

CAMPUS

MY AIU MAGAZINE

mundi

Image: Yueyaquan is a crescent-shaped lake in an oasis, 6 km south of the city of Dunhuang in Gansu Province, China. Source: www.amazingplacesonearth.com
Photo by: Richard Towell.



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AIU News + Student essay + Education for evolution + Education + Culture
+ Science + Technology + Art + Design + Body + Mind + Spirit + Environment
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Campus Mundi
MY AIU MAGAZINE
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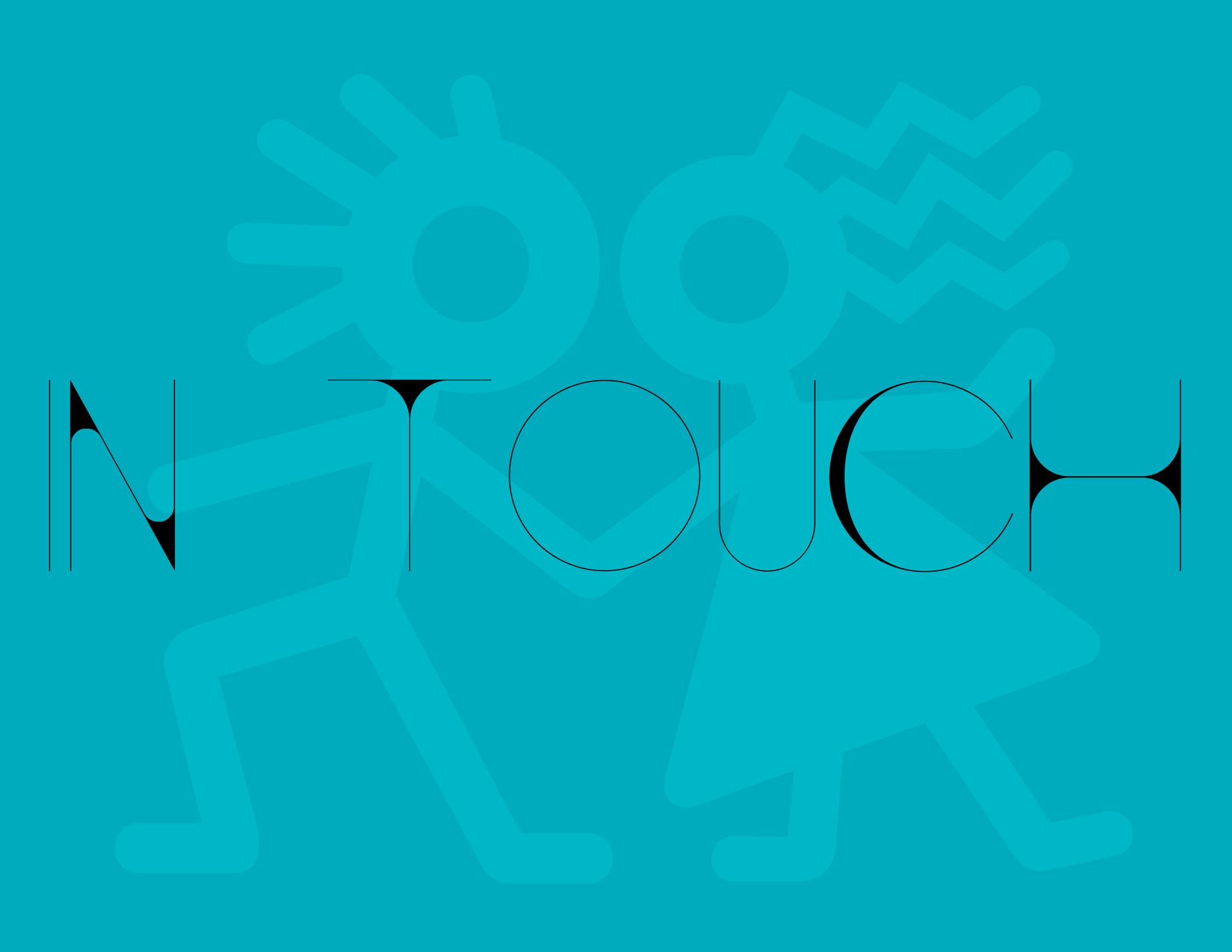
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The background features a repeating pattern of overlapping circles and chevrons in shades of teal and light blue.

IN
TOUCH

Article published

MARCH 2, 2015. AIU wants to congratulate one of our students, **Kenneth Okocha** for his recent achievement.

Kenneth has written an article title: "International Organizations and Conflict Resolution: A Theoretical Framework", that he has developed during his studies with AIU, has been published by the American Open Political Science Journal.

Kenneth has completed a Doctorate program in International Relations in **Atlantic International University**.

We wish **Kenneth** the best on all his future projects and we congratulate him for his great achievement.



His work can be viewed through the link below:
repub.com/American%20Open%20Political%20Science%20Journal/Current%20Issue.php

6TH INTERNATIONAL CONFERENCE ON Urban & Extra Urban Studies



Call For Papers. This Conference will be held **15-16 October 2015** in Chicago, USA.

We welcome submissions from a variety of disciplines and perspectives and encourage faculty and students to jointly submit proposals, discussing spaces and flows through one of the following themes:

Conference Themes

- Urban and Extraurban Spaces
- Human Environments and Ecosystemic Effects
- Material and Immaterial Flows
- **2015 Special Focus:** Decline Belt Cities: Prospects, Problems, Possibilities

Proposal Submissions and Deadlines

The current review period closing date for the latest

round of submissions to the Call for Papers (a title and short abstract) is **18 February 2015***. Please visit our website for more information on submitting your proposal, future deadlines, and registering for the conference.

If you are unable to attend the conference, you may still join the community and submit your article for peer review and possible publication, upload an online presentation, and enjoy subscriber access to Spaces and Flows: International Conference on Urban and ExtraUrban Studies.

*Proposals are reviewed in rounds adhering to monthly deadlines. Check the website often to see the current review round.

Visit the website: spacesandflows.com

5TH INTERDISCIPLINARY CONFERENCE ON Aging & Society



Call For Papers. This Conference will be held **5-6 November 2015** at the Catholic University of America in Washington DC, USA.

2015 Special Focus: Inter-generational Relationships. With an increasing aging population its more important than ever for the generations to learn how to relate to each other.

Conference Themes

- Economic and Demographic Perspectives on Aging
- Public Policy and Public Perspectives of Aging
- Medical Perspectives on Aging, Health, and Wellness
- Social and Cultural Perspectives on Aging

Proposal Submissions and Deadlines

The current review period

closing date for the latest round of submissions to the Call for Papers (a title and short abstract) is **14 April 2015***. Please visit our website for more information on submitting your proposal, future deadlines, and registering for the conference.

If you are unable to attend the conference, you may still join the community and submit your article for peer review and possible publication, upload an online presentation, and enjoy subscriber access to The International Journal of Aging and Society.

*Proposals are reviewed in rounds adhering to monthly deadlines. Check the website often to see the current review round.

Visit the website: agingandsociety.com

Research published

FEBRUARY 23, 2015. AIU wants to congratulate one of our students, **Charles Agwu** for his recent success.

Charles wrote an article named: "Research Paper on Market Structures and Models: A Situation Analysis".

His effort has been recognized and published on the Web in the International Journal of Management and Commerce Innovations.

Charles is a student in our Doctoral Program and we are very proud of his achievements, and we hope that he continues with this success, that is a byproduct of the effort and dedication that he has always shown.

Congratulations in behalf of Atlantic International University.

RESEARCH PUBLISH JOURNALS

His work can be viewed through the link below:
www.researchpublish.com/journal/IJMCI/Issue-2-October-2014-March-2015/o

8TH INTERNATIONAL CONFERENCE ON e-Learning & Innovative Pedagogies



Call For Papers. This Conference will be held **2-3 November 2015** at the **University of California, Santa Cruz** in Santa Cruz, USA. **2015 Special Focus:** The Future of Education: Advanced Computing, Ubiquitous Learning, and the Knowledge Economy.

Conference Themes

- Pedagogies
- Institutions
- Technologies
- Social Transformations

The digital revolution represents a sea change in the nature of learning and education. Information and communication technologies are transforming academic research and scholarship—introducing a new platform for knowledge and learning. Alongside cloud computing and virtualization, AI and high performance computing are now poised to reshape the nature and scope of education.

Proposal Submissions and Deadlines

The current review period closing date for the latest round of submissions to the Call for Papers (a title and short abstract) is **7 April 2015***. Please visit our website for more information on submitting your proposal, future deadlines, and registering for the conference.

If you are unable to attend the conference, you may still join the community and submit your article for peer review and possible publication, upload an online presentation, and enjoy subscriber access to **Ubiquitous Learning: An International Journal**.

*Proposals are reviewed in rounds adhering to monthly deadlines. Check the website often to see the current review round.

Visit the website:
ubi-learn.com

INTERNATIONAL CONFERENCE ON Tourism & Leisure Studies



Call For Papers. This Conference will be held **22-23 April 2016** at the **University of Hawaii at Manoa** in Honolulu, Hawaii, USA. **2016 Special Focus:** The Sustainability of Tourism and Leisure.

Conference Themes

- Changing Dimensions of Contemporary Tourism
- Changing Dimensions of Contemporary Leisure
- Tourism and Leisure Industries
- Critical Issues in Tourism and Leisure Studies

In these times of unprecedented social, economic, and environmental change, the conference will attempt to map an agenda that addresses fundamental questions about the spaces and practices of leisure and tourism and explore sustainable courses of action for the leisure and tourism industries.

Proposal Submissions and Deadlines

The current review period closing date for the latest round of submissions to the Call for Papers (a title and short abstract) is **22 March 2015***. Please visit our website for more information on submitting your proposal, future deadlines, and registering for the conference.

If you are unable to attend the conference, you may still join the community and submit your article for peer review and possible publication, upload an online presentation, and enjoy subscriber access to the **Journal of Tourism and Leisure Studies**.

*Proposals are reviewed in rounds adhering to monthly deadlines. Check the website often to see the current review round.

Visit the website:
tourismandleisure.com

<p>11TH GLOBAL CONFERENCE ON Business Management and Social Sciences 24th -25th April 2015, Dubai, UAE</p>	<p>16TH INTERNATIONAL CONFERENCE ON Knowledge, Culture and Change in organizations</p>	<h1>Illustrating examples</h1>
<p>Academic Business Management Conferences (ABMC) with collaboration of world renowned academic institutions and corporate sector organize conferences on contemporary themes at different attractive places in the world.</p>		<p>Assignment: Develop a 5-10 page essay based on the guidelines below. Be sure to use MyAIU and its elements to compliment the article.</p> <p>Bibliography (include at end of essay): ANKER, SUSAN. <i>Real Essays with Readings with 2009 MLA Update: Writing Projects for College, Work, and Everyday Life</i>. Palgrave Macmillan, 2009. www.aiu.edu/online/etempl/fin/pdf/Real_Essays-Susan_Anker2.pdf</p>
<p>GCBMS-2015 provides a platform to meet 100+ professionals from 30+ countries, and enables presenters to publish with our strategic partners, ISI Indexed and Refereed Journals.</p> <p>Publication fee in associated journals of all presented papers shall be sponsored by conference secretariat.</p> <p>Abstract and paper submissions by 15th March, 2015 at www.abmconferences.com/submit-paper.php. Registration by 27th March, 2015</p> <p>Conference Tracks: Social Sciences, Emerging technologies / technology management, business models organizational studies, International business, Strategic management, Operations & supply chain management, Social entrepreneurship and SME management, Marketing management, Human resource management, Finance & accounting, Economics.</p> <p>www.abmconferences.com/gcbms.php</p>	<p>Call For Papers. This Conference will be held 19-20 April 2016 at the University of Hawaii at Manoa in Honolulu, Hawaii, USA. 2016 Special Focus: Climates of Change: Organizations in a Time of Ecological and Social Vulnerability. Organizations function like communities that have internal aspects: values, behaviors, and culture of the organization itself.</p> <p>Conference Themes</p> <ul style="list-style-type: none"> • Management Education • Change Management • Knowledge Management • Organizational Cultures <p>What are the leadership opportunities in a time of environmental vulnerability and social uncertainty as organizations face society? What might be the shape of new modes of leadership exploring opportunities for the development of ethical models of organizational growth and the emergence of new sustainability practices?</p> <p>Proposal Submissions and Deadlines</p> <p>The current review period closing date for the latest round of submissions to the Call for Papers (a title and short abstract) is 19 April 2015*. Please visit our website for more information on submitting your proposal, future deadlines, and registering for the conference.</p> <p>If you are unable to attend the conference, you may still join the community and submit your article for peer review and possible publication, upload an online presentation, and enjoy subscriber access to The Organization Collection of Journals.</p> <p>*Proposals are reviewed in rounds adhering to monthly deadlines. Check the website often to see the current review round.</p> <p>Visit the website: ontheorganization.com</p>	<p>paragraphs & essays)</p> <ul style="list-style-type: none"> o Chapter 4, pages 62 – 73. (Developing your topic & pre-writing techniques) o Chapter 8, 110 – 124. (Writing a draft) o Chapter 21, 369 – 374. (Use a list of works cited at the end of your essays.) <p>Then you will read Chapter 11 on the essay of Illustration. Then you will write the essay using the knowledge covered in the above readings.</p> <p>This essay assignment requires you to give real examples from your own life experience to support an idea that you develop in an essay. This is a very powerful form of supporting your essay's main point. Examples create a profound impression upon the reader of your essay. If your examples are good, the reader will most likely agree with your ideas. The reader will also better understand why you personally think the way that you do.</p> <p>Find the rest of the instructions at: www.aiu.edu/pressroomnew.asp?ItemID=800&rcl=73&pcid=63&cld=73</p> <p>FIND MORE NEWS FROM AIU FAMILY</p> <p>Latest News: aiu.edu/news/original/index.html</p> <p>News Archive: aiu.edu/pressroomnew.asp?pcid=63</p>



Graduates of the month

APRIL 2015

António Jinga
DOCTOR OF EDUCATION
EDUCATION
ANGOLA

Carmelino João Diogo Ponta
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING
ANGOLA

Beatriz Asunción Frouté
DOCTOR OF PSYCHOLOGY
PSYCHOLOGY
ARGENTINA

Roberto Chacón Escobar
BACHELOR OF SCIENCE
INDUSTRIAL MECHANICAL ENGINEERING
BOLIVIA

Erasto Mlyuka
MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
CHINA

Benjamín Quintero Piedrahíta
DOCTOR OF ARTS
ARTS
COLOMBIA

Giovanni Fernando Jaimes Santacruz
BACHELOR OF SCIENCE
ELECTRICAL ENGINEERING
COLOMBIA

Juan Hernán Ortiz Zambrano
MASTER OF BUSINESS ADMINISTRATION
INTERNATIONAL MANAGEMENT
COLOMBIA

R. Andres Hurtado Garcia
BACHELOR OF SCIENCE
MARKETING
COLOMBIA

Mwenze Mutengu Mick-Oscar
MASTER OF SCIENCE
INFORMATION TECHNOLOGY
CONGO

Juan Manuel Hidalgo Fermin
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING
DOMINICAN REPUBLIC

Bernabé Ruiz Flores
BACHELOR OF SCIENCE
COMPUTER INFORMATION SYSTEMS
ECUADOR

Jacqueline Davenport
DOCTOR OF FORENSIC PSYCHOLOGY
PSYCHOLOGY
ECUADOR

Nanci Judith Encalada Cordova
DOCTOR OF PHILOSOPHY
HEALTH CARE ADMINISTRATION
ECUADOR

Mohammad Gaber El Sayed
DOCTOR OF BUSINESS MANAGEMENT
MANAGEMENT AND GLOBALIZATION
EGYPT

Waleed Abd Elrahmen Ibrahim Elmallah
MASTER OF SCIENCE
PROJECT MANAGEMENT
EGYPT

Charlene Abbey
BACHELOR OF PUBLIC RELATIONS
MEDIA AND MASS COMMUNICATIONS
GHANA

Emmanuel Essah Afari
BACHELOR OF SCIENCE
INDUSTRIAL ENGINEERING
GHANA

Hayford Danso
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS MANAGEMENT
GHANA

Joseph Amonoo-Warden
BACHELOR OF SCIENCE
CHEMICAL ENGINEERING
GHANA

Justice Essuman
MASTER OF BUSINESS ADMINISTRATION
INTERNATIONAL MANAGEMENT
GHANA

Erick Oswaldo Díaz Contreras
BACHELOR OF SCIENCE
BUSINESS ADMINISTRATION
GUATEMALA

Alvaro Raul Pineda Matute
BACHELOR OF SCIENCE
BUSINESS ADMINISTRATION
HONDURAS

Pedro Pablo Ramírez Ortiz
BACHELOR OF SCIENCE
AGRONOMY
HONDURAS

Newell, Elymas Davidson
DOCTOR OF THEOLOGY
PASTORAL THEOLOGY
ITALY

Kodikaragama A. Tharindu Nalaka
BACHELOR OF SCIENCE
ARCHITECTURE
KUWAIT

Kaoxiong Songzacheng
MASTER OF SCIENCE
ENVIRONMENTAL ENGINEERING
LAO PEOPLE'S DEMOCRATIC REPUBLIC

Blessings Karaani Chipendo
DOCTOR OF BUSINESS ADMINISTRATION
FINANCE
MALAWI

Chrissie Mangulenje
BACHELOR OF DEVELOPMENT STUDIES
PROJECT MANAGEMENT
MALAWI

Dulce María Patricia Vidal Licona
DOCTOR OF PHILOSOPHY
PSYCHOLOGY
MÉXICO

Karina Eichner Stern
DOCTOR OF SCIENCE
PSYCHOTHERAPY
MÉXICO

Miguel Perez Martinez
MASTER OF MARKETING
MARKETING
MÉXICO

Umoru Andrew Okhenoaghue
MASTER OF SCIENCE
ORGANIZATIONAL LEADERSHIP
NIGERIA

Erick Gustavo Pérez Chacalizaza
BUSINESS AND ECONOMICS
BUSINESS ADMINISTRATION
PERÚ

Frieda Roxana Del Águila Tuesta
DOCTOR OF PHILOSOPHY
LEGAL STUDIES
PERÚ

Luis Alberto Lizárraga Pérez
MASTER OF BUSINESS ADMINISTRATION
FINANCE
PERÚ

Willian Martínez Martínez
BACHELOR OF SCIENCE
BUSINESS ADMINISTRATION
PUERTO RICO

Mohammed Deyab M. D. Al-Sahly
MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
QATAR

Nazar Bashir Al Tayeb Ahmed
DOCTOR OF SCIENCE
HUMAN RESOURCES MANAGEMENT
SAUDI ARABIA

Mohammed Makame Mohammed
DOCTOR OF PHILOSOPHY
ECONOMICS
TANZANIA

Anuradha Viswanathan
MASTER OF SCIENCE
PHYSICS
UAE

Edwin Otoniel Palencia
DOCTOR OF PHILOSOPHY
EDUCATIONAL ADMINISTRATION
USA

Kabila Banza Bertin
MASTER OF SCIENCE
SOCIAL SCIENCES
ZAIRE

Jimmy Chitulwa
MASTER OF SCIENCE
CIVIL ENGINEERING
ZAMBIA

Yvette Hamusonde Munakaampe
DOCTOR OF PHILOSOPHY
CURRICULUM DESIGN
ZAMBIA

Thembisani Maphosa
MASTER OF SCIENCE
HEALTH SCIENCES
ZIMBABWE

MORE AIU GRADUATES

Gallery: aiu.edu/Graduation/grids/index.html

Video Interviews: aiu.edu/online/Grad%20Gallery/indexs.html

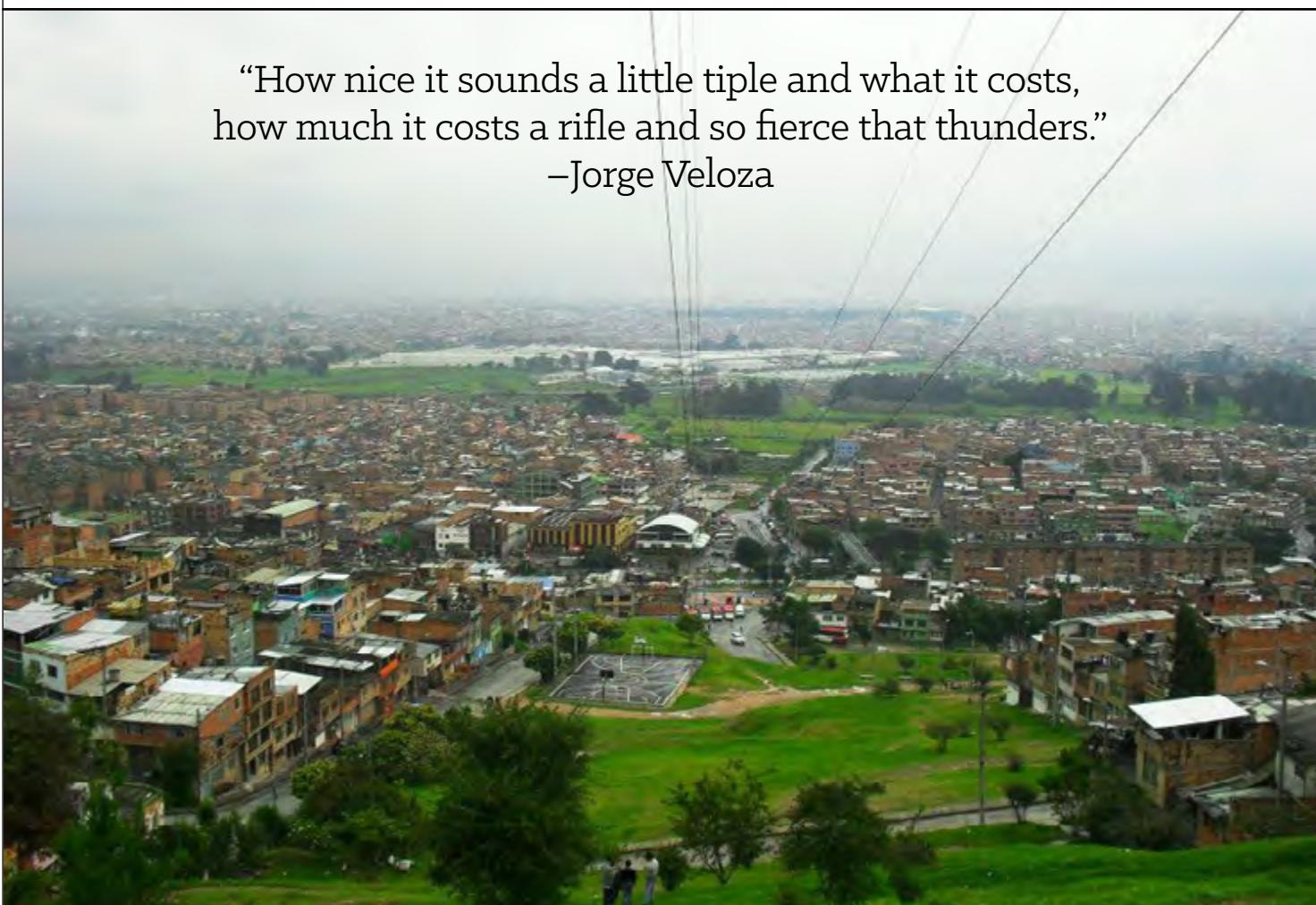
TESTIMONIALS	<p>Hayford Danso DBA in Business Management February 23, 2015</p> <p>"I will like to categorize my experiences in these major contexts: Economic, Professional, Socio-Cultural and Academics.</p> <p>Economic. My vision as a student from childhood was to gain my doctorate at a reasonable period of time. I realized that my major impediment was going to be financial. AIU not only helped me to achieve such a dream, but also did that at a reasonable cost. The flexible payment plan coupled with its comparative low cost made AIU an ideal and economically prudent place for my study.</p> <p>Professional. Professionally, the training at AIU has enhanced my decision making skills in the fields of Operation, Finance, Relationship Management and Strategy. This was possible through the wider references made available at the University library and various books read during the course. I made personal visits to companies to understand their operational challenges, and how they overcome these challenges.</p> <p>Socio-Cultural. The demands of AIU gave me an opportunity to relate with people from diverse cultural and social backgrounds. This has changed my way of life and thoughts towards people and places in the world. I have tried to rethink the way I see people and accept their views on an issue while I pursue my professional endeavors. I have come to accept that every situation is a learning one and everyone irrespective of his social and economic background has something meaningful to share. I have built a network of professional from AIU which has started yielding some results in my professional and social life. A book I read during the course 'Fractal Time' has also changed my view about this world and how things happen therein.</p> <p>Academics. Knowledge, they say is power. AIU has helped me to acquire the requisite power deserving of an Academic. The flexible, self-learning experience, self-curriculum development, referencing and consultation in the academic process at AIU make you unique in Academia.</p> <p>Professor S. N. Lartey, one of my consultants in Ghana once said "an intelligent person is the one who can search for what information he wants and use it to solve his problem. I think Atlantic</p>	<p>International University has implanted that power in me and they have logically made me an intelligent person to face all the challenges of life and profession.</p> <p>AIU, in a nutshell, has helped me to experience quality in Academic, Social, Cultural, Economic and Professional pursuits as I expected.</p> <p>I wish to admonish all and sundry to make Atlantic International University the University of choice in their academic pursuit.</p> <p>Thank you to the Tutors, Advisors and Staff of AIU. Long Live the University!</p>	<p>do educational institutions.</p> <p>AIU with its dedicated and well organized tutors, advisors, a powerful online library, and the method of payments, curriculum design and the flexible learning calendar has grabbed my attention than any other online university that I have ever conducted.</p> <p>I would like to express my heart feeling gratitude to the entire AIU team, the tutor, advisors for their unconditional support they rendered to me though out my study at the university. Ms. Renata De Silva for example is actually the one who convinced me and gave me guidelines that eventually made me successful.</p> <p>The AIU online library is a powerful tool that has helped me complete my papers and as matter of fact it has made me understand the andragogy education better and how to cite sources throughout my degree courses. The hidden functionalities provided by the library has made me learn many other important things in life for example use of excel and many other in daily life. The library has really helped me accomplish my assignments smoothly.</p> <p>Although technology revolution has many benefits,</p>	<p>online scams are reported every day making us aware and sometimes afraid of exploiting the use of new money transfer technology. However, AIU has a very convenient and flexible methods of payment For example <i>Wire transfer</i> is the method that I used throughout my payment transfer and it was awesome.</p> <p>Designing curriculum myself has been a wonderful experience because I planned it to fit my needs in my career and this helped me solve the challenges facing the construction industry in my country.</p> <p>Although online education is challenging compared to traditional education, I would recommend AIU distance learning degree for it is the best and other online institution should adopt that. I will not hesitate to recommend my friends to pursue their degrees at AIU.</p> <p>In conclusion, I would say that studying with AIU has been remarkable and a milestone in my life.</p> <p>Ultimate goals in life can be achieved through continuous struggle. With this spirit therefore I will begin my masters degree of course with AIU before long.</p>
MORE STUDENT TESTIMONIALS				aiu.edu/testimonialsnew.asp?pcid=63

Ciudad Bolívar space germination elements

By Johanna Ramirez Doncel | Masters Degree in Sociology

“How nice it sounds a little tiple and what it costs,
how much it costs a rifle and so fierce that thunders.”

—Jorge Veloza



Recognition of the territory

Within the configuration of each human being there skills and attitudes that show what their true skills for different areas in which they can develop. Now, Ciudad Bolívar is one of the most depressed areas of Bogotá City; besides its geographical constitution, infrastructure problems, illegal residents have educational deficiencies that limit their academic, artistic and cultural developments.

To get to Ciudad Bolívar is necessary move south ends of the city, mountains begin to blur with aggressive ways to give notice to the city and the road to the eastern hills but where should I start a tour amid Nature only are houses, piled one upon another as if they were eruptions of the mountain. The ascent to Ciudad Bolívar is 3100 m; during the tour each curve gives the feeling of emptiness but also the image that meet a new world, one by one clump children behaving as spectators evidencing the arrival of a new character possibly leading new educational alternatives, dynamic or play with so isolated and high locality.

Search Element

Within each of these confines, endless stairs, houses

anchored inside the mountain, children's cheeks burned by wind and sun, of parents who work around the clock to provide a livelihood to its moderately family of stray dogs that are mixed between citizens and are the first peek at the entrances of schools or centers of education, and that is where we see those infants who are immersed in the most hidden of its being an element that will allow leave her so close and complicated Ciudad Bolívar to form a new life project.

Some visionaries with the ideal of building a better country and a better society to present the world have stepped into this place marginalized to provide new areas of knowledge and socialization for children in the sector; achieved many of the children attend school journalism, dance, Capoeira, soccer and music with the goal of finding your Element and generate new life projects. Unfortunately the lack of support and resources prevents this job done long term and end when they finish the few income of teachers or when there is a notorious shortage of materials.

Entering a classroom is to discover the sacrifices they make teachers with true vocation of service to generate new knowledge or discover the item in its students with

biased elements within reach. A social communicator and journalist provides tools for children to generate their own opportunities for participation and dissemination of information, to start the process is performed with an exercise that allows students to know their level of creativity, writing and reading, this is the automatic writing. In this assault the unconscious innate abilities that have children on the outskirts of Bogotá for poetry, short stories and even music are discovered; likewise the rejection or aversion to generate some by the academy and study. What would these kids that show their artistic qualities in the exercise of automatic writing if your gift to be promoted as fine art?

At the same time, a group of 30 children, mostly boys are located in the green area of the school that is only a small patch of dry land where they make their physical activities; and that is where they find the practice of Capoeira

martial art mixed with dance that allows them recognition of a world and a different and alien to their culture environment; As in other practices this web of new opportunities and capoeira as an artistic expression of Ciudad Bolívar children reveal new possibilities, new talent; each has within itself an element that constitutes the axis propelling new talent. The practice of Capoeira Capoeira children requires the body and mind a willingness both to perform specific movements and coordinated follow the teachings and rules of behavior, such as organizing time to practice.

Dance is the action or way of dancing. It is the execution of movements to the beat of the music that can express feelings and emotions. In children participating arts groups within these great promises of dancing and dance show; happily the existence of genres like reggaeton have only permeate the dance possibility of this population skewing his body language, artistic dimension and expression of Colombian folk music, Afro-Antillean music and other rhythms anything outside of sexism and misogyny.

In conclusion, Colombia is a country with millions of surrounding elements in many children, unfortunately their immediate environment has not allowed his life plan is drawn from this virtue. Not the mere discovery of element but its strengthening, projection, unfolding and exposure is necessary, for this reason, the embodiment of the present Master in Sociology aims primarily to build a better society for Colombia to Bogota but above all fight to rescue the elements Day after day walking the steep streets of Ciudad Bolívar

Publications by Students: aiu.edu/StudentPublication.html



Education for evolution

By Dr. Rosa Hilda Lora M. / Advisor at AIU

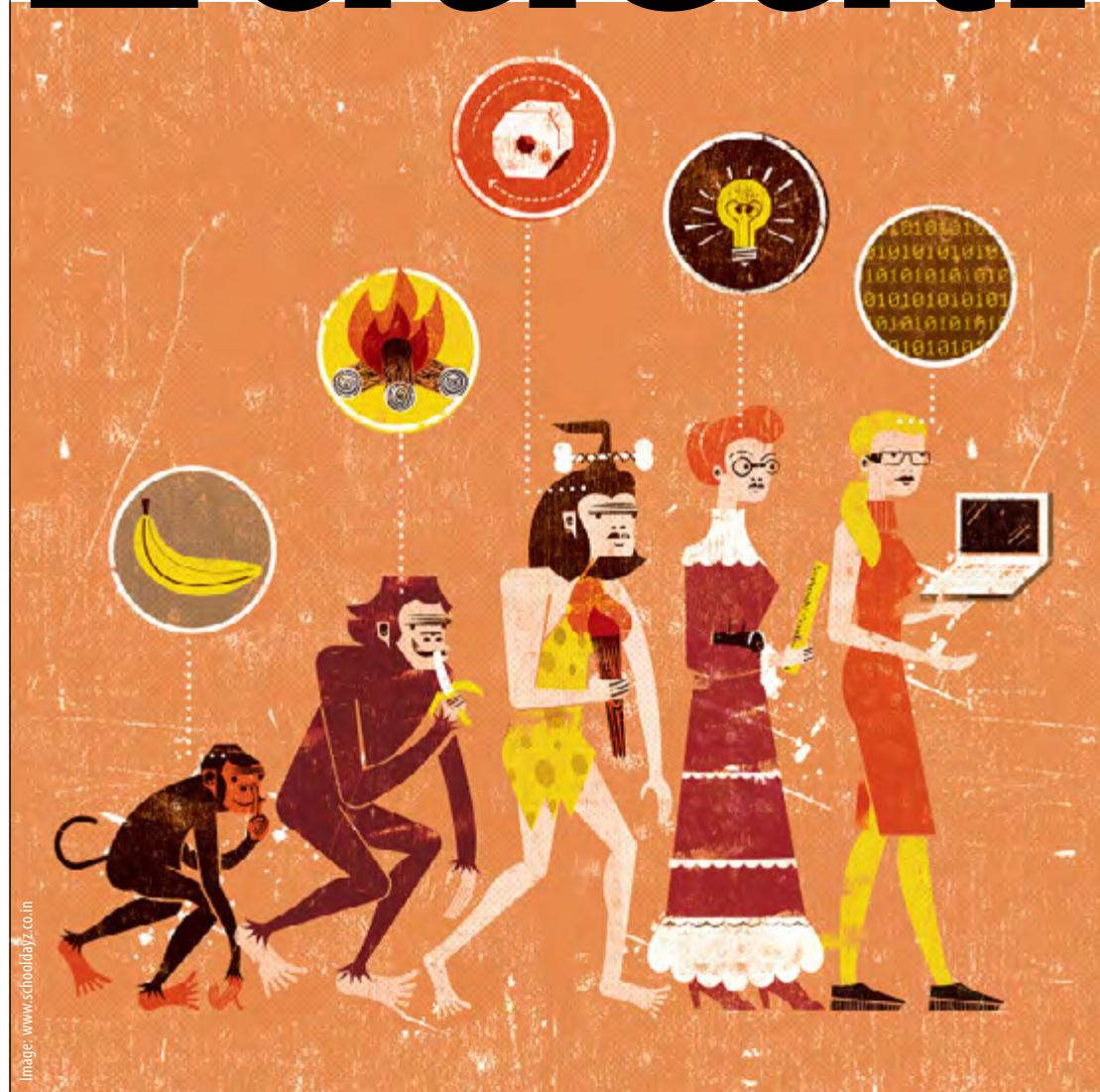


Image: www.schoolidajz.co.in

The empirical concept we have of Education is people who have good manners or people with studies. From this we can infer there is an education that provides the society, it is called informal education, and another education where we have to go to a school, that is formal education.

Education in a school means that there is an organization for it and it has a norm that we receive everything we have to do already programmed.

What we have experienced is that everything that is organized in the school or college we attend, there are subjects that we do not like and wonder why we need

them, what will I do from learning them.

The organization that each school or college has follows a Curriculum. What is that, a Curriculum; it sounds like CV or Curriculum of life, and often we tell people send your Curriculum but they send their resume and work experience.

So what is a Curriculum? Let's see, what those working in these documents say are: "We define the Curriculum as a plan that norms and leads a specific process for specific teaching and learning that takes place in an educational institution." Arnaz (2009, p. 9).

If the Curriculum leads a process then we have to see what goes into the process input. The process has a

<p>concept of university, a concept of science, a concept of human being and a concept of society with its production form. According to the above to develop a curriculum much research in each of these areas is needed and that is the reason so many people work on it on fixed-term.</p> <p>The Curriculum of AIU (Atlantic International University) comprises:</p> <p>Mission: "To be a higher learning institution committed to the generation of cultural development alternatives that are sustainable to give the world and the environment a more efficient</p>	<p>management; exercising human and community rights through diversity with the ultimate goal of achieving satisfaction and global evolution. <i>Home of AIU.</i> http://www.aiu.edu</p> <p>Vision: "The strengthening of the individual to achieve world convergence through sustainable educational design based on Andragogy and Omnipology". <i>Home of AIU.</i> http://www.aiu.edu</p> <p>Organizational structure: It is the way teaching and administration are integrated.</p> <p>School structure: comprising the system in terms of degrees and accreditation. The Descriptive Letters are</p>	<p>exclusive to students, since being an international university each student can be a full person in their home and in the global society.</p> <p>I can see from the above that when I am admitted to college I accept everything that was determined in each of these areas. Miracle! There is a university that tells me: you can do within the elements that make up your own Curriculum your own Descriptive Charter, which is the subjects program you want to study. When they say that, it seems the world falls on me and I go: and, how will I do such a document, I need to be contacted, why do they not give it to me as in other universities; I am a teacher but they give me my programs ready-made; My God! who asked me to enroll in this university?</p>	<p>international development projects are, find out what is the knowledge society because this is how we learn now, seek information about transdiscipline, have a project about what I want to be as a person, have information on what needs we have as a global society originated from values. With all these tools find the format the above is presented. The format tells me I need to put some goals, objectives of anything is what I intend to achieve. The description is what I will encompass: that's the breakdown for each subject and means item by item how far it will go; activities mean what I will do to learn the subject with their subsections: I'll do an essay, I'll do a multiple choice set, I will build a project to solve this or that, with a likely extension of...; sources means, shall it be in books, magazines, shall I go to a company, to a lab? And finally, the bibliography,</p>	<p>which is to detail each document or item identifying them perfectly to current science standards.</p> <p>I get the great opportunity of my life, to build what I now want to be, and given as I have grown I do not realize this is the greatest gift: I have my passport to be what I consider better as a professional, as individual and as a member of society that is my country and the global village that is the world in which we live today: can I have an activity where I live or across borders, given the communication society, besides managing the platform and doing my homework using the Virtual Library of AIU allow me to advance in the digitized world which I am part of it whether I like it or not.</p> <p>I have to bless the good decision I made and devote myself to study, to build the new person I will be.</p> <p>Happiness is not given away; we win it and here I go.</p>
		<p>To make your own Descriptive Charter it is the greatest gift you can receive because you can build the project of your life. What do I have to do? Find out what development projects has my country because they are what I am going to be working, see what</p>	<p>BIBLIOGRAPHY. Arnaz, J. (2009). <i>La planeación Curricular</i>. México: Trillas. Pansza, M. (2005). <i>Pedagogía y Currículo</i>. México: Gernika. Mission & Vision of AIU. www.aiu.edu . Retrieved on February 25th 2015.</p>	



LEARNING

The word "LEARNING" is written in a bold, black, sans-serif font. The letters are partially obscured by a large, semi-transparent graphic element resembling a stylized sun or gear. This element has a central circular hole and several curved, wavy bands extending from behind it, all in a light yellow-green color. Below the text, there is a large, thick, light-yellow-green arrow pointing diagonally upwards and to the right.

Free-Range kids



Anew parenting trend is on the rise. Some may know it as free-range parenting, and others from a bygone era will fondly remember it as the way that life once was. In past decades, kids would leave the house not to return until the street lights turned on. It was a time where smart phones, texting and tablets were non-existent, so there was no way of getting in touch with your child or your child getting in touch with you unless they ventured back home. Yet parents did not worry, and their children usually returned home safely, just in time for dinner.

This all sounds like it was very normal and wholesome. A community of parents kept an eye on each other's kids –it does take a village after all– and the child possessed a sense of independence to add to his or her set of life skills.

So why is it that today the other village members appear to have gone mad? Parents are calling 911 on other parents, and in-turn these families are suffering from not just scrutiny, but harsh penalties like

visits from child protective services or job loss. For example, after these Maryland free-range parents let their two children walk a mere half mile away from home, the kids were picked up by the cops, and then the entire family was subjected to visits from the local child protective agency.

Free-range parents believe that letting their child stay home alone independently or walk to school by themselves is a way to create an independent and confident kid that will consequently grow to be a responsible adult that has retained those vital qualities. A free-range kid might carry a laminated card stating so, and it perhaps will also state that they are not lost.

Anti-free-range parents who encounter these children often intervene in a manner that some would consider an overreaction –even if a child is not in distress or in need of any additional assistance.

So what is the big deal? Let's looks at some of the reasons why these other parents are getting so panic-stricken by free-rangers.

One reason is that in prior eras, society did a better job at looking out for each other's families. Remember, the whole village thing. As a whole, neighbors were more neighborly, but particularly in the area of raising children. That was the case so much that in the 1950s and 1960s, parents would even discipline other people's children, and that was thought of as completely normal.

Furthermore, these days, both parents often work outside of the home, and the statistics of a family containing two working parents with children under the age of 18 is rapidly increasing. When school is not

in session, it leaves a lot of time for kids to be unattended or looking out for themselves. Parents are not even available to help with their own children, let alone other people's. This is no longer a world where one can rely on other moms to be available all day while they are homemaking, to serve lunch to the neighborhood children or at the very least, keep a watchful eye on them. Neighbors don't borrow sugar, or welcome new folks with a basket of cookies, and we can't keep our doors unlocked either.

In reality, kidnapping and other crimes against children are climbing. As a matter of fact, an average of 2,185 children under the age of 18 are reported missing each day, statistics tell us. That means that more than 797,500 children go missing annually. While some cases are runaways, "Each year there are about 3,000 to 5,000 non-family abductions reported to police, most of which are short term sexually-motivated cases. About 200 to 300 of these cases, or 6 percent, make up the most serious cases where the child was murdered, ransomed or taken with the intent to keep." Still, the numbers also tell us that more children die in car accidents each year, than as result of crimes specifically against them.

We acknowledge the concern and validate the reasoning of people who don't quite agree with free-range parents –it is the child's well-being you are worried about– but calling the cops on another parent when they are not committing a crime, is just way too extreme. Besides, policing all parenting, may be doing more harm rather than benefiting.

Is there another way of handling something like that? Waiting with the child until their parent arrives, then chatting with them about the matter and your concerns over the safety of the child might just suffice. Although, that would be way too "village-member" or 1950s of people. It would be very human, and in our society of depersonalizing everything, it is so much easier to call the police and then forget about it while driving away. *Source: Can Free-Range Parenting Work in Today's World? by Catherine Gill. www.care2.com*

Closing the gap

In a recent issue of *Science*, researcher Kevin Boehnke puts forth a compelling argument for what has long been known as a “well rounded” education, one that includes a sprinkling of humanities classes in a science education for the purpose of keeping scientific studies diverse. These classes are often regarded as a chore by science students, who are eager to return to the purpose of their work, but he points out that humanities education is important —yes, even for scientists. He’s joining a growing movement of researchers and authorities who believe it’s time for science to leap across the humanities gap. The move benefits not just science, but the world in general. However, it would require a retooling of science curricula, especially at schools with a focus on the hard sciences.

Boehnke points to the fact that there’s a fundamental divide in how scientists and others approach information and challenges. Scientists tend to come up with clear hypotheses and questions, working to solve them through provable and repeatable methods —a researcher might want to illustrate how a chemical operates within a cell, for example, and would run a series of experiments to learn more about the process before writing them up in detail for other researchers. In the humanities, the very “facts” are questionable, highly malleable depending on who is telling them and why, and most questions are open-ended and unsolvable. We still don’t really know who **Shakespeare** was, for example, or the logic behind the decisions of great military leaders.

For scientists, studying the humanities can be an exercise in frustration, as their training has accustomed them to clearly delineable situations that have provable answers, even if it takes time to arrive at



those answers. Even unproved and unanswered theorems like some of those in math, such as the Goldbach Conjecture, are theoretically solvable, even if we don’t have the tools to do so right now. Meanwhile, those in humanities, accustomed to open-ended conversations that require critical thinking outside the box but often don’t arrive at ultimate conclusions, find the sciences intimidating and frustrating. Scientists joining the call for humanities education speak of the need to break their students and colleagues out of the “trap of certainty” and the tendency to insist on rigid and rules and explanations for the world around them.

“Today’s scientists,” Boehnke says, “need to be prepared to tackle complex challenges in a globalized (and multidisciplinary) world, to think critically about how we solve problems, and to communicate

persuasively with diverse audiences.” He points to the unexpected benefits of his humanities training when it came to understanding problems from a social context, not just a scientific one. In his case, his focus on clean water from a scientific perspective illustrated that there were clear scientific solutions to the problem—but he found that it was taking place within a larger community framework. In order to solve the problem, he had to be able to understand that framework and communicate within it.

His comments raise another important issue: Many scientists have poor communications literacy. When talking to other scientists, they can engage in deep, detailed conversations about subjects of interest. They have a harder time, however, taking that to the lay community. The ability to communicate clearly and in understandable terms can help researchers familiarize people with the work they perform—and make science more accessible to everyone.

Source: Text by S.E. Smith. www.care2.com

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Electronic arms



A team of engineering students and graduates at the **University of Central Florida** is making a difference in the lives of children—one bionic arm at a time. Using a 3D printer and lots of ingenuity and problem-solving expertise, the students found a way to create an electronic arm complete with a muscle sensor, enabling children without elbows, arms, or hands to use their biceps to make the prosthetic move. Each electronic limb takes 30-50 hours to create and costs around \$350 to make, with cost of the limbs being covered through donations. Just as a reference, traditional prosthetics for children can cost up to \$40,000 and are often not covered by insurance. So far, the UCF team has made electronic arms for five kids and is currently working with three more, although their services are in much higher demand. Each arm is personalized to reflect the child’s personality and interests, such as an obsession with *Transformers* or *Frozen*. One of our favorite parts of this all-around feel good story: through their non-profit **Limbitless Solutions** and the 3D volunteer network **E-Nable**, the students uploaded their design for others to use for free.

Source: Engineering students use a 3D printer to create affordable bionic arms for kids, by Marni Fogelson-Teel. www.inhabitots.com

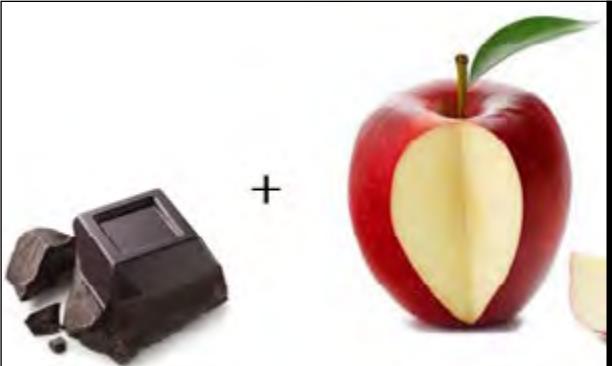
Lolo the microkitchen

Designers Tanya Repina and Misha Repin have created LO-LO, a capsular microkitchen for the office. Each module is intended to hold one electrical appliance –kettle, coffee maker, microwave oven—and complementary accessories –cups, plates, cutlery, tea, coffee etc. The objects may be easily located wherever they are needed around the workplace.



Source: LO-LO is a microkitchen with personality
www.contemporist.com
Photography by A.Vinogradov





10 perfect pairs

Peanut butter and jelly. Soup and salad. Spaghetti and meatballs. There are a few classic pairings that will never go out of style. But some food duos do more than just excite your taste buds—they could even boost your health. It's a concept called "food synergy." While eating a variety of nutrient-rich foods is key for helping your body stay healthy, the idea is that some foods can interact in ways to provide even more value. So stick to eating your favorite superfoods, but know that serving these 10 combos could pack a more powerful punch of nutrition.

- | | |
|---------------------|-------------------|
| 1. Black beans | + Red bell pepper |
| 2. Tomatoes | + Olive oil |
| 3. Salmon | + Collard greens |
| 4. Broccoli | + Tomatoes |
| 5. Green tea | + Black pepper |
| 6. Turmeric | + Black pepper |
| 7. Brussels sprouts | + Olive oil |
| 8. Kale | + Almonds |
| 9. Dark chocolate | + Apples |
| 10. Garlic | + Salmon |

Find out why these pairs work better at
www.health.com/health/gallery/0,,20905154,00.html
 Source: Text by Rachel Swalin. www.health.com

Take care of your body, mind and soul, and have a better life. Exercise, read a lot and visit MyAIU Body / MyAIU Mind / MyAIU Library.

1 Victimhood. When you are in an abusive relationship, the greatest wound is the belief that you are a victim; causing you to live in great fear even after the abuse has ended. If you look deep, you'll find out that you were feeling like a victim well before that relationship had ever manifested. You have to remember at the deepest level, that you are responsible for your own life. The opposite of victim is not survivor. The opposite of victim is creator. When you remember that you are the creator of your life, victimhood can no longer exist—and the wound is healed.

Once we become aware of these beliefs, we have the opportunity to heal them, by over-turning them, declaring their falsehood and turning toward a higher truth, which in this case is **I am the creator of my life.**

2 Powerlessness. Even before we experience any traumatic events, most of us are socialized to believe that the world has power over us. So, when a traumatic experience does unfold, the idea of being powerless is already in our belief system.

Healing from the Traumatic Belief of powerlessness is embracing one's intrinsic power—not the power that comes from control, but rather the power that originates in the core of your being and connects you to the universe and all that is.

3 Worthlessness. Of all the Traumatic Beliefs, worthlessness runs the deepest. We are programmed to believe that we are unworthy from the time we are very young. So when we experience

trauma, and we search internally for a belief that will make sense of the experience, unworthiness quickly answers the question, "Why did this happen to me?"

Of course, unworthiness is a false belief and therefore it must be exposed in order to be released. The good and bad news is that the pain will not go away until the false belief of unworthiness is released and

you cease seeking proof of your worth in the outside world. Healing is attained when you discover and claim your unconditional worth.

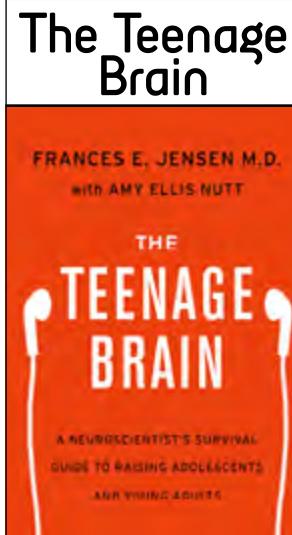
4 Loss. Often, when we have an emotional wound, we believe that someone has taken

something from us. No matter how hard we try, it appears impossible to retrieve what has been stolen. This search often keeps the wound alive—believing that we have lost something and it must be retrieved keeps us locked in a vicious cycle of perpetual hurt.

Loss is part of the flow of life. We all experience loss—loss of an aging parent or loss of a relationship, for example. Grieving is a natural response to loss and it is the process of letting go. However, if we do not let go, loss can turn into an emotional wound. It is the Traumatic Belief that creates the emotional wound and not the loss itself.

The healing is remembering that the Source of who you really are provides all that you need, if only you ask, allow and receive—by trusting something greater than the physical self, you align with the rhythm of the universe where the idea of loss does not exist.

Source: *The Higher Purpose of Traumatic Experiences*.
wakeup-world.com



Drawing on her research, knowledge, and clinical experience, internationally respected neurologist –and mother of two boys– **Frances E. Jensen, MD**, offers a revolutionary look at the adolescent brain, providing remarkable insights that translate into practical advice both for parents and teenagers.

Driven by the assumption that brain growth was almost complete by the time a child reached puberty, scientists believed for many years that the adolescent brain was essentially an adult one –only with fewer miles on it. Over the last decade, however, neurology and neuroscience

have revealed that the teen years encompass vitally important stages of brain development.

Motivated by her experience of parenting two teenagers, renowned neurologist Dr. Jensen gathers what we've discovered about adolescent brain functioning and wiring, and in this groundbreaking, accessible book, explains how these eye-opening findings not only dispel commonly held myths about teens but also yield practical suggestions for adults and teenagers negotiating the mysterious and magical world of adolescent biology.

Examining data connecting substance use to lingering memory issues and, sometimes, a lower adult IQ, **The Teenage Brain** explains why teenagers are not as resilient to the effects of drugs as we previously thought; reveals how multitasking impacts learning ability and concentration; and examines the consequences of stress on mental health during and beyond adolescence.

www.harpercollins.com

Humanity's stairway

EXCERPT FROM A TED TALK BY JONATHAN HAIDT



Think about the mind as being like a house with many rooms, most of which we're very familiar with. But sometimes it's as though a doorway appears from out of nowhere and it opens onto a staircase. We climb the staircase and experience a state of altered consciousness.

The world's many religions have found so many ways to help people climb the staircase. Some shut down the self using meditation. Others use psychedelic drugs. There is a 16th century Aztec scroll showing a man about to eat a psilocybin mushroom and at the same moment get yanked up the staircase by a god. Others use dancing, spinning and circling to promote self-transcendence. But you don't need a religion to get you through the staircase. Lots of people find self-transcendence in nature. Others overcome their self at raves.

So what all of these cases have in common is that the self seems to thin out, or melt away, and it feels good, it feels really good, in a way totally unlike anything we feel in our normal lives. It feels somehow uplifting. This idea that we move up was central in the writing of the great French sociologist **Emile Durkheim**. **Durkheim** even called us *Homo*

duplex, or two-level man. The lower level he called the level of the profane. Now profane is the opposite of sacred. It just means ordinary or common. And in our ordinary lives we exist as individuals. We want to satisfy our individual desires. We pursue our individual goals. But sometimes something happens that triggers a phase change. Individuals unite into a team, a movement or a nation, which is far more than the sum of its parts.

Durkheim called this level the level of the sacred because he believed that the function of religion was to unite people into a group, into a moral community. **Durkheim** believed that anything that unites us takes on an air of sacredness. And once people circle around some sacred object or value, they'll then work as a team and fight to defend it. **Durkheim** wrote about a set of intense collective emotions that accomplish this miracle of *E pluribus unum*, of making a group out of individuals.

I'm saying that the capacity for self-transcendence is just a basic part of being human. I'm offering the metaphor of a staircase in the mind. I'm saying we are *Homo duplex* and this staircase takes us up from the profane level to the level of the sacred. When we climb that staircase, self-interest fades away, we become just much less self-interested, and we feel as though we are better, nobler and somehow uplifted.

So here's the million-dollar question for social scientists like me: Is the staircase a feature of our evolutionary design? Is it a product of natural selection, like our hands? Or is it a bug, a mistake in the system –this religious stuff is just something that happens when the wires cross in the brain– Jill has a stroke and she has this religious experience, it's just a mistake? Watch the complete TED Talk here: www.ted.com/talks/jonathan_haidt_humanity_s_stairway_to_self_transcendence?language=en

Find more interesting TED Talks through MyAIU Knowledge. Remember to visit MyAIU Spirit

For peaceful coexistence



Up until recently, the village of Ramdegi was a bustling farming community in central India's Tadoba-Andhari Tiger Reserve. Today, the village's human population stands at exactly zero, though its streets and fields are now teeming with a different kind of life.

As part of an ongoing effort to reduce human conflict with wildlife, the Indian government has been encouraging communities living in and around nature reserves to relocate for the sake of peaceful co-existence – and last month, everyone in Ramdegi did just that. Around 200 families agreed to accept incentive packages to move beyond the reserve's borders, freeing the land to be reclaimed by the surrounding biodiversity.

dangerous and often deadly conflicts with humans that have driven the species to 'endangered' status.

This is not the first time an entire village has moved out so nature could move in. Across India, nearly a hundred communities have already voluntarily relocated to widen tiger reserves, and dozens more are expected to follow suit in the years to come.

Human ingenuity may be unmatched in its ability to tame wild landscapes for our own ends – but as Earth's other inhabitants struggle in the resulting wake, human capacity for compassion in making room for nature just might prove to be the greatest quality of all.

*Source: Entire village volunteers to leave their homes so wildlife can flourish
www.treehugger.com Image: RobRyb*

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It didn't take long before the village, now completely void of people, to be filled anew. A little over four weeks after the last human departed, Ramdegi is now home to herds of bisons, deer, antelope, and boars – grazing on the budding meadows that were once cropland and cattle farms.

Predators too, once reviled by villagers for killing their livestock, are returning to Ramdegi. According to the Times of India, even a tiger has been spotted prowling the grounds of the empty village, free from



Polluted Everest

Mount Everest, once imagined to be a pristine and foreboding emblem of nature, is now full of human waste, and that waste is causing pollution issues and spreading disease, according to officials in Nepal. The chief of Nepal's mountaineering association, Ang Tshering, recently said that the 700 annual visitors to the mountain are leaving behind special treats that the Nepalese aren't down for.

The human feces and urine can be found in such great amounts that no one's quite sure what to do with them.

Tshering added that the Nepalese government needs to do a better job making sure climbers clean up after themselves. There are four camps between the base camp and the summit but none of these camps have toilets. Climbers typically dig holes for their waste, but Tshering says they've been doing this for years and now the waste has piled up around the camps. At base camp waste is stored in drums which are transported to lower elevations when full.

Though there isn't a plan in place for dealing with the waste at the camps above base camp, the government currently requires each climber to carry out 18 pounds of garbage when they leave, or risk losing a \$4000 deposit.

Source: There's Too Much Human Waste on Mount Everest. www.ryot.org

Living together



Industrialized countries sure have an off-putting way of treating their elderly citizens. By the time people get old they're viewed as a burden to society and are separated from the general population. Even if the care for seniors in retirement communities is good, the residents are still likely to experience feelings of isolation.

One retirement home in Deventer, Netherlands has helped squash the generational divide though, by inviting six college students to move into the building. The students at **Humanitas** are not employees, just younger people who live and eat alongside the 160 seniors who reside there. It's an experiment that has led to plenty of cross-generational interactions.

While the **Humanitas** staff takes care of the typical work of running a retirement community, they're generally too busy to attend to the residents' social needs. That's where the college students come in—they're there to be friendly faces to the residents and ensure that lonely residents aren't feeling isolated. For an average of an hour each day, the students

socialize with or assist their neighbors at minor tasks.

One student, Jurrien, teaches residents how to use the computer so they can better keep in touch via the internet with people outside of the retirement building.

It's not an entirely selfless act for the students, either. For volunteering their time they pay no rent at **Humanitas**, easing the financial problems that many young full-time students face. On the whole, the students seem happy with the accommodations at the retirement home, noting that if they were to find their own apartments they would be paying too much for half the space, which they'd have to share with a roommate. Because of the layout at **Humanitas**, the students each get their own private room, kitchenette, and bathroom.

As expected, the generational gap does lead to some differences in lifestyles. The younger residents at **Humanitas** don't have to sacrifice relationships with their peers to live in the home, and are permitted to bring friends and romantic partners over for visits.

It's an unusual partnership, but a mutually beneficial one that should be replicated more often.

The closest American example I've found that compares to the Netherland's model is at the Judson Manor in Cleveland, Ohio. The 100-resident home invites three local music students to live on the premises for free in exchange for regularly scheduled music performances. According to interviews, residents and students alike are very happy with this deal, proving it can be success.

Though space is sometimes a concern at overcrowded facilities, given how the quality of life improves for seniors in these living arrangements it seems worthwhile to allocate at least a few rooms to people from a younger generation, especially as it can help improve mental wellness amongst retirement home residents.

*Source: The Smart Plan that Could Benefit Both Students and the Elderly
by Kevin Mathews. www.care2.com*



Drones & Rhinos

Hundreds of rhinos are butchered each year by poachers who kill them for their valuable horns. "Rhino horns are highly prized in traditional Asian medicine, where it is ground into a fine powder or manufactured into tablets as a treatment for a variety of illnesses such as nosebleeds, strokes, convulsions, and fevers" World Wildlife Fund (WWF) explains.

A large rhino horn can fetch as much as \$250,000 in underground markets, according to the BBC. The sad thing is, to poachers, rhinos are worth more dead than alive, even if the only thing they take is its horn.

What if there was a way to track poachers without them knowing? But instead of catching them in the act, do so before the act is committed, saving rhinos in the process. Over 130 teams from 29 different countries on six continents are participating in what's called the Wildlife Conservation Unmanned Aerial Vehicle (UAV) Challenge. The goal: to build unmanned aircraft that can scan Kruger National Park for poaching activity and map routes for the rangers to apprehend traffickers. Little tiny computers and sensors on board the drones collect data. If there are poachers in the park, how many are there, where are they located, what types of weapons are they carrying, what's their proximity to the animals, and also, what's the best route for a ranger to go there and stop the poachers. *Source: How Drones Can Help Nab Poachers and Save Endangered Wildlife, by Tex Dworkin. www.care2.com*

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COMPUS

The game of creativity



Shimpei Takahashi always dreamed of designing toys. But when he started work as a toy developer, he found that the pressure to use data as a starting point for design quashed his creativity. In this short, funny TED talk, **Takahashi** describes how he got his ideas flowing again, and shares a simple game anyone can play to generate new ideas.

"Hello. I'm a toy developer. With a dream of creating new toys that have never been seen before, I began working at a toy company nine years ago. When I first started working there, I proposed many new ideas to my boss every day. However, my boss always asked if I had the data to prove it would sell, and asked me to think of product development after analyzing market data. Data, data, data."

So I analyzed the market data before thinking of a product. However, I

was unable to think of anything new at that moment. (*Laughter*) My ideas were unoriginal. I wasn't getting any new ideas and I grew tired of thinking. It was so hard that I became this skinny. (*Laughter*) It's true. (*Applause*)

You've all probably had similar experiences and felt this way too. Your boss was being difficult. The data was difficult. You become sick of thinking. Now, I throw out the data. It's my dream to create new toys. And now, instead of data, I'm using a game called Shiritori to come up with new ideas.

I would like to introduce this method today. What is **Shiritori**? Take apple, elephant and trumpet, for example. It's a game where you take turns saying words that start with the last letter of the previous word. It's the same in Japanese and English. You can play **Shiritori** as you like: "neko, kora, raibu, burashi," etc, etc. [Cat, cola, concert, brush] Many random words will come out. You force those words to connect to what you want to think of and form ideas. In my case, for example, since I want to think of toys, what could a toy cat be? A cat that lands after doing a somersault from a high place? How about a toy with cola? A toy gun where you shoot cola and get someone soaking wet? (*Laughter*)

Ridiculous ideas are okay. The key is to keep them flowing. The more ideas you produce, you're sure to come up with some good ones, too. A brush, for example. Can we make a toothbrush

into a toy? We could combine a toothbrush with a guitar and -(*Music noises*) -you've got a toy you can play with while brushing your teeth. (*Laughter*) (*Applause*) Kids who don't like to brush their teeth might begin to like it.

Can we make a hat into a toy? How about something like a roulette game, where you try the hat on one by one, and then, when someone puts it on, a scary alien breaks through the top screaming, 'Ahh!' I wonder if there would be a demand for this at parties?

Ideas that didn't come out while you stare at the data will start to come out. Actually, this bubble wrap, which is used to pack fragile objects, combined with a toy, made **Mugen Pop Pop**, a toy where you can pop the bubbles as much as you like. It was a big hit when it reached stores. Data had nothing to do with its success. Although it's only popping bubbles, it's a great way to kill time, so please pass this around amongst yourselves today and play with it. (*Applause*)

Anyway, you continue to come up with useless ideas. Think up many trivial ideas, everyone. If you base your ideas on data analysis and know what you're aiming for, you'll end up trying too hard, and you can't produce new ideas. Even if you know what your aim is, think of ideas as freely as if you were throwing darts with your eyes closed. If you do this, you surely will hit somewhere near the center. At least one will. That's the one you should choose. If you do so, that idea

will be in demand and, moreover, it will be brand new. That is how I think of new ideas.

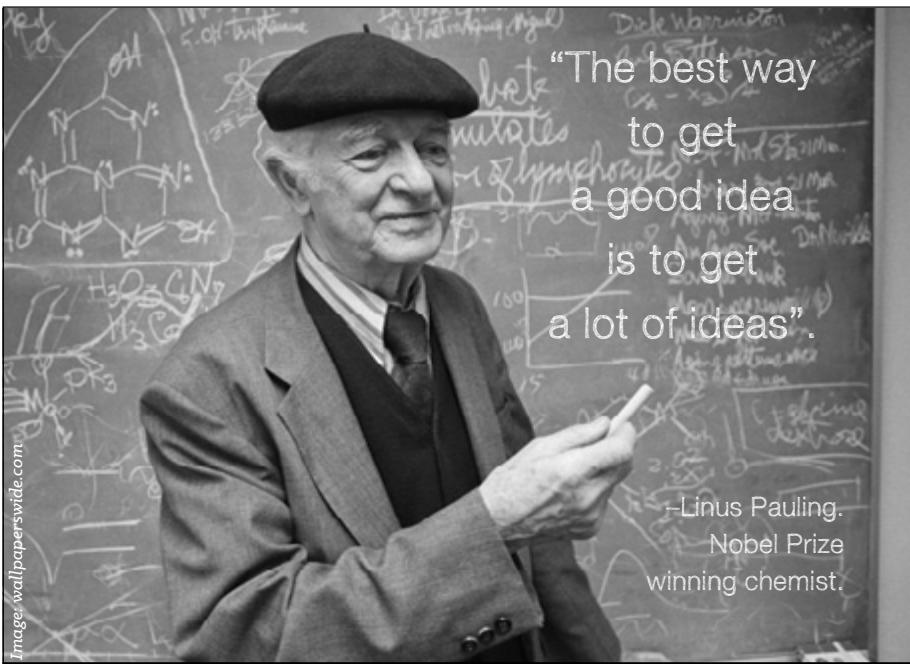
It doesn't have to be **Shiritori**; there are many different methods. You just have to choose words at random. You can flip through a dictionary and choose words at random. For example, you could look up two random letters and gather the results or go to the store and connect product names with what you want to think of. The point is to gather random words, not information from the category you're thinking for. If you do this, the ingredients for the association of ideas are collected and form connections that will produce many ideas. The greatest advantage to this method is the continuous flow of images. Because you're thinking of one word after another, the image of the previous word is still with you. That image will automatically be related with future words. Unconsciously, a concert will be connected to a brush and a roulette game will be connected to a hat. You wouldn't even realize it. You can come up with ideas that you wouldn't have thought of otherwise.

This method is, of course, not just for toys. You can collect ideas for books, apps, events, and many other projects. I hope you all try this method. There are futures that are born from data. However, using this silly game called **Shiritori**, I look forward to the exciting future you will create, a future you couldn't even imagine.

Thank you very much."

www.ted.com/talks/shimpei_takahashi_play_this_game_to_come_up_with_original_ideas

Find more interesting TED Talks like this one through **MyAIU Knowledge**.



Advice from F. Scott Fitzgerald

from a letter written to Scottie —his daughter, 11 years— while she was away at camp.

Things to worry about:

- Worry about courage
- Worry about Cleanliness
- Worry about efficiency
- Worry about horsemanship
- Worry about . . .

Things not to worry about:

- Don't worry about popular opinion
- Don't worry about dolls
- Don't worry about the past
- Don't worry about the future
- Don't worry about growing up
- Don't worry about anybody getting ahead of you
- Don't worry about triumph
- Don't worry about failure unless it comes through your own fault
- Don't worry about mosquitoes
- Don't worry about flies
- Don't worry about insects in general
- Don't worry about parents
- Don't worry about boys
- Don't worry about disappointments
- Don't worry about pleasures
- Don't worry about satisfactions

Source: F. Scott Fitzgerald: A Life in Letters

Share your creative ideas with the world at [MyAIU Knowledge](#)



Pizzeria Pronto. Make your own pizzeria-quality pizzas in the backyard or on the go with this portable, propane-fueled pizza oven. www.williams-sonoma.com



Freiya smart watering can. Designed to remind you when to water your plants, the device is being funded on Kickstarter and it comes with a smartphone app, Bluetooth LE and motion sensors. Have a look at the video at www.geeky-gadgets.com

Bachelor of Telecommunications

SCHOOL OF SOCIAL AND HUMAN STUDIES

The Bachelor of Telecommunications (BS) program objective is to help students develop the knowledge and skills necessary to design and commission, monitor, optimize and manage both small-scale and complex telecommunication systems. The Bachelor of Telecommunications (BS) program is offered online via distance learning. After evaluating both academic record and life experience, AIU staff working in conjunction with Faculty and Academic Advisors will assist students in setting up a custom-made program, designed on an individual basis. This flexibility to meet student needs is seldom found in other distance learning programs. Our online program does not require all students to take the same subjects/courses, use the same books, or learning materials. Instead, the online Bachelor of Telecommunications (BS) curriculum is designed individually by the student and academic advisor. It specifically addresses strengths and weaknesses with respect to market opportunities in

the student's major and intended field of work. Understanding that industry and geographic factors should influence the content of the curriculum instead of a standardized one-fits-all design is the hallmark of AIU's unique approach to adult education. This philosophy addresses the dynamic and constantly changing environment of working professionals by helping adult students in reaching their professional and personal goals within the scope of the degree program.

IMPORTANT: Below is an example of the topics or areas you may develop and work on during your studies. By no means is it a complete or required list as AIU programs do not follow a standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Go ahead and visit our website, especially the Course and Curriculum section:
www.aiu.edu/CourseCurriculum.html

Core Courses and Topics

Engineering Programming
 Introduction to Signals & Systems
 Introduction to Circuits & Devices
 Circuits and Systems
 Digital Hardware
 Multivariate & Vector Calculus
 Electronics and Communications
 Differential Equations
 Engineering Design and Management
 Control Theory
 Probability and Random Variables
 Power Engineering
 Electronics
 Digital Signal Processing
 Telecommunication Networks
 Communication Theory
 Telecommunications System Modeling

Orientation Courses

Communication & Investigation
 (Comprehensive Resume)
 Organization Theory (Portfolio)
 Experiential Learning (Autobiography)
 Academic Evaluation (Questionnaire)
 Fundament of Knowledge
 (Integration Chart)
 Fundamental Principles I
 (Philosophy of Education)
 Professional Evaluation
 (Self Evaluation Matrix)
 Development of Graduate Study
 (Guarantee of an Academic Degree)

Research Project

Bachelor Thesis Project

MBM300 Thesis Proposal
 MBM302 Bachelor Thesis
 (5,000 words)

Publication

Each Bachelor of Telecommunications graduate is encouraged to publish their research papers either online in the public domain or through professional journals and periodicals worldwide.

Skills for success

- Enjoy technical and engineering activities
- Able to perform routine repetitive tasks as well as non-routine or highly analytical tasks
- Able to show initiative
- Good with hands
- Normal color vision
- Able to work at heights and in confined spaces
- Good customer service and public contact skills
- Able to work as part of a team
- Able to work independently
- Prepared to undertake continuous training and development.

Contact us to get started

Submit your **Online Application**, paste your resume and any additional comments/questions in the area provided.
www.aiu.edu/requestinfo.html?Request+Information=Request+Information

Pioneer Plaza/900 Fort Street Mall 40
 Honolulu, HI 96813
 800-993-0066 (Toll Free in US)
 808-924-9567 (Internationally)

about us

General Information. Atlantic International University offers distance learning degree programs for adult learners at the bachelors, masters, and doctoral level. With self paced program taken online, AIU lifts the obstacles that keep professional adults from completing their educational goals. Programs are available throughout a wide range of majors and areas of study. All of this with a philosophically holistic approach towards education fitting within the balance of your life and acknowledging the key role each individual can play in their community, country, and the world.

Accreditation

While National Accreditation is common for traditional U.S. institutions of higher learning utilizing standard teaching methods, every country has its own standards and accrediting organizations. Accreditation is a voluntary process and does not guarantee a worthy education. Rather, it means an institution has submitted its courses, programs, budget, and educational objectives for review. AIU's Distance Learning Programs are unique, non-traditional and not accredited by the U.S. Department of Education. This may be a determining factor for those individuals interested in pursuing certain disciplines requiring State licensing, (such as law, teaching, or medicine). It is recommended that you consider the importance of National Accreditation for your specific field or profession.

Although **Atlantic International University**'s individualized Distance Learning Degree Programs, are distinct from traditional educational institutions, we are convinced of their value and acceptance worldwide. Non-traditional programs are important because they recognize knowledge gained outside the classroom and incorporate a broader more comprehensive view of the learning experience. Many great institutions are unaccredited. We invite you to compare our programs and philosophy with traditional classroom-based programs to determine which is best suited to your needs and budget.

AIU has chosen private accreditation through the Accrediting Commission International (ACI), obtained in 1999. ACI is not regulated or approved by the US Department of Education. ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING

AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the U.S., many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

AIU is incorporated in the state of Hawaii. As a University based in the U.S., AIU meets all state and federal laws of the United States. There is no distinction between the programs offered through AIU and those of traditional campus based programs with regards to the following: your degree, transcript and other graduation documents from AIU follow the same standard used by all U.S. colleges and universities. AIU graduation documents can include an apostille and authentication from the U.S. Department of State to facilitate their use internationally. Authentication from the U.S. Department of State is a process that will ultimately bind a letter signed by the U.S. Secretary of State (permanently with a metal ring) to your graduation documents.

If a student outside the U.S. wishes to carry out a particular procedure within a country's Department of Education regarding their degree earned at AIU, such procedures are to be carried out independently by the student. AIU respects the unique rules and regulations of each country and does not intervene or influence the respective authorities. We recommend prospective students who intend to carry out such procedures outside the U.S. to verify in detail the steps and requirements needed in order to be fully informed.



The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by AIU.

The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. AIU is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

Mission & Vision

MISSION: To be a higher learning institution concerned about generating cultural development alternatives likely to be sustained in order to lead to a more efficient administration of the world village and its environment; exerting human and community rights through diversity with the ultimate goal of the satisfaction and evolution of the world.

VISION: The empowerment of the individual towards the convergence of the world through a sustainable educational design based on andragogy and omniology.

Organizational Structure

Dr. Franklin Valcin PRESIDENT/ACADEMIC DEAN	Dr. José Mercado CHIEF EXECUTIVE OFFICER	Ricardo González PROVOST
Dr. Ricardo González CHIEF FINANCIAL OFFICER	Carlos Aponte TELECOMMUNICATIONS COORDINATOR	Monica Serrano REGISTRAR OFFICE
Dr. Jack Rosenzweig EDUCATIONAL DEAN	Rosie Perez FINANCE COORDINATOR	Nadia Gabaldon STUDENT SERVICES SUPERVISOR
Jaime Rotlewicz DEAN OF ADMISSIONS	Linda Collazo STUDENT SERVICES COORDINATOR	Daritza Ysla ACCOUNTING COORDINATOR
Clara Margalef DIRECTOR OF INTERNATIONAL RELATIONS	Kingsley Zelee IT COORDINATOR	Mario Cruz ADMINISTRATIVE COORDINATOR
Ofelia Hernandez DIRECTOR OF AIU	Maria Serrano LOGISTICS COORDINATOR	Yolanda Llorente ADMINISTRATIVE ASSISTANT
Juan Pablo Moreno DIRECTOR OF OPERATIONS	Amalia Aldrett ADMISSIONS COORDINATOR	Nadia Bailey ACADEMIC TUTOR
Miqueas Virgile IT DIRECTOR	Alba Ochoa ADMISSIONS COORDINATOR	Silvia Stabio ACADEMIC TUTOR
Edward Lambert ACADEMIC COORDINATOR	Sandra Garcia ADMISSIONS COORDINATOR	Liliana Penaranda ACADEMIC TUTOR
Ariadna Romero ACADEMIC COORDINATOR	Veronica Amuz ADMISSIONS COORDINATOR	Renata Da Silva ACADEMIC TUTOR
		Junko Shimizu ACADEMIC TUTOR

School of Business and Economics



The School of Business and Economics allows aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors to complete a self paced distance learning degree program of the highest academic standard.

The ultimate goal is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

Degree programs are designed for those students whose professional

experience has been in business, marketing, administration, economics, finance and management.

Areas of study: Accounting, Advertising, Banking, Business Administration, Communications, Ecommerce, Finance, Foreign Affairs, Home Economics, Human Resources, International Business, International Finance, Investing, Globalization, Marketing, Management, Macroeconomics, Microeconomics, Public Administrations, Sustainable Development, Public Relations, Telecommunications, Tourism, Trade.

School of Social and Human Studies



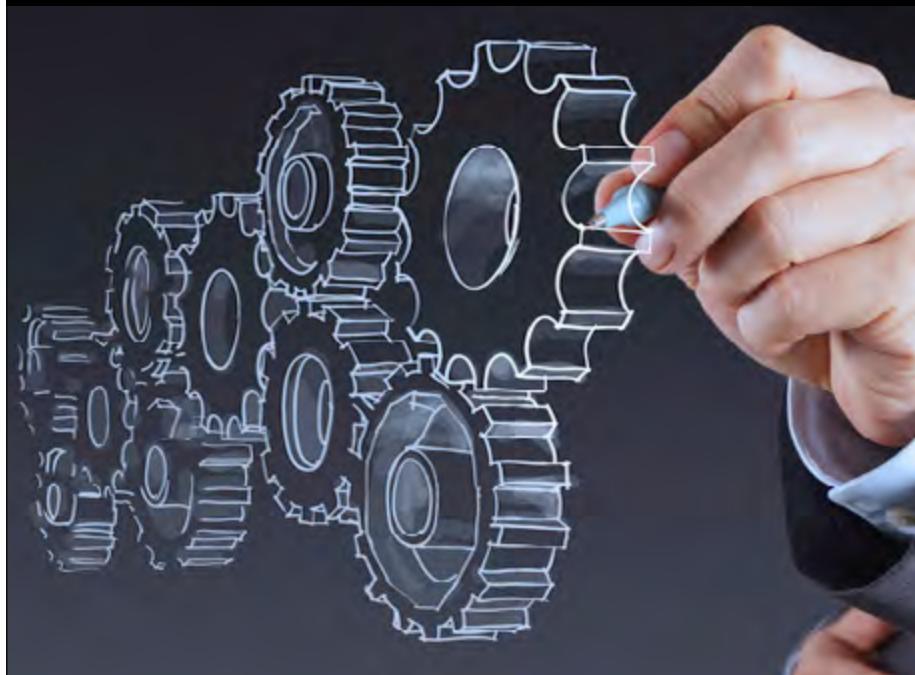
The School of Social and Human Studies is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.

The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, nonprofit, and nongovernmental

organizations in an ever expanding global community.

Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.

Areas of Study: Psychology, International Affairs, Sociology, Political Sciences, Architecture, Legal Studies, Public Administration, Literature and languages, Art History, Ministry, African Studies, Middle Eastern Studies, Asian Studies, European Studies, Islamic Studies, Religious Studies.

School of Science and Engineering**Online Library Resources**

The School of Science and Engineering seeks to provide dynamic, integrated, and challenging degree programs designed for those whose experience is in industrial research, scientific production, engineering and the general sciences. Our system for research and education will keep us apace with the twenty-first century reach scientific advance in an environmentally and ecologically responsible manner to allow for the sustainability of the human population. We will foster among our students a demand for ethical behavior, an appreciation for diversity, an understanding of scientific investigation,

knowledge of design innovation, a critical appreciation for the importance of technology and technological change for the advancement of humanity.

Areas of Study: Mechanical Engineering, Industrial Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Physics, Chemistry, Biology, Mathematics, Communications, Petroleum Science, Information Technology, Telecommunications, Nutrition Science, Agricultural Science, Computer Science, Sports Science, Renewable Energy, Geology, Urban Planning.

With access to a global catalog created and maintained collectively by more than 9,000 participating institutions, AIU students have secured excellent research tools for their study programs.

The AIU online library contains over 2 billion records and over 300 million bibliographic records that are increasing day by day. The sources spanning thousands of years and virtually all forms of human expression. There are files of all kinds, from antique inscribed stones to e-books, from wax engravings to MP3s, DVDs and websites. In addition to the archives, the library AIU Online offers electronic access to more than 149,000 e-books, dozens of databases and more than 13 million full-text articles with pictures included. Being able to access 60 databases and 2393 periodicals with more than 18 million items, guarantees the information required to perform the assigned research project. Users will find that many files are enriched with artistic creations on the covers, indexes, reviews, summaries and other information. The records usually have information attached from important libraries. The user can quickly assess the relevance of the information and decide if it is the right source.

Education on the 21st century

AIU is striving to regain the significance of the concept of education, which is rooted into the Latin “educare”, meaning “to pull out”, breaking loose from the paradigm of most 21st century universities with their focus on “digging and placing information” into students’ heads rather than teaching them to think.

For AIU, the generation of “clones” that some traditional universities are spreading throughout the real world is one of the most salient reasons for today’s ills. In fact, students trained at those educational institutions never feel a desire to “change the world” or the current status quo; instead, they adjust to the environment, believe everything is fine, and are proud of it all.

IN A WORLD where knowledge and mostly information expire just like milk, we must reinvent university as a whole in which each student, as the key player, is UNIQUE within an intertwined environment.

This century’s university must generate new knowledge bits although this may entail its separation from both the administrative bureaucracy and the faculty that evolve there as well.

AIU thinks that a university should be increasingly integrated into the “real world”, society, the economy, and the holistic human being. As such, it should concentrate on its ultimate goal, which is the student, and get him/her deeply immersed into a daily praxis of paradigm shifts, along with the Internet and research, all these being presently accessible only to a small minority of the world community.

AIU students must accomplish their self-learning mission while conceptualizing it as the core of daily life values through the type of experiences that lead

to a human being’s progress when information is converted into education.

The entire AIU family must think of the university as a setting that values diversity and talent in a way that trains mankind not only for the present but above all for a future that calls everyday for professionals who empower themselves in academic and professional areas highly in demand in our modern society.

We shall not forget that, at AIU, students are responsible for discovering their own talents and potential, which they must auto-develop in such a way that the whole finish product opens up as a flower that blossoms every year more openly.

THE AIU STANCE is against the idea of the campus as a getaway from day-to-day pressure since we believe reality is the best potential-enhancer ever; one truly learns through thinking, brainstorming ideas, which leads to new solutions, and ultimately the rebirth of a human being fully integrated in a sustainable world environment. Self-learning is actualized more from within than a top-down vantage point, that is to say, to influence instead of requesting, ideas more than power. We need to create a society where solidarity, culture, life, not political or economic rationalism and more than techno structures, are prioritized. In short, the characteristics of AIU students and alumni remain independence, creativity, self-confidence, and ability to take risk towards new endeavors. This is about people’s worth based not on what they know but on what they do with what they know.

Read more at: aiu.edu

AIU Service

AIU offers educational opportunities in the USA to adults from around the world so that they can use their own potential to manage their personal, global cultural development. The foundational axis of our philosophy lies upon self-actualized knowledge and information, with no room for obsoleteness, which is embedded into a DISTANCE LEARNING SYSTEM based on ANDRAGOGY and OMNIOLOGY. The ultimate goal of this paradigm is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

This will become a crude reality with respect for, and practice of, human and community rights through experiences, investigations, practicum work, and/or examinations. Everything takes place in a setting that fosters diversity; with advisors and consultants with doctorate degrees and specializations in Human Development monitor learning processes, in addition to a worldwide web of colleagues and associations, so that they can reach the satisfaction and the progress of humanity with peace and harmony.

Contact us to get started

Now, it's possible to earn your degree in the comfort of your own home. For additional information or to see if you qualify for admissions please contact us.

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www.aiu.edu/apply3_phone.aspx