a discussion point in this opening chapter. If our leaders don't have privilege or power over their "underlings," then what responsibility do they have as to their supervision over them? If, as I assume, Dr. Drucker believes people want to be given credit for being able to do work that helps make a company successful, in the long run, then the leaders responsible must work at allowing their workers to become knowledgeable and then to achieve and suggest what actions can be taken to make the organization "happier," in the sense that we have been discussing. In point of fact, this responsibility as a leader can hold true for *any* organization in a society, including the public, private, and education sectors.

Why Does Synergistic Responsibility Work So Well?

Dr. Drucker pointed out to me that people want to work together to achieve collective goals rather than individual ones. Why is that? It's because they want to be recognized by others for having contributed to the overall happiness of the involved group. Notice I didn't mention giving "more power" or "more privileges" to the upper management, which, sadly, is the case in many corporations, schools, and families in the United States

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today. Let's be honest. Why should I want to work my ass off, get little recognition, and simply achieve goals that make the "top dogs" richer? What's my motivation to do this for leaders who expect most of the privilege and power? "In many cases," said Dr. Drucker, "it is fear in these kinds of groups that motivates the members." Fear of losing one's job. Fear of being watched and spied upon. Fear of not doing what is required by the "privileged" leader(s).

On the other hand, if the organization's leaders, teachers, trainers and motivators want to instill a collective responsibility among its membership and learners, then some key ingredients must be used to communicate and to show how the results of their work will, eventually, develop into long-lasting achievement, security and (yes) happiness by fulfilling collective goals for everybody. This is what Dr. Drucker and I mean by "synergy of responsibility." If all members of the group are working together, with the same goal in mind, then they feel more responsible for the end result.

Of course, this doesn't mean there aren't different individual responsibilities and duties within the organization. Since I'm a "Navy brat" and also a U. S. Navy veteran, I often like to see things in terms of the most perilous conditions imaginable: warfare. In this case, as my father was a combat submariner, and I also spent time on these types of craft, I can speak of what is required to make a submarine crew effective. Like a corporation, a school, or a family, a submarine crew must learn to work together to be effective in its job.

The captain in [this example](#) was able to make his "team" aware of their collective goal. As he put it, a nuclear submarine attacking another nuclear submarine was like "two blind men in a knife fight." The only way to win is to be the first to sneak around behind and "stab" the other submarine. In order to accomplish this "goal," the captain of this particular boat wanted to train his crew to become the fastest knife-wielding aggressor. Thus, he set about establishing a discipline and responsibility regimen that was quite effective.

<https://www.entrepreneur.com/article/284707>

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Each team member, with a different job aboard the boat, knew what his/her responsibilities were, and they also knew what the duties and responsibilities of the other members were, so that, if called upon in an emergency, one member could “fill in” for the others. The private sector equivalent to this kind of training would be [Quality Circles Management \(https://www.inc.com/encyclopedia/quality-circles.html\)](https://www.inc.com/encyclopedia/quality-circles.html), which was also highly effective in bringing companies in post-war Japan to the top of the international performance “heap” as far as productivity, quality of product, and meeting organizational goals were concerned.

Most certainly, our schools and work places are not submarines (perhaps yellow?), or are they all profit-making companies, but the principles behind such real-world lessons can be applied, nonetheless. If *any* organization can be kept “in the know” about what everybody’s doing, then the morale and the performance (productivity) will lead to a maximum “synergy” among its membership, which results in a quality performance and product.

Another real-world example is the surgeon who decided his Operating Room (OR) environment was too lax, which could lead to disastrous results. In this case, a surgery patient who gets the wrong arm amputated could be the result! The surgeon’s answer to this organizational problem was to create a simple check-off sheet that identified the patient, the procedure, and the physical marking of the “correct limb” to be severed during surgery. This information was posted so that everyone on the operating team (especially the surgeon) could see it during the procedure.

As a result, the [World Health Organization](https://www.who.int/patientsafety/safesurgery/checklist/en/) has adopted this simple method in its emergency procedures internationally.

[\(https://www.who.int/patientsafety/safesurgery/checklist/en/\)](https://www.who.int/patientsafety/safesurgery/checklist/en/)

Imposing Responsibility Among Parents/Employers, Teachers/Trainers, and Students/Employees

“The three most charismatic leaders in this century inflicted more suffering on the human race than almost any trio in history: Hitler, Stalin,

and Mao. What matters is not the leader's charisma. What matters is the leader's mission.” — **Peter F. Drucker, *Managing the Non-Profit Organization: Principles and Practices***

Using the Embellisher™ platform will not work unless the users are all on board with how it's going to be used for the betterment of communications and how these communications will result in productivity and reaching specified goals. Therefore, each member of the group must be ready to learn the skills necessary to use the platform to enhance learning and to improve the overall group synergy. The “imposition” of responsibility is not a “power trip” made from the top-down dynamic. No, instead, it must be looked upon as the responsibility of everyone to make the communications experience a method to lead to a better “real-world” result to bring the organization together for the common good of the organization's lasting value. The projects to be accomplished can then be kept in storage to be used again, because they can increase the motivation of the new members as they come on board and bring new minds into the overall endeavor.

Chapter Summary/Key Takeaways

In this chapter, you have learned why the “synergy” between members must be “imposed” in order for all members to know what their responsibilities are to the collective well-being of the overall organization. Each assignment or project, therefore, becomes rooted in the same goals and objectives:

- All Parents, Employers, Trainers, Students, and Employees must be made aware of the reasons why the assignment, project, and/or communications are being developed and distributed.

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- The overall “mission” of the group must be adhered to in order to increase morale and make each member understand he or she is an important part of the endeavor.
- The resulting assignments, tasks, and projects must be “stored” so that other, new members, may benefit in the future, which will maintain the synergy of the group.

In the next chapter, you will learn how to work as a team to use each of the three components in the Embellisher™ communications package, so these components can further your organization’s objectives in the real world and to minimize the negative consequences of being trapped inside the online world of the Internet’s “addictive” social and gaming web. In other words, you will be taught how to use each tool in a “creative and motivating” way.

Throughout this book, I will be using Piaget’s 4 Stages of Cognitive Development to correspond with the K-8 organization, the high school, and the college and company organizations, to develop examples for each level of communications. I was always enamored of the old book entitled [*All I Really Need to Know I Learned in Kindergarten*](#). This rather “tongue in cheek” tome’s theme is that “cooperative sharing is the best life lesson we can ever learn.”

This is why the exercises I encourage use the 4 Stages of Cognitive Development, as some of us “get stuck” on an earlier stage and never really “grow up,” so to speak. Therefore, we need communications and lessons that are created to address the stage of development we happen to be “stuck” in. Other books on this broad topic are [*The Peter Pan Syndrome*](#) and [*The Cinderella Complex*](#). I will also use the “goals and objectives” stated in this chapter concerning “synergy and creative motivation” to lead to the group’s overall “happiness” by using the application in the real world and perhaps even solving many of your current problems and stressors.

Chapter Two: Working as a Team to Become Creatively Motivated

“The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit. This is what creates trust, what enables you to get the task done.” — **Peter Drucker**

All the present research data in education demonstrates that learning lasts longer when the learners work together to produce a project. It must be pointed out, however, that “collaborative learning” is much different than “group learning.” This [case study](https://www.facultyfocus.com/articles/course-design-ideas/group-vs-collaborative-learning-knowing-difference-makes-difference/) demonstrates this difference (<https://www.facultyfocus.com/articles/course-design-ideas/group-vs-collaborative-learning-knowing-difference-makes-difference/>). Therefore, when you design *any* project, lesson, book, or communication inside the Embellisher™ platform, it should be done together with your team, unless it is an emergency situation, or other situation that requires a quick response.

In addition to providing a method of discussing the critical choices that need to be made during the planning stages of your effort, working together, if done correctly, also provides the incentive to allow each person a voice in creating the best result. We all know the story of the kid who sits on the bench for his baseball team. Unless he can believe he’s part of the team, he will never understand the importance of collaborating to win. If he can be acknowledged as the “best cheerleader” or the “best statistician,” or any other role outside of being on the playing field, he can still learn a life lesson. It’s up to the team’s leader (manager) to make certain he gets credit.

Your Project Teams

Throughout this book, I will be using four categories of “project teams”:

1. The PTO/PTA, Corporate, or other Project Team, the officials responsible for communications to all three of the following teams, as well as to its own members and to the general public, especially when organizing special events and fund-raising projects.
2. The Parents/Employers Project Team (including those who may not be officers) responsible for communications to and projects for Students and communications to PTA/PTO officials, Teachers, Trainers, Trainers, and other Parents.
3. The Teachers/Trainers Project Team, responsible for projects and communications to Students/Employees and to communications with Parents/Employers and PTO/PTA and Corporate officials.
4. The Students or Employees Project Team, responsible for projects done for the Parents/Employers and Teachers/Trainers and communications with the Parents, Teachers, Trainers, and PTO/PTA or Corporate officials, as required and allowed.

Parents, Employers, Teachers, Trainers, Students, and Employees Can Learn Together

It must be understood, at the outset, that even though each group in our communications web is separate (in physical location and responsibilities), it can still learn from each other, as long as the “message” is communicated effectively. One of the most important ingredients to creating an effective message is to make certain all of the separate groups can understand it. If this means having both text and video copies, then do it. If this means translating the content into different languages, then do it. If this means using some or all of these types of “learning styles,” then do it:

Here are the 7 types of learning styles:

- Visual (Spatial)
- Aural (Auditory-Musical)
- Verbal (Linguistic)
- Physical (Kinesthetic)
- Logical (Mathematical)
- Social (Interpersonal)
- Solitary (Intrapersonal)

Thankfully, if you've purchased our Embellisher™ multimedia platform, you can do this much more easily and effectively than if you used email or the other “usual” but much less inclusive communication methods at your disposal. In addition, since your delivery system is also incorporated inside the suite of tools, and it communicates via your membership's mobile devices, it can be sent faster. It is also one of the [most secure methods](#) of delivering multimedia communications available today.

[\(https://emrepublishing.com/publishers-lose-three-billion-dollars-year-ebook-piracy/\)](https://emrepublishing.com/publishers-lose-three-billion-dollars-year-ebook-piracy/)

Chapter Summary/Key Takeaways

It is more important to use a collaborative method when you create a publication using the Embellisher™ ePub3 system. Groups that delegate all responsibilities, and have one or two members who do all the work, are much different than having collaborative teamwork on the project because, with proper collaboration, each member participates in every step of its creation.

In addition, the security of your multimedia document, as well as the use of the seven types of learning styles that humans do use, allows your creation to reach the widest possible distribution (even internationally). It will also contribute to the overall morale and enjoyment of the process, as discussed earlier under the topic of motivation.

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In the next chapter, you will learn how to use the Administrator Panel to assign the different categories of your membership according to the four Project Teams: PTO/PTA and Corporate Project Team, Parents/Employer Project Team, Teachers/Trainers Project Team, and the Students/Employees Project Team.

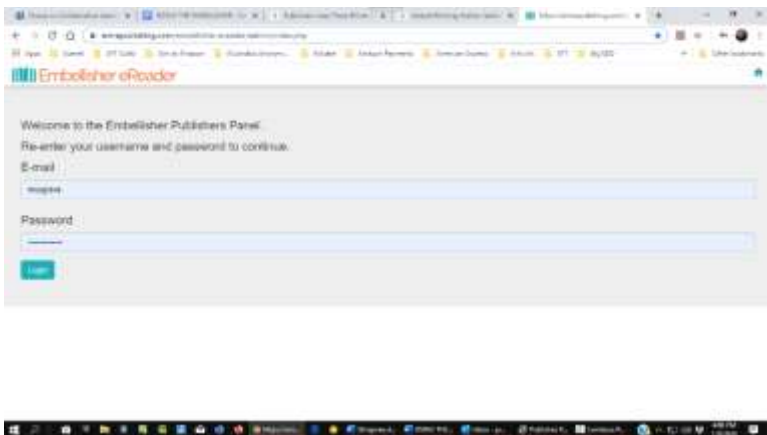
Chapter Three: Using the Administrator Panel to Organize Your Organization

Now that you've learned about motivation and why working together as a collaborative team is important, you need to see how this knowledge can be applied to your Embellisher™ platform's Administrator function. This chapter will focus on how you set-up the different groups, or teams, according to the four categories we discussed: 1. PTA/PTO and Corporate members (under which the Administration function will fall). 2. Parent and Employer members and "prospective" members. 3. Teacher and Trainer members. 4. Student and Employee members.

This chapter will give you the written contents of what will also be shown in the following video. I suggest that you open your website to the Member Account area as you'll see in the video. I will be using the account already installed on my publisher website at:

<https://emrepublishing.com/embellisher-ereader/admin/index.php>

If you already have your Embellisher™ installed on our server or on your own, you simply substitute your domain name for the one in this link: "emrepublishing.com" Your new Publisher's Panel will be opened when you click on that link, and it will look like this:



You simply enter the account credentials you have been sent through email to enter the Administrator’s “back-end” area. You will have already been given Administrative privileges when your platform was installed. You can print-out the following instructions (with the eBook version), or use the paperback copy to follow along. These instructions will be word-for-word in the tutorial video as well, and you can watch it online by clicking [here](#):

(<https://emrepublishing.com/media/newusers.mp4>).

How to Enter Members into Your Embellisher (™) Platform

In order to organize your mobile publishing platform, you first need to learn how to enter new users into the database. These users will be called “Your readers,” and they will be given certain designated system privileges (by admins only). The following tutorial will show you how to do this. For example, each person who is given Administrator privileges will be able to add “Your readers” to the database. Only those entered will be able to view, purchase and read the eBooks created inside the ePub3 Creator Studio. Thus, if the Administrator is a teacher or trainer, they can load a class of students into the “Your reader” section and proceed to send messages, projects, and assignments directly to their students’ mobile Library desktops. I will show you how to do this easily later. Once the semester or project time period is over, these students or employees can be deleted. The same goes for any organization or department in a larger group, such as a PTO/PTA, entire school, or even a corporation.

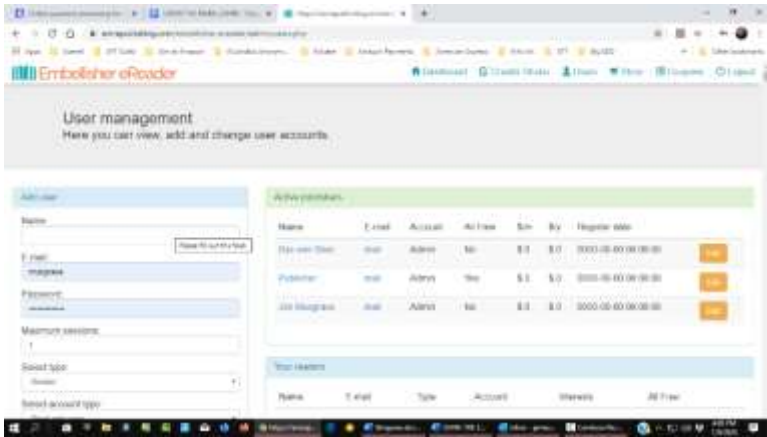
Managing New Users

Once you’ve entered your Administrator’s credentials, you’ll be taken to the main page where you can manage your “users.” Don’t click on the “Store management” button yet, as this is covered in a later lesson. On this main page, you can see the record of sales you’ve made, and who

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purchased your items. Also, near the bottom, you must enter your [Stripe banking information](https://stripe.com) (https://stripe.com) in order to collect money online inside your store.

To access your User management area, click on the button that reads “User management.” You will then be on the page that looks like this:



This is where you can view, add, and change user accounts. As this is my publisher’s account, you can see that users have already been entered. In your new system, there will be no users other than you, as the Administrator, under the “Active publishers” section. All users you designate as “Admin” will be listed here. As an administrator, you have editing privileges, so you can enter and edit all members in the system.

As a PTO/PTA or Corporate administrator, you will be setting up the other people for whom you wish to give administrative rights. For security reasons, you may even want to keep the administrative rights yourself. The administrator can do the following functions:

- Add, edit, and delete, as well as give certain privileges to all new users.
- Upload new eBooks into the store and assign price (or free) status.
- Assign coupon promo codes and discounts for these eBooks.

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- Establish the banking system for all publications you wish to sell and collect the revenue into the bank account you designate.

I will be covering the uploading of new eBooks to sell and assigning coupon and promo codes in [Chapter Five](#). In this tutorial, I will show you how to enter new users (members) to the platform and designate them according to your organizational system.

But first, let me go over the types of users besides administrators. For purposes of organization, I suggest you enter your other PTO/PTA and Corporate members and non-member Parents/Employers or Teachers/Trainers as “Your readers.” Please note that you can “bulk load” “Your readers” using the handy upload of Excel .csv lists.

The members designated as “Other users,” who register into your Embellisher (™) platform, through the eReader interface, will be listed under this other section. These “other users” will be able to purchase eBooks within the eReader, and they can also use your ePub3 Creator Studio to create eBooks. They cannot, however, have admin or publishing rights access inside your store unless you give these rights to them. If you are a teacher or trainer, for example, you would possibly want to give Your user Students or Employees “Publisher” rights, so they can create messages, projects, and assignments to respond to you. This is an excellent way to build team spirit, since all members of your mobile “network” will be able to view whatever multimedia publications are created and learn from them, creating the [dynamic “synergy” between all users](#), as I mentioned earlier. I will be covering how to formulate ePub3 publications later in [Chapter Four using the 7 Learning Styles](#) so as to teach people in the best way possible.

Now, let me walk you through the manual entry of a user into your database. As I said, these will be the other CTO/CTA and Corporate members, Parents/Employers, Teachers/Trainers, and Students/Employees who will be listed under “your readers.” This means they will have access to the lists of eBook multimedia you or others publish across the mobile network. They receive these eBooks instantly after they’re published. They simply login to your eReader system and these eBooks will instantly appear on their eReader desktop library interface.

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To enter these Parents, Employers, Trainers, Students, and Employees, go to the left-hand side and type-in the following:

- Name (including their designation as Parent, Employer, Teacher, Trainer, Student, or Employee).
- Email address they use for this specific correspondence.
- A temporary password that they can later change (send it to them by email to the email address you enter).
- Enter the number of sessions you want to allow this user to access the Embellisher™ platform. If you set it at “1” this user will be authorized to logon to one workstation session. If he or she tries to open a second session while the previous is open, he or she will be denied logon. To logon to another workstation he or she will have to log off their current session. If you set it to “2,” or higher, then he or she can log into your system from many different work stations or mobile devices.
- Select the “type” of member you want this person to be. A “Reader” will be allowed to access any published eBook in your eReader store and purchase it to read or to read the designated “free” eBooks. An “Author” will be able to use the ePub3 Creator Studio on your platform to create eBooks and download them to their hard drive. They will not have publishing rights on your mobile network, however.
- This next designation “Account type” gives “Your reader” user the rights you may want them to have concerning publishing their created eBooks over your eReader store platform. Choose the “Read only user” for those members you wish to be able to read the eBooks published over the mobile network. This might include many of the parent and student members, and even some of your PTO/PTA membership. Choose “Publisher” account type if you want this user to be able to create and publish eBooks on the mobile network, through the Creator Studio. Finally, choose the “Administrator” account type only for those you wish to have admin rights (mentioned above).

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- Finally, you may designate the “Your reader” member to be able to access all eBooks listed in the store and read them through the eReader for free. This might be in the case of a Publisher Admin teacher/trainer who wants his or her students to be able to access assignments or projects for free.

After you’ve completed all the designations, simply click the “Create account” button. It will show you when it has created a new user, and this person will be displayed under the “Your readers” section.

This ends the tutorial on how to create new members inside your Embellisher™ mobile communications platform.

Chapter Summary/Key Takeaways

In this chapter, you’ve learned how to enter and organize the users in your new Embellisher™ platform. When your system is installed, we will have already established your Admin account so you can practice. The instructions are easy to follow if you print them out and/or watch the video tutorial online. You have also learned that giving “Your readers” rights as a “Publisher” allows them to create their own message, project, or lesson using the Creator Studio. Since you all will be able to view the multimedia communications over the mobile network, it will build team spirit and create the “synergy” between users mentioned earlier.

In the next chapter, you will learn the most important part of using your platform: the creation of new messages, assignments, projects, and other organizational communications.

PART II: Sample Exercises, Projects, and Communications

Each of the following chapters in this section is addressed to the motivators, who will be organized under the three categories of learners: Parents, Employers, Teachers, Trainers, Students, and Employees. The first lesson, Chapter Four, instructs everybody on how to use the ePub3 (multimedia) Creator Studio to create simple communications documents (with pizzazz). The second lesson, Chapter Five, also instructs everybody on how to plan and create eBooks for possible sales and fund-raising events to benefit the organization as a whole. The third lesson, Chapter Six, is for everybody on how to use the other marketing and multimedia features included (and not included) with your current purchase to reach people around the world.

Chapter Four: How to Use the Embellisher™ to Create Communications

“So much of what we call management consists in making it difficult for people to work.” — **Peter Drucker**

This chapter will begin with a tutorial on how to access your new ePub3 Creator Studio, use a template, and create different types of general communications by and for each category of user: Parent, Employer, Teacher, Trainer, Student, and Employee. I will also give you suggestions based on the expertise of each category of user, as I have personally been a member of each category, and I can vouch for some amount of expertise doing each of the jobs required of a member in said category. I will also provide video tutorials you can watch to make your lessons easier, so you can begin the “art” of multimedia communicating right away.

In order to access the Creator Studio, you must first login to your eReader interface. If you have already purchased the Embellisher™ platform, you would go to your private domain location. If you’re “window shopping,” then you can use my business website version [here](https://emrepublishing.com/embellisher-ereader). (<https://emrepublishing.com/embellisher-ereader>) If you have yet to register inside the app, then simply click on the “human” icon at the top-right and enter your login information. This will give you access to the Creator Studio. To access the studio, click on the little “pen” icon, also at the top of the interface. Here’s a picture of the interface you’ll see when you’ve arrived at the eReader Library interface:

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Please note the other buttons on the top-right:

- Starting from the left, the first icon, when clicked, changes your mobile desktop “view” from horizontal to vertical.
- The second icon, the quotation balloon, links to your private online Forum (mentioned earlier), where you can set-up your private conferences and requests for help throughout your organization.
- The third and fourth icons have already been mentioned. The “pen” and the “human profile” icons. The pen takes you directly to your ePub3 Creator Studio, and the human profile takes you to your account. Note that the pop-up “account profile” allows you to edit the features of your account, such as book genres you prefer and other specific interests. You can also change your password in this mode. Please note that the account interface also allows designated “Publishers” to go to the Publisher’s back-end Store interface, which was briefly covered earlier in Chapter Two concerning the installation of “Your reader” members into the database. I will return to this interface in a future lesson to show you how to create promotional coupons and discounts.

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- The next, “shopping cart” icon takes you to the variety of multimedia eBooks that have been published and made available over your mobile network. From this interface, you can purchase store items, or obtain free ones, open them, and read them inside the private and secure eReader component.
- The final icon, the “wheel,” takes you to your Library eReader’s settings, where you can change the size of the text and the margins’ height and width. You can also access all the “keyboard shortcuts” by clicking on that tab. This allows you to quickly manipulate the features inside your multimedia eReader interface.

Adapting your multimedia to Your Audience’s Learning Styles

“There is nothing quite so useless, as doing with great efficiency, something that should not be done at all.” — **Peter Drucker**

Next, I will focus on the purposes of using the “multimedia” component of your studio to reach the seven types of learning styles. The key way to adapt your lessons to these learning styles is to take a [thorough and proper assessment](#) of who makes up your audience and what styles they have.

(<https://www.suu.edu/academicsuccess/tutoring/pdf/learning-styles-self-assessment.pdf>)

Again, I will be mentioning the 7 types of learning styles mention in Chapter Two:

- Visual (Spatial)
- Aural (Auditory-Musical)
- Verbal (Linguistic)

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- Physical (Kinesthetic)
- Logical (Mathematical)
- Social (Interpersonal)
- Solitary (Intrapersonal)

Since I didn't cover what each style means to the specific category of each user's responsibilities, I will now briefly do that. Please be aware that none of these comments is "written in stone," and they are certainly open to interpretation and argument (as all of life's ponderings should be), but they are based upon many years of experience, research, and education on my part, and I hope you can bear with me and "add to" and "subtract from" them with knowledge and input of your own. As with all processes, with practice comes gradual perfection.

The visual, or spatial, mode of learning requires that the communication be crafted so that the learner can "see" what is happening in your message, project or lesson. Inside the Creator Studio, this means you will "show" what is happening, both in your written discourse (active verbs, active tense, concrete and descriptive nouns), and, most importantly, in the images and videos you choose to include.

- For parents/employers, this means being able to include a realistic "picture" of what you are saying, both in the symbolic, word sense of that meaning, and in the visual and spatial sense.
- For Teachers/Trainers, who should be more familiar with these learning styles, it means spending a bit of extra time researching to find the most appropriate video on [YouTube™](#) or [Vimeo](#), or using the best "free" images and/or animations featured in the big list of media resources I include in [Chapter Six](#) of this book in the free extra eBook, *Running with the Big Dogs*. Also, since you are "Teachers/Trainers," you can certainly assist the parents/employers and students/employees in this task, if they need or request help. All users on the Embellisher™ mobile network will also have ready access to [a Forum](#), about which I shall talk when I get into how you use the

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eReader component of the platform. This is where posts can be made to request this kind of “special” teacher/trainer assistance on different communications’ projects and communications. In addition, I will be showing you how to use the group “chat program” and connection to Google’s handy “Group Hangout” app, which is especially conducive to 6 out of the 7 styles of learners. Finally, another collaborative app recommended by my granddaughter, Jenna, is [Trello](https://trello.com/home). (<https://trello.com/home>)

- For Students/Employees, who will be the prime beneficiaries of these communications, it is the chance to learn faster and then provide your own suggestions and “performances” when called upon by your supervisors. Some of you, I know, are even more proficient than your supervisors at using the tools I’ll be mentioning, so that makes you even more important to the overall effort!

For the aural, or listening and musical learning style, the Creator Studio is perfectly suited to your needs. I will be showing all categories of learners how to insert music and “podcast” elements into your communications. Also, as mentioned before, especially during the “planning stage” of the larger projects, lessons, and promotional literature, the Group Hangout app will come in quite handy for those people who want to hear from others directly. In addition, the blind will certainly need a quality aural presentation included in your communications.

For the verbal learning style, it is always best to have translations available for non-English speakers on your team, as well as the deaf, who need excellent verbal subtitles to be included in your use of videos and music. Thankfully, YouTube™ is ready with the technology you can use for this task. Please watch this handy video to show you how to do this important task to create subtitles for your video:

<https://youtu.be/jkWzpP00BVw>



Again, the Parents, Teachers, and Trainers, who are usually more verbally fluent and organized, should assist each other, and the Students and Employees, when requested/required to do so. Finally, the “insert story” feature in the Creator Studio component of your platform can be used to add extra verbal twists and hypertext narrative interest to your publications ([see lesson below](#)).

As for the physical or kinesthetic learners, each category of communicator should realize you should include a reference to or a comparison with how the subject at hand can be practiced or performed by the learner doing it on their own. This task, as well, can be assisted by good research to find the proper video and/or image and/or animation to show how the task is best practiced and performed. The physical learner, as a result, must be able to do the task him or her self in order to completely understand it.

The logical or mathematical learner needs to see a formula, chart, or graph in order to understand the relationships being explored in the communication, project, or lesson. Also, the one communicating to this person must attempt to use words in a consistent, logical order leading to understandable conclusions and results. Again, the Creator Studio can be used to insert such “learning aides” for the logically-inclined learner.

To the social and interpersonal learner, all communications must be open to feedback, suggestions, and motivational influence from the other team members. Even when it might seem uncomfortable, these learners should be able to reach out and get assistance when attempting

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to appreciate or learn from a specific communication, project, or lesson. Again, the Chat room, Google Hangout, and Forum provided inside the Embellisher™ can help these folks out tremendously. And, don't forget the good "old-fashioned" coffee shop face-to-face meet-up!

Finally, there's the learning style dearest to my own nature, since I am also a creative writer. The solitary or intrapersonal type of learning person enjoys taking a project on alone, and poring over it until they reach the inevitable "aha" or "Eureka moment," when the inspiration hits. In fact, at the California Institute of Technology in Pasadena, where I worked, the students are often so "intrapersonal" and advanced learners that instructors, such as myself, are known to simply hand out texts (or give them digital versions) and not meet them again until Midterms and Finals!

When I taught online for 15 years, it was required that students be "self-motivated" learners, which is another way of saying they be "intrapersonal." They were even given pre-enrollment screenings to assure that they were good at intrapersonal learning. Sadly, at many colleges where I taught, the Administrators did not provide us online instructors with the adequate tools to address all seven types of learning styles, so I came up with the Embellisher™ to address this "hard-learned" fact.

This means the other six learning styles must be patient for the "quiet learner," who needs to digest information and to then form a reasoned idea about the subject at hand. Thankfully, since the Embellisher™ mobile network's communications can be "stored and pored over later," the solitary learner can have the time and the distance needed to do effective work to ultimately provide outstanding feedback for the team.

Welcome to Your ePub3 Creator Studio

In order to become familiar with how the Creator Studio functions, you can watch this video tutorial provided, along with others, inside the

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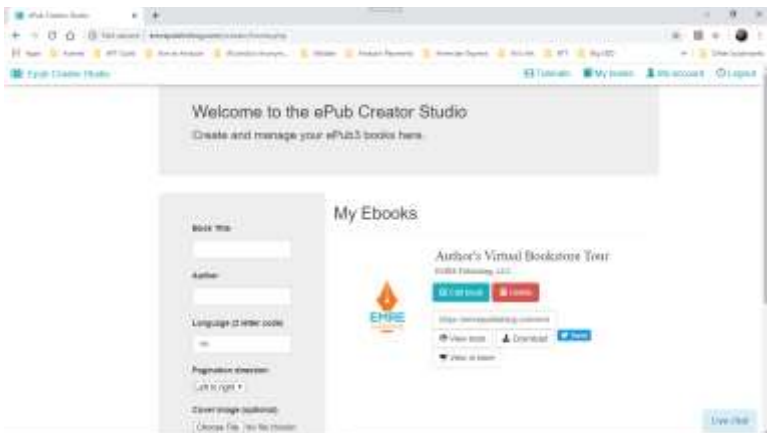
studio. It shows you how to enter the ePub3 Creator Studio and how to load a template to assist you in formatting your first multimedia publication. The other tutorials can be viewed inside the studio by clicking on the “Videos” button at the top of the page.

(https://youtu.be/Z2_ILFtUR_A)



This is what the Publisher’s page interface in the [ePub3 Creator Studio](#) looks like once you’ve logged in using your user name and password. Notice that the eBooks you create are on the right, and the left side is where you upload the book cover and chosen template (if needed)

(<https://emrepublishing.com/creator/>):



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The Family Love Time Capsule template can be used by parents and employers to create a motivational keepsake for your personal, school, or corporate family. Have your family work as a “team” to put it together and to share across the entire PTO/PTA, Employer and School network. This will display your unique family “insights” and “motivations.” You can also



instruct other families as to how your family functions. For example, an old film entitled *Cheaper by the Dozen*, told a story about a 12-member family whose father was an Industrial Engineer. By having such a large brood, it was quite complicated to handle “every day chores,” so he came up with ingenious methods of making the family run more smoothly and with fewer mistakes. This led to his applying his overall “technique” to his job, where he became a rather successful Time Management Expert. Therefore, even something as smarmy as your digital family album can lead to greater things!

If you want to view the entire 1950s film (the one based on the actual “kinetic engineer”), and his family, then you may do so [here](https://m.ok.ru/video/1272612260496). (<https://m.ok.ru/video/1272612260496>) To get the most value, for our purposes, you should watch it together with your family (what an idea!). In an interesting way, a PTO/PTA team, a school, and a workplace, can be seen as representing a (perhaps, much larger) family team. The children who watch this “old” movie should get quite a few laughs at how folks lived in such a high tech “void”. (Note: You just play the video. No need to register or login.)

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If you'd like to view the preview of the Family Love Time Capsule inside my Publisher's eReader, then go here:

(<https://emrepublishing.com/embellisher-ereader/?bookid=77>)

If you've already become a paid member of the EMRE website, you'll get this preview loaded directly into your eReader Library desktop interface. By the way, the link I inserted directly above can be used to "promote" your newly created gems to users outside your network, on the World Wide Web. This will be discussed later on in [the chapter on promotions to raise money](#).

Once you're at the Publisher level, you can insert extra page inserts into your pre-loaded Family Love Time Capsule template. Here's the tutorial on how to do this:

(<https://youtu.be/0rS1UKb4NMQ>)



The Aural Learning Style Media

Messages, projects and lessons for the aural learning style person should include some audio and/or music in order to assist learning comprehension. In the ePub3 Creator Studio, it's very simple to add these ingredients into your publication. This tutorial demonstrates how to insert a music, book, or podcast playlist into your message, project or lesson:

(<https://youtu.be/xtlOK1Dpb4k>)



The Verbal Learning Style Media

This learning style appreciates a well-constructed sentence, a brilliant use of imagery, and an interesting rhythm sound of the words while reading. This is all covered in detail in your free book [Running with the Big Dogs in Chapter Six](#). In addition, a unique aspect of your Creator Studio is the ability to use the “insert story” feature. This tutorial shows you how to insert alternative plot lines inside a story you’re writing, which adds some interesting ways of adding verbal interest to people who enjoy being surprised.

(<https://youtu.be/mKellHFJv0g>)



The Physical and Kinesthetic Learning Style Media

People who learn best by “doing,” enjoy communications that include ways of duplicating the message, project and lesson in a manner that can be understood by describing ways the learner can practice the steps required in the communication. As a result, the author must show videos, use step-by-step instructions, and allow these physical learners to “try it out” in order to perfect these steps and processes for comprehension. I realize this requires an additional concentration and creativity on your part, but the entire purpose of the Embellisher™ platform is to increase overall communication quality within the school, company or family, is it not? These “extras” will allow all seven of the learning styles “bases” to be covered.

The Logical and Mathematical Learning Style Media

Quite often, this learning style is confused with being a “nerd” or having a thought process which is too literal. On the contrary, most scientists, engineers, and lawyers need communications that are proven to be logical and backed by facts and statistics related specifically to the point being made in the statement. Quite often, we as communicators “think” we’re being logical when we’re really not. For example, what if I read and study only one type of “news,” which is, quite obviously, slanted toward my personal conservative or liberal biases? Or, what if I communicate using only one type of message delivery system, let’s say Tweets? This lack of attention to the necessary comprehension of what these learners see as quite obvious, drives logical learners crazy!

Therefore, we must make certain our communiques are consistent, give rational support for what we are doing, and supply the necessary sources and mathematical equations and charts to show what we mean in a logical pattern. Of course, as in any type of communication, if we use

writing and sensory techniques that appeal to only one style of learner, we shall miss the other six types of learners, and our creations will fail. This is why learning how to write with an Embellisher™ “flair,” is the best way of reaching the largest audience because you can include all the video, graphic, and hypertext links needed to satisfy the logician’s needs. Why not take advantage of the holistic tools we have to appeal to the largest audience? The logical learner can certainly appreciate that line of thinking!

The Social and Interpersonal Learning Style Media

Quite frankly, as a mostly solitary and intrapersonal learner, I often find these people quite obnoxious. They’re always asking questions and attempting to get everybody on the same page. They worry about how everybody “feels” and what they’ve done on the weekend or on holidays. However, I soon realized that inside a classroom or in a work group, these are the people who are often the leaders and motivators par excellence! One must simply learn to appreciate the talents these learners bring to the table. This means that one’s communications must provide a way for these types of learners to shine and understand better what you’ve crafted in the way of a message, project or lesson.

At the risk of sounding “sexist,” I often had my students do exercises in communicating face-to-face, male to female, or all-male group to all-female group. The purpose was to understand the differences between males and females and how they communicate. As with all humans, there are certainly exceptions to every rule, and this lesson was not any different. Some males did not fall into the category of communication style Dr. Deborah Tannen, the famous linguist, reports in her research, but in these days of transgender and LBGQT rights and understanding, we can appreciate these differences.

However, since Dr. Tannen has done research in the area of how the different “sexes” communicate with each other, I’m going to include a bit of lesson work here, as it can be applied to the social and interpersonal

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learning style. In fact, you should [read this article](#) from the *Harvard Business Review* in order to see some of the main points Dr. Tannen makes about communications and the sexes (<https://hbr.org/1995/09/the-power-of-talk-who-gets-heard-and-why>). And, this is so important to the social learner that I'm including this video recorded at the University of Maryland in 2017.

Please view it at your leisure, as the points she makes speak to the overall theme of my Embellisher™ platform, and why our homes, schools, and places of business need to understand the importance of getting away from the “isolating” addictions of digital technology, and face-to-face social interactions gone awry, and become more socially aware of how we communicate to each other.

(<https://youtu.be/bZj-7-osm84>)



I found the talk Dr. Tannen gave quite humorous, and you might also. My deceased wife, Ellen, was from New York, and I was raised in California. The “interrupting” of Ellen’s New Yorker communication style took me quite a while to get used to! The importance of the social and interpersonal style learner cannot be understated. This is why communicators must always provide a less formal method of understanding the message, project and lesson, even if it means conversing in person and socially. Besides, the bonding that takes place can last a lifetime, as I still have many students who keep in touch with me over Facebook and other social websites. With the Embellisher™ platform, you can also stay in

touch to schedule even more personal communications outside the workplace and school.

The Solitary or Intrapersonal Media

The ancient question of how we learn often takes up the question of nature or nurture. This means social scientists and teachers want to know how people became who they are in society. Are genetics and inheritance the main influencers to make them respond in certain ways? Or, does the family and society mold the individual into thinking and acting in the methods and styles developed over the years of living within a specific culture? As with many such “big questions,” there is no extreme slant favoring one side or the other. It seems it becomes a matter of degree and, most especially, how the individual reacts to the culture surrounding them.

The solitary learner, as with the other six types of learners, may have developed from conditioning from both sides of the nature/nurture spectrum, but the overall emphasis of development came from within. These people learn best when left to their own devices. They often shun social contact, preferring to read and study alone. In addition, they often need more inward reflection and time to think about an issue before coming up with a response. Ultimately, new learning gets established, and they finally come up with their opinions and responses.

Therefore, to develop a message, project or lesson with the solitary learner in mind, one must allow for this personal time to reflect and to research. In addition, the “timed test” or “conditioned response” requirements so popular in this age of data-driven computers and “instant feedback,” does not suit a solitary learner. They want to be able to compare and contrast with other possibilities, weigh the overall importance of the issue, and respond, possibly many hours or even days later. The most dramatic example of this kind of learning is the “savant,” “dyslexic,” “obsessive-compulsive,” and even persons on the “Asperger’s” or other “autistic spectrum” patterns of behavior.

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The Embellisher™ can assist this type of learner by allowing open-ended and less time-restrictive messages, projects and lessons. Also, don't force this learner to respond during group work. Allow them to observe and write down or reflect upon what's being said before giving their response. This will appeal most to these learners, and it will show you have put a lot of thought into developing your communications.

You must also consider learners with special needs other than deafness or blindness. The special education tools available for [dyslexic](#) and [autistic](#) learners are available for them to get the most out of their reading and other types of challenging communications.

(<http://dyslexiahelp.umich.edu/tools/apps>)

(<https://www.nationalautismresources.com/classroom-materials-teaching-supplies/>)

Since people with autism are [visual learners](#), the digital multimedia aspect of the Embellisher™ is quite appropriate to their type of learning patterns.

(<https://eu-acerforeducation.acer.com/learning-skills/how-digital-tools-increase-learning-skills-for-autistic-students/>)

Chapter Summary/Key Takeaways

In Chapter Four you have learned how to develop communications inside the ePub3 Creator Studio for all seven of the major learning styles. You now understand why each message, project or lesson you create must include ways for each learner to participate and respond. A proper assessment of your audience of learners should be taken.

You have also learned the specific applications to add from the learning tools included inside the Creator Studio. This includes [inserting images and videos](#), [using the “insert story”](#) feature of the studio, and [inserting a podcast, audiobook, or music playlist](#), and how to insert pages into the Family Love Time Capsule template. Finally, you learned how to [allow for time](#) and [personal practice](#), and to [supply the proper logic and statistical graphs](#) to appeal to solitary and logical learners.

In the next chapter, you will learn how to use the Embellisher™ to raise money for special charities, school funding, and other organizational or corporate events. This is a feature unique to multimedia communications, and the fact that you can deliver your “offer” directly to the audience’s mobile device, over a secure and reliable network, is a great boon to team-oriented organizations.

Chapter Five: Planning Your Multimedia for Fund-Raising and Sales

“The purpose of business is to create and keep a customer.” — Peter Drucker

One of the most exciting applications of the Embellisher™ platform is the ability it has to reach out to the World Wide Web in order to attract new membership, sell especially creative and noteworthy projects, and create projects that lead to donations for charitable and other worthy causes. This chapter will cover some of these features and how you can use them. It also includes tutorials on how to use the tools included in your platform.

Showing the Team How to Become Entrepreneurial

My granddaughter, Jenna, who is now in college to become a famous genetic research scientist, has a little hobby that she uses to make money. As a life-long “nerd,” she enjoys Manga Art and the fun of playing role-playing and other online games like [Minecraft](#).

(<https://www.minecraft.net/en-us/>)

One of the Internet locations she hangs-out at is called [“Discord”](#) or the “Discord Server,” and it can be reached inside Facebook’s Instagram application.

(<https://www.instagram.com/discordapp/?hl=en>)

In addition there is a [Discord promotion app](#), where entrepreneurs can extend and promote their advertising reach onto other social media websites. I was showing my student learner, Jenna Nicole, how to use the Embellisher™ platform to deliver her multimedia projects from the Creator Studio to the Discord network to capture her audience of buyers and display her talents. (<https://discord.me/socialmediapromo>)

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Here are some sample images of the digital artwork she's created. They sell nicely after prospective buyers go to her provided link:



Hey! I'll send you the images and my link to my mini-website here.

Website link: <https://linktr.ee/babymips>

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You may have one of your team's members who is also "entrepreneurial." Why not incorporate this interest into a way to make money for that member? Once given Publisher rights inside the Embellisher™ ePub3 Creator Studio, they will be able to create a more dynamic and informative display of the work. I will now cover the tools that can be used to do this, using my granddaughter as an example. In addition, we would categorize this learning under the [Formal or Operational](#) final stage of Piaget's four stages of development (ages 12 and up).

(<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>)

I explained it to her as a way to scale her business. Since the Internet has a world-wide reach, each online entrepreneur wants to create a "buzz" around their product or service. Then, the business wants to "capture" that online user in order to "upsell" and give these "buyers" more chances to enjoy the product or service in a more exclusive way. The methodology I explained to her is the following:

1. Get recognized and sell on a popular website or server (like Instagram's Discord app or over eBay, or on any other sales venue, such as Etsy and many others), which Jenna has already done.
2. Once a product begins to sell, you need to upscale it to allow more focused access to your buyers, who are presently being controlled by the private server's business (e.g., Discord and eBay).
3. Create a multimedia (ePub3) publication inside the Embellisher™ Creator Studio that includes a direct link inside your Publisher's app. Put a "buy" button inside the document to allow the buyer to purchase the product inside the eBook. You may use the Stripe bank account as mentioned earlier in Chapter Three, or you may insert your

own link to a [Paypal invoice service](#). Stripe also [has this service](#). Jenna does this to prevent potential “scammers.” Note: It is best to feature one product for each eBook, as it then becomes more of an “exclusive appearing” piece of artwork, product, or service. This also holds true for multimedia books you create for charities and fund-raising events.

(<https://www.paypal.com/us/webapps/mpp/invoicing-templates>) (<https://stripe.com/docs/billing/invoices>)

4. Use this direct hypertext link to your created multimedia eBook in order to “hunt for your audience” on the international World Wide Web. Inside your eBook, you must include the information that tells the prospective buyer he or she will be taken to an exclusive sales portal, owned by you, that is SSL secured and where they can become a member for free. Inform the prospect that you do not use email addresses for other promotions other than your products and services. However, they will be able to obtain first “looks” at your newest creations and get coupon discounts on everything. You must then, of course, find social websites and other venues that enjoy the product or service you have to sell. Once this is done, you can “paste” your hyperlink into a message or Forum on your target website (e.g., Discord) in order to attract buyers.
5. The interested buyer will then click on your hypertext link, sign-up inside your Embellisher™ platform, and be placed inside the Other users list in the Administrator’s panel shown in [Chapter Three](#). You then have a ready-made clientele that are interested in *only your products and/or services*. This gives you exclusive control over the buyers who would, most

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likely, be repeat business, and who are eagerly expecting your promotions.

6. Collect the buyers' emails, listed as "Other readers" in the Admin section, and enter them individually into your Embellisher™ database under "Your readers," [shown in Chapter Three](#).

Here's the tutorial on how to use the "direct link" to your promotional eBook created for your product and/or service. Remember that the prospect must be informed about "free membership," "security of their email address," "SSL security of the platform," and the exclusive nature of being able to get the latest "deals" you will be featuring with your promotions. Please note that the tutorial references books. In Jenna's case, she is selling her artwork. Therefore, she would be using the link to her created eBook which displays her single work of art she wants to sell:

<https://youtu.be/xtlOK1Dpb4k>



How to Do Promotions, Coupons and Price Deals

Once you have a list of steady buyers inside your platform Admin, you can begin marketing directly to them when you have a new product to sell. You may also do promotions aimed at their "needs," and give them a "reduced price or free," code, which can be done by using the Embellisher™

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coupon code and price reduction feature. Please follow this video tutorial on how to do this:

<https://youtu.be/VvJv8tJnPVA>



How to Sell Your Products and/or Services Over Twitter or Other Social Delivery Websites

I also pointed out to Jenna that she could promote her eBooks over Twitter. The same “technique” can be used on other social delivery programs like Instagram and Facebook. Please watch the following video tutorial on how to do this:

https://youtu.be/rue5ul_C5sA

Chapter Summary/Key Takeaways

Showing your team how to create multimedia eBooks that can sell their unique products and/or services to buyers is a superb way to introduce your team users to the World Wide Web entrepreneur experience. By making these persons “Publishers,” you allow them to create the coupon and discount promotions, as well as add page to already loaded templates like the Family Love Time Capsule. They can also create Children’s

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interactive eBooks to show off their authoring skills inside the Creator Studio.

Chapter Six: Using the Extra Tools

This chapter will include the items not discussed in the previous chapters but are still important features of the Embellisher™ platform. I will discuss and show tutorials on the following:

- Importance of Social Marketing to the Indie Publisher
- Collecting “Your readers” and “Other readers” emails to use inside the PhpList eMail Campaign (optional) software.
- Using the free download “extra” eBook, *Running with the Big Dogs*
- A sample “sales call” between an Embellisher™ Sales Manager (my son, Christopher) and a prospective “professor of higher education” (your author).
- How to use the Author and Reader Forum inside the eReader component.

Social Marketing and the Independent Publisher Team

Any of the members of your various teams can be considered “independent publishers,” as they can be quickly given Publisher or even Admin rights inside the Admin function of your Embellisher™ platform. Please view this tutorial on why this is so and how you can take advantage of social marketing of your projects:

<https://youtu.be/0vBLogvP9jk>



Optional PhpList eMail Campaign Software

Once you've established a client or buyer list inside your Embellisher™ database, you may want to expand your reach beyond promoting through the use of eBooks only. This tutorial will show you how to promote to a “rifle” eMail list you can purchase. It must be pointed out, however, that the best promotions should go to your already procured email list of members inside your application, as they are the most interested in what you have created and can offer to them. We can install the optional PhpList software for you at an additional charge. The advantage of the PhpList over commercial software like MailChimp is the fact that you are not charged extra for the numbers of email addresses entered into the database. Watch this video on how to create a campaign to send to a targeted “Opt-in” mailing list:

<https://youtu.be/yq3LxjMWRsQ>

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Here's another tutorial on how to set-up a short campaign for an eBook you've published inside your Creator Studio:

(<https://youtu.be/QqAzfQNNk84>)



Running with the Big Dogs

“Business has only two functions — marketing and innovation.” — **Peter Drucker**

All members of your Embellisher™ mobile network teams can benefit from this free addition to your library. Unlike the private eBooks you'll create in your studio, this book comes in .mobi and .pdf formats. They

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contain some very valuable links to free multimedia files that can be downloaded to use in your variety of projects, lessons, and communications. Please enjoy this free valuable resource, as it was written with the digital publisher in mind, especially the publisher who wishes to produce excellent ePub3 eBooks. This will be valuable to Parents, Employers, Teachers, Trainers, Students, and Employees for when they create their more “creative” efforts.

- Download your .mobi version of *Running with the Big Dogs* [here](#).

<https://emrepublishing.com/books/Running%2Bwith%2Bthe%2BBig%2BDogs.mobi>

- Download your .epub version of *Running with the Big Dogs* [here](#). (https://emrepublishing.com/books/running-with-the-big-dogs-a-creators-guide-to-using-electronic-media-07-17-2014_0420am.epub)

- Download your .pdf version of *Running with the Big Dogs* [here](#).

<https://emrepublishing.com/books/Running%20with%20the%20Big%20Dogs.pdf>

Sample Sales Call

We like to [work with our clients individually](#) in order to be certain what we have fits their specific needs. Whether you’re an independent teacher or professor, who wants to establish a private presence outside the school’s server, or a progressive company or school, who wants to allow your employees and students to train on a mobile system that encourages entrepreneurial behaviors, we have a system that can help you meet your goals. Watch this video to see how we work can with you:

<https://youtu.be/w-uQg5Drq1s>



How to Use the Forum Component

The Forum inside your Embellisher™ platform can be used for a variety of purposes. You can use it to communicate withing and between the members of your teams. You can use it as a discussion and suggestion platform. Or, as in this tutorial video, you can establish a rapport with your readers outside the team infrastructure:

<https://youtu.be/mvaCJ0IUyMA>



Sample Children's Book

One fine day, when my granddaughter Jenna (mentioned earlier), wanted to create an ePub3 book inside my Creator Studio, I asked her what the book should be about. She was ten at that time. She said she wanted a book that told a story about “when the dogs took over the world.”

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As a result, I helped her create *Amy Smith's Dog World*. It was done using the free images and videos available from the websites listed in *Running with the Big Dogs*. I wanted to show you this book because it can help you see what can be done inside your studio, and I can also show you how the discount coupon codes work.

To read *Amy Smith's Dog World*, you go directly to the book's link inside the Embellisher™ eReader database. If you've already registered inside the eReader, then the book will be pulled up on your desktop Library and listed as a discounted book. Simply enter the coupon code "6" before checking out, and the book will appear on your reader's portion as a "free" book. You can then enter the book and take a look.

Go [here](#) to access the book.

(<https://emrepublishing.com/embellisher-ereader/?bookid=100>)

Sample Adult ePub3 Book

The first novel, *Forevermore*, I wrote for my Detective Patrick James O'Malley series won the Blue Ribbon in the International Chanticleer Contest for "[Best Historical Mystery.](#)"

(<https://www.chantireviews.com/2014/06/07/the-clue-awards-for-thriller-mystery-suspense-fiction-first-in-category-winners/>)

As a result of its success, I decided to create an ePub3 version of the novel using the Creator Studio. As an example of what you can do with your studio, please get your free copy. It should be preloaded onto your Library's desktop. Simply click on it to view.

Please notice that I included the "insert story" portions to allow the reader to experience the plot that did not appear in the original title. Also, I included optional music tracks, and an audio book version read by Shandon Loring. Finally, since it is, technically, a historical novel, I've

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included links to videos which add to the “flavor” of living in Nineteenth Century New York City and its environs.

When you develop these kinds of eBooks as a team, it will be a lot of fun and will build collaborative wellbeing and proficiency using the tools. Please go [here](#) to access your free enhanced eBook of *Forevermore*.

(<https://emrepublishing.com/embellisher-ereader/index.html?bookid=160>)

Chapter Summary/Key Takeaways

In this chapter, you’ve learned how to use the extra components and sales tools, some of which come with your platform, but others do not. You’ve seen how your teams can be considered Independent Publishers and can use the platform to sell their creations to the public on the Internet. The PhpList software can be installed as an extra, and the marketing tutorials given in this chapter help you to train your teams on the use of social marketing and Tweeting. You also downloaded the jam-packed instructional eBook, *Running with the Big Dogs*, which I authored to help my fellow authors and publishers of multimedia eBooks. Finally, you saw how the Forum component helps you communicate personally online with your teams, and you watched a sample “sales call” from a client to EMRE Publishing, LLC.

The final, Part III, will give you some ideas about creating projects, eBooks, and lessons, to teach your team members, to motivate them, and to educate them effectively and efficiently. I will also provide you with a printable “check-off sheet” that you can follow when you create new multimedia eBooks, so you can include items for every learning style on your teams. My book will conclude with a Conclusion, Bibliography, and About the Author sections.

PART III: Sample Exercises, Projects, and Communications

This section will not be a voluminous technical manual, filled with every detail concerning the use of the ePub3 Creator Platform. Why? Because I have faith in the ingenuity of human “doings” to take the ball and apply the content to come up with the best answer for themselves. The answer to online, mobile-delivered training and learning is the freedom one feels when given the responsibility to create. I discovered this phenomenon while teaching, and I saw it implemented in most of the successful institutions of higher learning and companies that were in it for the “long haul” with their employees.

For example, at MIT, Caltech’s sister school on the “Left Coast,” as my more conservative friends would call it, they have opened the [international communication process quite a bit](http://news.mit.edu/2018/abdul-latif-jameel-world-education-lab-j-wel-welcomes-initial-members-0731).

(<http://news.mit.edu/2018/abdul-latif-jameel-world-education-lab-j-wel-welcomes-initial-members-0731>)

Inside one of their labs I saw an arena filled with seats, but all along the walls, there were monitors. These monitors connected to most of the major universities in the world over the fastest Internet in the world. In my mind, this was the potential of valuable communications at work for the betterment of Human Doing Kind. However, it was only the macrocosm of intellect to the very elite in our cultures. Why not allow all who can learn accomplish the same thing? I kept asking myself this question. This, of course, led to my Embellisher™ system. It is the microcosm, delivered over mobile apps and Wi-Fi, but it still allows for the teamwork about which the lab in Massachusetts boasted.

The suggestions in this section should inspire and motivate, and not perspire and eradicate. Please use your own imaginations to create the multimedia communications that will be used in the coming era of more democratically-based communications.

Chapter Seven: Parent and Employer Projects and Communications

The working parent and employer probably believe they should leave the education and training to the “departments in charge” of such things. Hold on one moment. Have you ever considered that you are part of the problem instead of the hard-working breadwinner that you envision yourselves as being?

In my earlier [Chapter Four](#), I gave examples of the “kinetic engineer” with 12 kids, and the nuclear submarine captain with a boat full of warriors. These stories, in a nutshell, are memes for you: parent and employer. You establish the incentives, you train the crew, and you manage the ship (or, boat, in submarine terminology). What you supply to your teams are interest and approval. You can also give them extra awards for ideas you can use. Better management encouragement happens by being part of the communication process. Therefore, my suggestions for you require you to make time to pay your respects to the people who are part of this Embellisher™ platform. Ask them to help you, and give them the recognition as “knowledge workers,” that they deserve. That’s all that I ask.

Communicate Regularly and Establish the Priorities

I believe it was Dwight David Eisenhower who was once asked what made a good leader. His response was probably caused by “battle fatigue” left-over from WW2, but there’s a kernel of truth in it. He said, and I’m paraphrasing, “You find out where everybody’s going, and you get in front of them.”

Right now, where everybody’s going, if you’ve been paying attention, is down the communication drain. They are not happy, they are frustrated, and their motivation is “spaced out” like a kid at a rock concert. It’s up to parents and employers to establish a priority which allows for the most freedom for the flow of ideas, and the best method of making those

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ideas real, which will lead to innovation and pleasure. Finally, the communication delivery system must be established in order to create the focused priorities that make your family and/or company run the best.

With those goals in mind, here are some suggestions for you to implement when/if you get my system established for your team players:

- Send your own multimedia inspiration at least once a week over the mobile network.
- Recognize the best projects and award them appropriately.
- Become enthusiastic about teamwork and the ability to communicate with the 7 Learning Styles method.
- Allow the teams to be entrepreneurially minded, and encourage ways of raising money by highlighting personal and team success stories in the family or company communications.
- Make certain all of your team leaders get a copy of the following section's check-off sheet. Remember the story about the OR surgeon [I gave earlier](#)? It applies to good communications as well! Each team leader/teacher/trainer should do a full assessment of the team members before implementing this chart. It will allow them to adjust it to add or subtract from the emphasis and delivery of the communications.

Mobile Multimedia Communications Check-Off Sheet

Here's the suggested format of the sheet all team leaders should receive. The rule of thumb should be: the more complex the content, the more learning styles should be used. They should make certain all communication messages, projects, and lessons are addressing the learning styles herein:

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Team Supervisor Check-Off List

<u>Messages</u>	<u>Lessons</u>	<u>Projects</u>
<i>Visual</i> Include picture and video to show what you mean.	<i>Visual</i> Include picture and video to show what you mean.	<i>Visual</i> Allow team to be creative and use the <i>Running with the Big Dogs</i> book's media resources.
	<i>Aural</i> Create an audio podcast for regular updates.	<i>Aural</i> Allow for music playlists and audiobook formats. Create an audio podcast for regular updates.
<i>Verbal</i> Give a hyperlink to explain further.	<i>Verbal</i> Tell a story. Make the reader interested in the content. What happens next?	<i>Verbal</i> Tell a story. Make the reader interested in the content. What happens next? Allow for the "Insert Story" feature and other creative hypertext methods.
	<i>Physical</i> Explain step-by-step and allow for individual practicing of the process.	<i>Physical</i> Explain step-by-step and allow for individual practicing of the process.
<i>Logical</i> Include a graph or image to show the results and or plan.	<i>Logical</i> Try not to use complicated jargon or complex terms. Use graphs and charts to explain. Be consistent, and include a glossary when needed.	<i>Logical</i> Try not to use complicated jargon or complex terms. Use graphs and charts to explain. Be consistent, and include a glossary when needed.
<i>Social</i> Allow meetings in person to explain further.	<i>Social</i> Allow meetings in person to explain further.	<i>Social</i> Allow meetings in person to explain further. Take field trips.
<i>Solitary</i> Don't impose strict deadlines unless it's an emergency.	<i>Solitary</i> Don't impose strict deadlines unless it's an emergency.	<i>Solitary</i> Don't impose strict deadlines unless it's an emergency. Allow for special needs students and employees.

Chapter Summary/Key Takeaways

You have learned how the Parent and Employer are integral to the overall communication process. Unless they participate, the motivation and enthusiasm for the family and company will falter and die. Parents and Employers must communicate on the network regularly to inspire and to motivate. Reward excellence and communicate approval when appropriate. Parents and Employers must also make certain the 7 Learning Styles are being used by all communicators on the teams.

Chapter Eight: Teacher and Trainer Projects and Communication

Teachers and trainers are always on the hunt for websites and sample lesson plans to motivate and inspire their students' learning. Once your students/employees have learned how to create multimedia eBooks inside the Creator Studio, you'll find these lessons and multimedia projects can assist you and them with the contents to include inside.

Simply adapt the lesson with the tools inside the studio, and your students can go to work creating the best and most creative projects you've seen in ages. I will also provide a link to download two of the course texts I created, and they both won awards. In fact, I presented the final project, *The Judge Jimmy Game*, to an online learning conference in Hawaii, assisted by one of my participating students.

Ditch That Textbook

I found that teacher Matt Miller has the same philosophy as I. Most textbooks, especially for K-8 students, were outdated, not enjoyable, and did not inspire and motivate the way that [Google-inspired lessons and projects did](#). Therefore, he created some information and provided some ideas which resulted in his education “movement,” for lack of a better term.

Ditch That Textbook says it all. It's for teachers who want to create inspirational assignments and projects that keep their students motivated and learning. Here's one of the online videos wherein Matt talks about incorporating “stories” into your curriculum. This is especially worthy of the Embellisher™ platform in that my entire app was built initially for storytellers. Subscribing to Ditch That Textbook's YouTube™ Channel is a real plus. In addition, many of Matt's story ideas and lesson plans can be “embellished” inside your new Creator Studio and put out there for your classroom teams to take-over. Sign-up online for his three eBooks and tailor

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them into projects inside your multimedia Creator Studio! [His blog](#) is also worthy of ideas to incorporate into your lesson plans.

(<https://youtu.be/R3idecE2oJ4>)



Argument Online and The Judge Jimmy Game

This is an advanced game, for high school seniors, or college students, that can be created right inside an eBook and distributed to all class members to use through the Embellisher™ private network. Simply copy and paste the information for the trials, witness profiles, and other related information included in your copy of the Instructor’s Manual, and students can configure the eBook for use inside the courtroom—either virtual or classroom-based. Students can conduct the “case trials” inside the Google Hangout app, whereby each attorney and the witnesses can testify using the audio hook-ups. Or, more preferably, you can conduct the trials live inside a classroom, with the instructor acting as judge. The two eBooks you can download are *Argument Online* and the *Judge Jimmy Game Instructor’s Manual*. The elements that need to be included in the game are the following, which are inside the Instructor’s Manual:

1. The Judge Jimmy Courtroom (linked to Google Hang-out or other collaborative app, which is prepared for audio and video use by participants in the game).
2. The Judge Jimmy Game (chapters that describe how to play the game). The instructions are contained in the downloaded source Instructor’s Manual and in the source book *Argument Online*.

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3. Case Witness Bios (chapters created using the witness bios available in the Instructor's Manual).
4. A link for students to click to go to Google Docs and upload evidence for the judge to see and for both sides of the case to view.

Your students can get an idea of how to lay-out the eBook for student study inside the Creator Studio by watching the intro to the presentation I gave in Hawaii:

(<https://youtu.be/XRzDVFreO2k>)



[Here is the download](#) of the .pdf copy of the Instructor's Manual for the Judge Jimmy Game.

(<https://emrepublic.com/books/Instructor-Manual.pdf>)

[Here is the download](#) of the .pdf copy of the *Argument Online* e-text resource.

(<https://emrepublic.com/books/Argument-Online1.pdf>)

Just in Time Training's Big Brother

The recent development in company training called [“Just-in-Time,”](#) is perhaps the first phase of team training required by the modern corporation of today. Since smaller companies and start-ups need to keep

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their budgets within reason, why not apply the theory behind JITT along with using your new Embellisher™ platform?

(<https://www.talentlms.com/blog/just-in-time-training-workplace/>)

In other words, my application is a “step up” from JITT, since it can also be delivered over any mobile device, but it has a potentially deeper and more sophisticated reach, when used as discussed in this book.

Since each company has its very personal method of teaching procedures and processes that improve productivity, why not use a completely private network to take the pressure off the employees so they can perform in a friendlier and even less “spied upon” atmosphere? Let’s face it. With the advent of international hackers and companies being held “for ransoms” with sophisticated “ransomwarez,” why not use eBooks that are almost “un-hackable” compared to the commercial packages that are delivered as .epub and .mobi formats over Amazon and other online eBook sales channels? My Caltech and MIT friends tell me that a .mobi eBook can be downloaded, hacked into, and distributed for sale or for free on a web torrent in under fifteen seconds! No wonder Big Publishing lost over three billion dollars last year from piracy!

Now, I’m not saying the eBooks you create and use inside your Embellisher™ network cannot *ever* be hacked, because any digital product can eventually become pirated by a team that is the best in the “business” of piracy. I’m just saying that the eReader in the Embellisher™ is safe because the “book portion contents” are never completely loaded into the eReader portion of the mobile platform. This means that a hacker would have to take so much time and trouble (<https://emrepublishing.com/authors-wanted-better-digital-rights-management/>) that they will probably go on to “better pickings,” unless you’ve published the bank account passwords of your CEO inside one of the eBooks. To most hackers, it’s all about “motivation” also!

Chapter Summary/Key Takeaways

Since the ePub3 Creator Studio editor can be used with documents created in Google Docs or Word, it is fairly easy to upload the contents into a project (such as the supplied Judge Jimmy Game). In addition, links to audio and video files can be inserted inside as a Playlist function or inside the document's pages. Finally, many excellent teaching resources and ideas (such as those in Matt Miller's collection at Ditch That Textbook, can be "envisioned" and made into multimedia projects and lessons inside the Creator Studio. Many students, both in the classroom and online, will enjoy putting these together and sharing the results with other team class members, or the world.

As for the private sector, our companies and businesses, the security and mobility of delivering training "on the go," seems to be valuable to them. If they can learn to use the Creator Studio to develop personalized, multimedia lessons, then their entire organization will jump on board to create a productive and motivated workforce.

Chapter Nine: Student and Employee Projects and Communication

The student and employee are the recipient of the communications. They are the most important ingredient in the process because they are learning, and they are demonstrating their grasp of the subject matter in order to improve individually and advance in the ultimate scheme of things. The freedom to take chances and explore by making mistakes is the hallmark of learning. My favorite quotation comes from the CEO of Honda Motors, Takahiro Hachigo, who said, and I once again paraphrase, “Failures become successes, if improvements are allowed, and mistakes are also allowed.”

As a student and/or employee, you will hopefully be given the freedom to learn at your own pace, extend your creativity, and be honest with your supervisors when it comes to telling them how you “really” like to learn. As you are not in charge of the messages, lessons, and projects being devised, I will not be didactic about what is required of you. However, in all honesty, each of your leaders was once a student and/or an employee. This means that the more you show your enthusiasm and creativity as you learn, the more you’ll be respected and given more responsibilities in the classroom and in the company.

Volunteer to Contribute in the Process of Learning

Your leaders and supervisors, most likely, were fast learners. If you can mirror their experience and success, it will probably make you more visible to them. This means you should take time to learn the Embellisher™ tools and demonstrate how well you can create using them. As you learn, you will be given projects that can allow you to show your team and your supervisor your unique grasp of the lesson, and apply your knowledge in the resulting lessons and projects created by you and your team.

Following directions is only one part of learning. Applying what you've learned is the most important part. In this network, working together is important, and the team approach is emphasized. What you bring to the table is to be respected by all. If it is not, then it is also up to you to ask for help, remediation, and conflict management solutions. That's what the leadership in any organization is there to do. If you don't speak up, nothing will be done.

Whatever Level of Learning You are On, Be Confident, and Learn at Your Own Speed

Your supervisors, teachers, and trainers are part of the entire process of learning. They must be qualified to become your leader and supervisor, so you must respect them. Giving them honest feedback, and performing at the highest levels of your ability, are all that can be asked of you. In return, they will allow you to use your creative and technical abilities, to add to the learning process, and even profit from it. If all goes correctly, you can all succeed, and you can all become "happier" in the long run.

If you have technical and computer proficiency, you will be able to use it during your lessons and projects. This a bold new experiment in collaboration and mobile networking. You should be proud to be part of the effort. The eyes of the world (especially in Finland) are upon you. The United States must learn the lesson that learning can be "playing," just as certain as those games you might play and those social media sites you perhaps spend too much time "lounging" around in. This effort is also a way for you to learn how to get out of "bad habits" and learn new, productive ones, in a synergy of enjoyment. You'll find yourself pulling up your phone to see the latest idea from one of your class or work mates, and then being able to respond in a more completely holistic manner, using all the media necessary to communicate the right message you want to send.

In all my years teaching online and, in the classroom, I have learned that students appreciate learning when they can participate to the maximum degree possible. This system will allow you to do that. Learning is like placing layers of knowledge inside your brain. When you've achieved the

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degree of competence and confidence that you can apply it, the world will open up to you like an unfolding blossom, and nobody will be able to stop you from achieving your dreams.

I simply hope you remember that working in a team is a process of give and take. You should always remember to give just as much as you take, as this was the way of the ancient tribes who settled our lands before we did, and some of us forgot that lesson. It's a lesson that will make the world grow together and blossom once more if we take our lives seriously.

Chapter Summary/Key Takeaways

Students and employees who learn quickly are awarded more quickly. This is the law of cooperative synergy at work in the real world, not in the virtual one. The skills you can learn in mobile multimedia will transfer to the real world, if you think it through and give all your effort to perform at your highest levels. You are the reason this application was created, and you are the hope for our future. Never forget that. And, never forget that you must pass on your knowledge and wisdom for the next generation to enjoy and prosper.

Conclusion

Multimedia (ePub3) delivery of messages, projects, and lessons is the way your organization can adjust to the mobile audience of today. In addition, if you're a corporate entity, the security of delivery is also a prime factor in training applications. The Embellisher™ platform allows for you to create publications that are safe, motivational, and quickly delivered to your team audience.

I developed this system after 25 years of teaching, 15 of which were spent conducting distance online learning. The lack of consistency and design in the Learning Management Systems (LMS) led me to create my own private network, complete with the tools to do collaborative work. If you want to join us in this new adventure into mobile learning, please go to my [sales page](#) at EMRE Publishing.

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For a more thorough description of the plans, please go to [this page](#). (<https://emrepublishing.com/sell-books-products-directly-mobile-customers/>)

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James R. Musgrave is a college professor, business owner, and developer of commercial and education software. He holds a B.A. in Communications from California State University, Fullerton and an M.A. in English from San Diego State University. He also has certificates from Caltech for Labor Relations and Wage and Salary Administration and was the Supervisor of Management Development at the Industrial Relations Center and worked with management guru Dr. Peter F. Drucker.

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Mobile ePub3 Publishing and Marketing platform under the auspices of his company, EMRE Publishing, LLC in San Diego.

His fiction is independently published by EMRE Publishing, LLC and was a recommended selection of the American Library Association's Self-E Program, and his historical mystery series, *The Pat O'Malley Historical and Steampunk Mysteries*, has won many independent book awards and contests, and all four volumes in his series are featured selections around the libraries in the United States.