

CAMPUS *mundi*

Image by Jimmy Nelson. Before they pass away Project. One of the indigenous groups inhabiting the Baliem Valley region, in the midst of the Jayawijaya mountain range of Papua Indonesia, is the Yali 'Lords of the Earth'. They live in the virgin forests of the highlands. The Yali are officially recognised as pygmies, with men standing at just 150 cm tall.
Source: www.beforethey.com



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**AIU News + Essay + Interview + Education + Culture + Science +
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Campus Mundi
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choose
the contents
of this magazine
with you
in mind
—to inspire you
and make you
think

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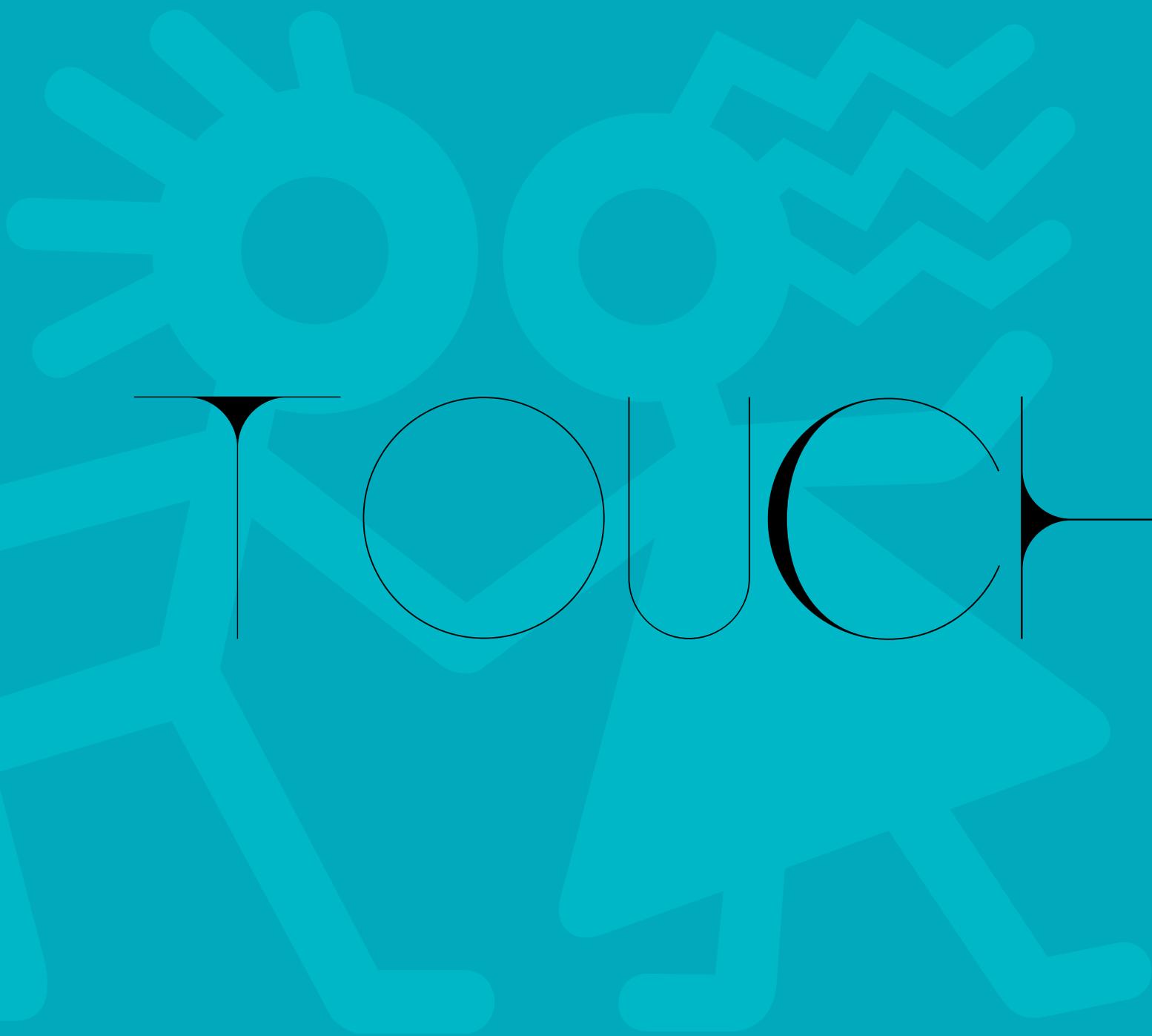
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NOT TOUCH



Book published

JULY 26, 2016. Congratulations to **Serge Caleb Mbula Musasa**, who completed a Master of Science program in Petroleum Science at AIU, for his recent success.



publication of his book “**Conventional and unconventional oil: geological science in oil issues**,” whose contents are part of his doctoral thesis at AIU.

Serge made a first



Buy his book here: www.edilivre.com/catalog/product/view/id/780410/s/conventional-and-unconventional-oil-geological-science-in-oil-issues-serge-caleb-mbula/

Nomination

AUGUST 1, 2016. Professor **Itamar Rogovsky**, PhD SCL Academic Advisor and an Atlantic International University graduate, has been nominated: “MEMBER EMERITUS” in the International Society for the Psychoanalytic Study of Organizations, ISPSO.



in his teaching career and invitations to international and regional congress.



Graduated with Honors

AUGUST, 2016. This graduate student completed the majority of the requirements to obtain honors which included a 4.0 GPA, published works, recommendation from their advisor, patent a product, etc. **Congratulations!**



Juan Hernan Ortiz Zambrano

Post-Doctorate of Economics in Economics
CUM LAUDE

Speaker for Scientific Comitee



AUGUST 9, 2016. Dr. **Ricardo Rodriguez**, who completed a Master program in Anthropology at AIU, was invited to be part of the Scientific Committee as a speaker

to the III Latin American Meeting of Sustainable Universities that will take place November 23-25 2016, in Tucumán, Argentina.

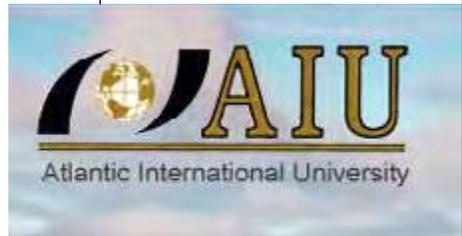
Aside from this, Dr. **Rodriguez** has received promotions



Second book

AUGUST 16, 2016. **Serge Caleb Mbula Musasa**, student at AIU has just published his second book, “**University Pedagogy in Distance Universities: The Case of Atlantic International University, AIU**” in French, through **edulivre.com**, which enable all authors edit their

manuscripts easily and free. **Serge** completed a Master of Science program in Petroleum Science at AIU.



You can buy his book through the following link:
www.edilivre.com/catalog/product/view/id/762510/s/the-university-pedagogy-in-training-universities-in-distance-the-case-of-atlantic-international-university-aiu-serge-caleb-mbula/#.V7OEIPkrLIU

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24TH INTERNATIONAL CONFERENCE ON Learning



Call For Papers

This Conference will be held **19-21 July 2017** at the **University of Hawaii at Manoa** in Honolulu, USA. We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, virtual lightning talks, virtual posters, or colloquia addressing one of the following themes:

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 We welcome the submission of proposals at any time of the year. All proposals will be reviewed within two to four weeks of submission. The dates below serve as a guideline for proposal submission based on our corresponding registration deadlines.

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- **Early Registration Deadline:** 19 January 2017
- **Regular Registration Deadline:** 19 July 2017

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AUGUST 2016

Félix Cláudio Oliveira da Cunha
BACHELOR OF SCIENCE
COMPUTER SCIENCE
ANGOLA

André Domingos Luemba
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS COMMUNICATION
ANGOLA

Luzia Otilia Kamene
DOCTOR OF SCIENCE
EDUCATION
ANGOLA

Parente Gustavo Gabriel
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
ARGENTINA

Roy Kingston Loganathan
BACHELOR OF SCIENCE
TELECOMMUNICATIONS ENGINEERING
AUSTRALIA

St. Thelmo Lé Vere Marshall
DOCTOR OF BUSINESS ADMINISTRATION
INTERNATIONAL BUSINESS
BARBADOS

Marco Antonio Herbas Justiniano
POST-DOCTORATE IN HUMAN RESOURCES
HUMAN RESOURCES
BOLIVIA

Mpho Chingapane
BACHELOR OF SCIENCE
LEGAL STUDIES
BOTSWANA

Elías Moisés Balladares Fernández
DOCTOR OF EDUCATION
EDUCATION
CHILE

Ruanhe Huang
DOCTOR OF PHILOSOPHY
LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT
CHINA

Awah Alfred Fondom
MASTER OF EDUCATION
EDUCATION
CHINA

Patricia Pérez Quimbaya
DOCTOR OF LEGAL STUDIES
LEGAL STUDIES
COLOMBIA

Sergio Iván Mantilla Bautista
DOCTOR OF SCIENCE
DEVELOPMENT STUDIES
COLOMBIA

Juan Hernan Ortiz Zambrano
POST-DOCTORATE OF ECONOMICS
ECONOMICS
COLOMBIA

Jaime Alberto Peñaranda Olivero
BACHELOR OF SCIENCE
SYSTEMS ENGINEERING
COLOMBIA

Victor Manuel Angel Acuña
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
COLOMBIA

Ludin Salamanca Capello
BACHELOR OF SCIENCE
ELECTRONIC ENGINEERING
COLOMBIA

Juan Carlos Sosa Giraldo
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
COLOMBIA

Adriana Maria Valderrama Carrasco
MASTER OF SCIENCE
AUDITORY-VERBAL THERAPY
COLOMBIA

Rubén Darío Vargas
DOCTOR OF ECONOMICS
ECONOMICS AND ACCOUNTING
DOMINICAN REPUBLIC

Milciades Perez Cuello
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FINANCE
DOMINICAN REPUBLIC

Wilton Oltmanns Encarnación
MASTER OF SCIENCE
MATHEMATIC SCIENCE
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THEOLOGY
DOMINICAN REPUBLIC

Natalia María Fernández Rojas
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TEACHING ENGLISH AS A SECOND LANGUAGE
DOMINICAN REPUBLIC

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MASTER OF BUSINESS ADMINISTRATION
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DOMINICAN REPUBLIC

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TESTIMONIALS



James Chipulu
 Master of Science in Network
 Administration and Security
 July 20, 2016

“I first heard of this university over the internet about five years ago. I was looking for a University that would offer me studies that were specific to my kind of work and also offer it by either distance learning or online. I was not able to start that time because of issues due to accreditation and a lack of acceptance at my work place for online programs.

In April, 2014, I decided to start after carefully assessing the program that would be closest to my preferred area of study. I wanted to pursue a Master’s degree in Network Administration with an emphasis on network security. The studies were especially interesting for me as I had the chance to develop my own curriculum. I was however, taken aback by the earlier

assignments which included reading certain books and writing some kind of reviews. That was because of the delay in the shipping of the books to my country.

I however was further helped by being able to submit projects done in my work to form part of what could be assessed and provide some speed in my progress. I gladly submitted the projects that I had done in the recent past and it helped me to quickly go to stage 4 of the program.

I had challenges sometimes to do with internet connectivity. This delayed my work to a very large extent. However, I did most of the work offline and just uploaded the assignments whenever the internet was available. The other challenge was on the payments for my tuition. We suffered a great depreciation in our economy which made availability of US Dollars very scarce and that also affected our ability to order books and other materials required for the studies. However, I tried my best under those circumstances and hoped to complete the fees by end of April, 2016.

The experience with the online program has been an eye opener and has encouraged me to consider studying for my Doctorate degree as soon I have completed this program

later this year. This is possible because of the flexibility in both time and payments. I will this time ensure to first install a good internet connection before starting the course and would order eBooks instead of hard copies which delayed my studies while waiting for the delivery by the shipping companies.



St. Thelmo Marshall
 Doctor of Business Administration
 in International Business
 July 27, 2016

“My experience with AIU was very sobering and uplifting. I was energized to pursue my studies expeditiously via their practical and adaptable educational system. The staff in every area served with humility and was very helpful and encouraging, as every effort was made to

make one feel comfortable and appreciated.

AIU is characterized by a gregarious atmosphere with prompt and helpful responses to the needs of the student. AIU works with you, the student, to best achieve your goals –what more? What better can you ask from a modern university with such an advanced educational system?



Isaac Kwasi Annor Larbi
 Master of Science
 March 29, 2016

“I hereby recommend Atlantic International University to all my colleagues and friends who wish to further their education in the near future, as a learning and conducive place for the busy and working professionals who wish to broaden their horizon because it is the convenient place to learn due to the andragogy system of learning.

The andragogy system of

learning as adopted by AIU is the most convenient way of learning right and specific courses without wasting much time on courses that are not relevant to the student. Indeed the andragogy system of learning at Atlantic International University has made me self-confident and self-reliant in my research work/assignments and has enabled me to easily source any kind of learning materials that I needed.

The contribution from other online students has also helped me a lot to construct my argument in discussions, and this has boosted my confidence level among my peers.

The challenges I’ve dealt with are the time management in the face of my busy working schedules as against the submissions of assignment, this required very high level of self-discipline to be able to satisfy both academic and official tasks time lines, this has basically toughen me to deliver on time.

In view of the above experience I have had with Atlantic International University, I will not hesitate to recommend AIU to all my friends and colleagues who wish and plan on furthering their education.

MORE TESTIMONIALS FROM AIU STUDENTS

www.aiu.edu/Testimonials.aspx

When Architecture meets Isomorphism

Part 2/3

Elvira Mumy Arielle Celina | Master of Science in Architecture



Image: pmanarchitecture.com

The theory of linear spaces and architecture

In the perspective of ecological design, architects are intended to create spaces whose link with the whole world would be as an isomorphism. Let us state with **Agoshkov, Dubovsky,** and **Shutiaye (2006, p.5)** that:

The linear normalized spaces X and Y are termed isomorphic if the image $J: X \rightarrow Y$ is defined on all X . This image is linear and carries out isomorphism X and Y as linear spaces and is such that there are constants $\alpha > 0, \beta > 0$, such that for any $f \in X$ the inequality $\alpha \|f\| \leq \|J(f)\| \leq \beta \|f\|$

$\beta \|f\|$ is fulfilled. According to **Pankov (2010, p.17)**, Linear spaces are isomorphic if there exists a bijection $f: P \rightarrow P_2$ such that $f(L) = L'$; this bijection is called a collineation of Π to Π' . A bijection of P to P' is said to be a semicollineation of Π to Π' if it maps lines to subsets of lines. An injection of

P to P' sending lines to subsets of lines is called an embedding of Π in Π' if distinct lines go to subsets of distinct lines. Statistics have shown throughout the years that all human activities have a dramatic impact on the natural environment (*Crawford, 2011*). Site and Climatic Conditions such as Solar Orientation (*Tabb and Devine, 2013*), the local climate, water and other available resources (*Yellamraju, 2011*), environmental controls specifically air-quality controls which provide ventilation (*Aposporos, 2012*), a comfortable indoor climate and major possibilities for energy savings (*Balocco and Grazzini, 2010*) must be taken into consideration. "The external climate (temperature, humidity, radiation and wind) determines the heating and cooling requirements of the building," said **Balocco and Grazzini (2010, p.1)**.

According to **Santamouris (2006)**, when working in the context of environmental design, the architect should consider many factors such as the shape and size, the 'body' and 'skin' of buildings, the use of the sun's energy and daylight, the provisions of views for occupants, the need of ventilation, heat loss through the building envelope that have an impact on the environment.

In simple terms, architects of ecological or environmental design are intended to build houses, to create spaces that are an image of the whole environmental systems or which harmonize with the whole ecological system. In this perspective, when designing, planning, building, architects should be aware of the importance of bijective correspondence, great analogy, similarities, extension of relations between spaces to be created or to be transformed and the environment or at least the pertinent ecological units of the related ecological system. The above presented theory whose conceptual map is made up of some concepts such as the concept of isomorphism could be used to explain and to solve architectural problems.

According to **Sendzimir and Bradley (2002)**, the ecologically sustainable architecture and construction is based on major principles such as using the natural resources suitable to the environment, reducing the waste of resources, recycling of resources; protecting the critical resources, respecting the harmony between the human beings and his natural environment, flexibility, durability and using principles of physics (the

concept of heat transfer for example) to improve people’s behavior in a building. As far as the theory of linear spaces in relation with architecture is concerned, architects of ecological design are intended to create spaces whose link with the whole world would be as an isomorphism. They would like to build houses, to create spaces that are an image of the whole environmental systems or which harmonize with the whole ecological system

Methodological aspects of the study

The situation of the residential building

The client experiences some problems in his building. Firstly, the music played by his neighbors is becoming a thorn in his flesh because the noise produced around is perceived in the rooms, the when all the openings are closed. Secondly, he is also experiencing much heat in his house. The heat is sometimes becoming unbearable. He suffers also from cooling and other problems.

As far as the characteristics of his building are concerned, the roof is made up of AL the ceiling of wood; the walls are made up of cement block; the doors and windows are made up of wood, no sufficient free air movement in the building. In addition, rooms are not

big; the durability of materials used for construction was no high; insufficient day lighting. From the interview we got with him, he stated that his building would not last for long, so instead of buying a new land, he needs a renewed building that would offer him a well-being in harmony with his environment, a residential building that would be ecologically sustainable.

Techniques and instruments for data collection

Many techniques and instruments were used for data collection: firstly observation of the site and the building, secondly an interview was addressed to the occupants of the building, particularly to the parents.

Table 1 represents for each main variable, the objective or assessment criteria and the technique(s) used for data collection.

Some of these criteria correspond to the main characteristics of buildings suitable to the ecologically sustainable architecture and construction in connection with the research problem and research objective of the study. After the methodological aspects of the study, the next chapter is on the presentation of the results.

TO BE CONTINUED

TABLE 1: SPECIFIC CRITERIA FOR ASSESSING A SPECIFIC BUILDING

Variable /criteria	Objective / assessment criteria	Techniques for data collection
Indoor environmental quality and occupant comfort	<ul style="list-style-type: none"> • Measure indoor air quality • Identify thermal comfort, ventilation and day lighting conditions <ul style="list-style-type: none"> - Green spaces - Building shape - Location • Appreciate the sun exposure of the building • Identify the orientation of the house • Appreciate wind access 	<ul style="list-style-type: none"> • Observation • Interview
Outdoor environmental quality and occupant comfort	<ul style="list-style-type: none"> • Measure outdoor air quality • Identify thermal comfort, ventilation conditions <ul style="list-style-type: none"> - Green spaces - Location • Appreciate the sun exposure of the building • Identify the orientation of the house • Appreciate wind access 	<ul style="list-style-type: none"> • Observation • Interview
Site and climatic conditions	Define the climatic characteristics of the site	<ul style="list-style-type: none"> • Observation • Interview
Energy efficiency and water comfort	Appreciate the renewability of energy systems and water comfort	<ul style="list-style-type: none"> • Observation • Interview
Location of the building	Appreciate the location of the house	<ul style="list-style-type: none"> • Observation • Interview
Use of recycling building materials	Appreciate the building materials	<ul style="list-style-type: none"> • Observation • Interview
Flexibility and durability of building materials	Appreciate the flexibility and durability of building materials	<ul style="list-style-type: none"> • Observation • Interview
Structural stability	Appreciate the structural stability	<ul style="list-style-type: none"> • Observation
Acoustics comfort	<ul style="list-style-type: none"> • Determine whether any intrusive noise should be avoided <ul style="list-style-type: none"> - Speech intelligibility is satisfactory - The distribution of sound observed throughout the whole room is uniform - There is no defects such as echoes or flutters - The shape of the room is appropriate • Identify sound reflection 	<ul style="list-style-type: none"> • Observation • Interview
Respecting the harmony between the human beings and his natural environment	Appreciate to what extend people’s behavior harmonizes with their natural environment.	<ul style="list-style-type: none"> • Observation • Interview
Occupants’ behavior in harmony with the environment	Determine the level of understanding the concept of heat transfer through people’s behavior (at night, open windows to let the cold air inside the building; however, close them before the sun is at its hot test if necessary...)	<ul style="list-style-type: none"> • Interview

The pros and cons of the Global Village

Interview with Luis Narváez Ricaurte, AIU graduate

Can you give us a brief introduction of yourself? Who is Dr. Luis Narvaez?

I am an Ecuadorian citizen who decided to pursue a career in law, but in the end I decided to step in to the Foreign Service of my country. I'm a diplomat since November 1997. I come from a family



Luis Narváez Ricaurte completed a Doctorate in Political Science at AIU. He has a Master in International Relations, with major in Diplomacy, and a Jurisprudence Doctorate. He is a Lawyer, with a degree in Public and Social Sciences. He has been a Diplomat for Ecuador since November 1997.
LNARVAEZR@gmail.com

of diplomats. My father retired from the Foreign Ministry after 40 years of service.

Working at the Foreign Service I had the opportunity to serve in our Embassy in China for three and a half years (1998 - 2001), and later at our Embassy in El Salvador for six years (2008 - 2014).

From 2014 to the present date, I have held the position of Deputy Director of Protocol, and since October 2015, I am the General Coordinator of the Summit of the Chancellery.

Academically, after obtaining my law degree and juris doctorate later (1998), I continued to study a master's degree in international relations, majoring in diplomacy (2000). In 2004 I decided that should complement this academics skills with deeper knowledge in an area linked to international relations: political science, and since that date (2004) I started my studies at **Atlantic International University** to get a PhD in Political Science.

Why did you decide to study at Atlantic International University?

As mentioned, a diplomat and effectual for all, any professional, if you want to improve in content and form, you must have a sense of continuous training; and it was this spirit of improvement,

which led me to review the academic options offered, and be iclined towards **Atlantic International University**.

Is Latin America truly participating in the concept of Global World?

Latin America has two or three large axes through which, in different ways and

at different times, has seen the need to participate more actively in the international arena.

We see how Brazil has its own dynamics –usually pendulum– to participate in this global world under a geopolitical view. Other way to approach globalization is the idea of the Pacific Alliance



where México, Colombia, Perú and Chile participate in a commercial sphere; and finally, for the case of Ecuador, the recent negotiations with the European Union multi-part agreement are a way to make presence in the globalized world.

From the negatives of globalization, Latin America cannot be abstracted from impacts that occur. I am convinced that the “Butterfly Effect” represents the interaction, interdependence and interconnectedness globally where Latin America is part as an actor and stage of global international relations.

All of our students are living an approach to the Global Village. How can we take advantage of this ultra-connected world? What can we do in our day to day?

The Fukuyama concept of Global Village evidence positive as well as negative issues. On the positive side, the opportunity to meet and interact, not as a spectator but as an actor in the world, is itself the best expression of downsizing that has suffered the world;

resizing that has allowed more closeness in cultures and thus inter-culturalizations; in policies and therefore common agendas (cop21 for example); in economic dynamics and therefore rethink the capitalist mode of production from more humanistic visions; etc.

The downside of this Global Village, is that allowed us to see that old ways of thinking are still valid: a Darwinian and

Draconian economy, which places the capital as chief good and not man as a human being; the clash of civilizations (Huntington expression), which has manifested itself in the most grotesque manner: terrorism; dehumanization, which is reduced to television images that no longer move the moral fiber of the people—the death of children in Africa or the Middle East.



What can we do? Well first of all, learn to respect and to value human beings in both individual and as a society. Recognize diversity not as an insurmountable difference but an opportunity to build bridges to understand and respect our private individual forms of existence.

In your opinion, how can education in general improve the life of a student?

Education is a tool that not only helps improve academically, but has the value of allowing to opens minds to other realities, other ways to assess and understand the social dynamics within their own contexts.

Education is not a symbol of a purely monetary improved version that can get away, but that is not their essence. The essence is the possibility of understanding and therefore respecting others in an axiological path.

Based in your academic results, why is excellence so important?

Excellence is a category. This allows what we do or

say have a greater axiological assessment or practice, and therefore decisively influence the behavior or understanding of others. Excellence is the guarantee of a process of practical and ethical thinking.

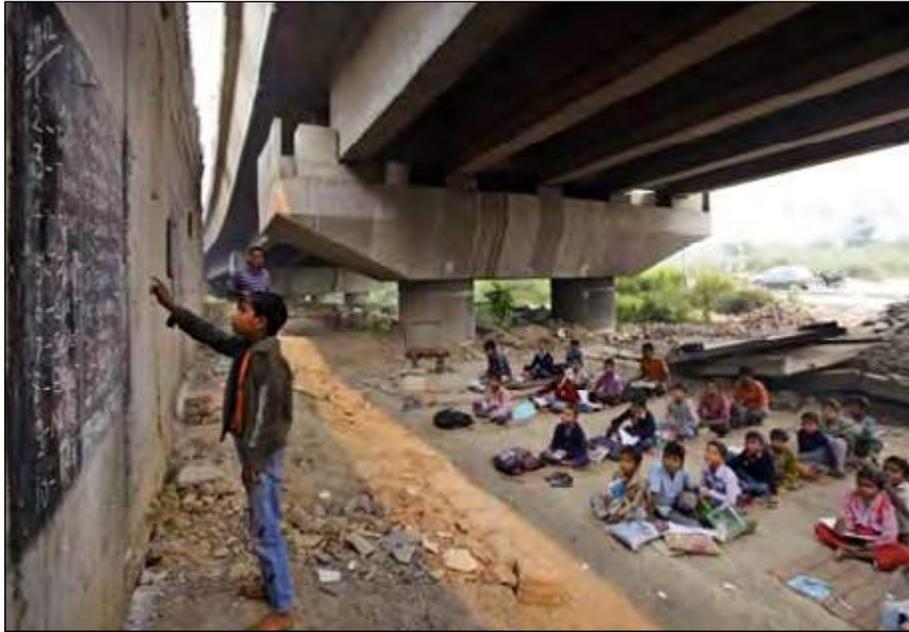
How was your educational experience in Atlantic International University?

In a general context, the experience was very good. I keep recognizing the need for a higher level of relationship that should exist between the student and the tutor, because teaching requires permanent guidance, independently that you are learning remotely or in person.

What is your advice to a young student?

Study is a challenge that has an ethical and practical obligation. Therefore, you cannot see the academy as one way to improve conditions of personal life, but as a social value that compels us to direct thought to understand the diversity and reality and in this context give qualitative leaps in the “knowledge” within of the Global Village in which we live.

LEARNING



School under a bridge

Free education for poor children in New Delhi.

According to NBC News, **Rajesh Kumar Sharma** teaches at least 30 children every day. Most of the children come from neighboring poor villages.

For two hours every weekday, **Sharma** leaves his day-job at a general store in Shakarpur —his brother fills in for him— so that he can teach the children, reported Yahoo News.

Sharma, a 40-year-old father of three from Aligarh, was forced to drop out of college in his third year due to financial difficulties. When he decided to start the free school, he didn't want other children to face the same difficulties he had. "Whenever I passed by

this area, I would notice that children were spending all their time in the fields or playing around," he told the **Indian Express**. He eventually persuaded local laborers and farmers to allow their children to attend his school instead of working to add to the family income. He hopes to equip these children with the tools necessary to overcome their poverty.

He even allows children technically too young to attend the government school to sit in the classroom.

Read full note: www.huffingtonpost.com/2012/12/04/school-under-bridge-in-ne_n_2233019.html?ir=India&adsSiteOverride=in

NYC to replace pay phones

About 500 hot spots will be installed by second half 2016

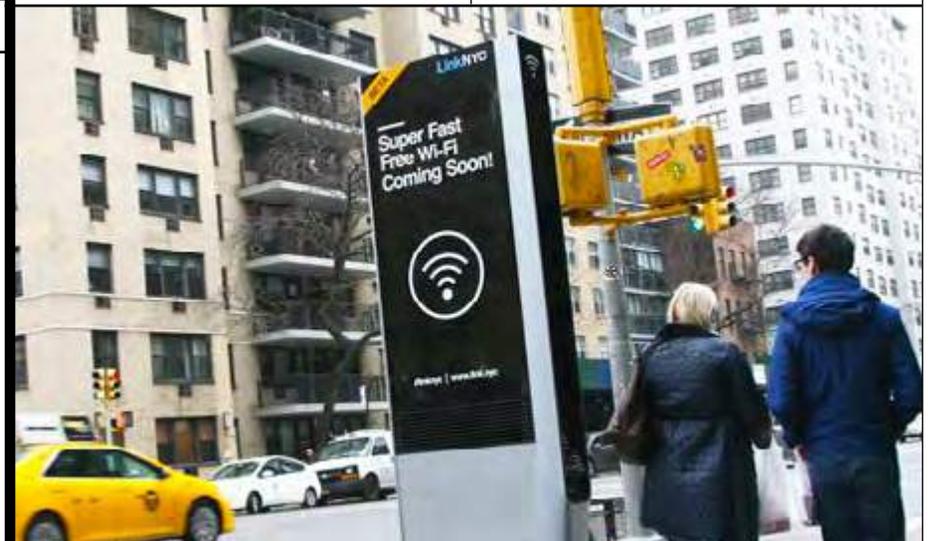
New York City just began last month replacing thousands of pay phones with free Wi-Fi hot spots. The city expects to have 500 hot spots installed by second half of 2016, and eventually about 7,500 units will be replaced. The hot spots will sit atop a 9.5-foot tall box with electronic screens on each side to display advertising. Sandwiched between the sidewalk ads will be an Android tablet that can be used to place free phone calls and surf the Web.

The advertising-supported project, called **LinkNYC**, is being run by CityBridge, a joint venture between three tech companies: smartphone chip maker Qualcomm Inc., networking company CIVIQ Smartscapes and

Intersection, which has backing from Google parent company Alphabet Inc. CityBridge says it is investing more than \$200 million in the project.

Many cities have tried installing free public Wi-Fi, but it often didn't work well enough to draw many users because speeds were slow or the experience was bogged down by requiring users to watch an ad before connecting.

CityBridge says its Wi-Fi will deliver broadband speeds of 1,000 megabits a second, about 100 times typical speeds provided by wireless carriers. Users won't be forced to sit through ads on their mobile devices to log on and devices will connect automatically after a user signs in the first time.



Read full note: www.wsj.com/articles/new-york-city-to-replace-pay-phones-with-free-wi-fi-1451970003

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Image: NASA

Not completely black

Black holes have an escape velocity larger than the speed of light. Since nothing can move faster than that, nothing can escape. This is the simplest mechanical explanation of a black hole. But once you add thermodynamics and quantum mechanisms into the mix, things get messier.

With all this in mind, physicist **Stephen Hawking** put forward the hypothesis in 1974 that black holes are actually not black; instead, they emit radiation, they lose energy, and over time they shrink. However, the amount of radiation is too small to be observed in astrophysical black holes, so how can we test this idea?

Professor **Jeff Steinhauer** from the Israel Institute of Technology has not only found a way to test it, but in a new paper, published in *Nature Physics*, has

revealed the strongest evidence yet that this black hole emission, now known as **Hawking radiation**, is very real.

Steinhauer constructed an acoustic black hole – a trap that has a specific frequency much greater than the energy of the sound “particles” (the phonons), which can only move at the speed of sounds.

“If there’s a phonon inside the black hole, it can’t go against the flow because the flow it’s faster than the speed of sound. It’s like a person trying to swim against the current. If the current is faster than they can swim, they go backward instead of forward,” Prof **Steinhauer** told *IFLScience*.

This might seem simplistic, but it’s a fairly accurate model of the real thing.

Read full note by Alfredo Carpineti: www.iflscience.com/physics/the-strongest-evidence-that-black-holes-are-not-completely-black/

New strange minerals

Like anything previously found in nature.

Researchers have discovered strange minerals inside a Siberian mine. What’s fascinating is that, since the 1980s, scientists have been growing very similar materials in the lab, but until now, they never thought they could actually exist in nature. These lab-grown materials are known as metal-organic frameworks, or **MOFs**, and they work sort of like molecular sponges, which can soak up gases such as hydrogen and carbon dioxide.

As you can imagine, in a world where CO₂ emissions are threatening the future habitability of the planet, that’s an incredibly handy trait to have. So for decades, researchers have been tweaking these **MOFs**, slowly improving on them, without ever suspecting that they might exist in nature.

The discovery that the same structures could be found in Siberia

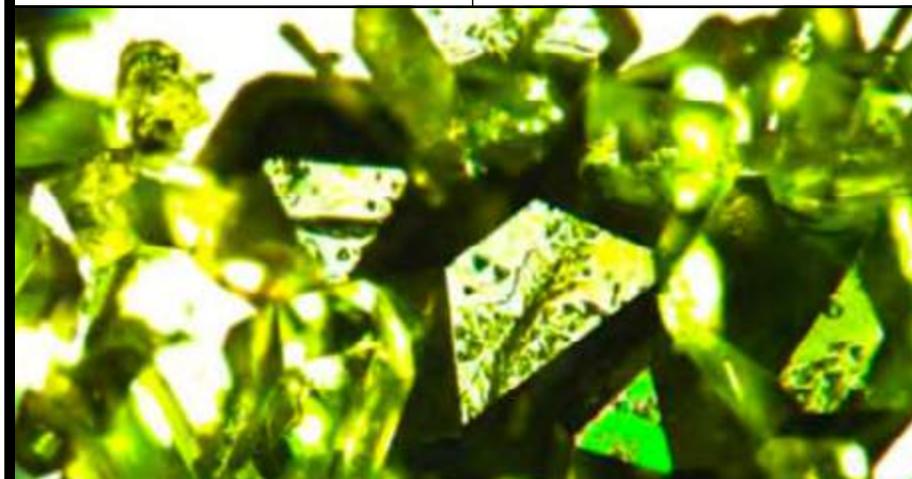
“completely changes the normal view of these highly popular materials as solely artificial, ‘designer’ solids,” said lead researcher **Tomislav Friščić** from McGill University in Canada.

“This raises the possibility that there might be other, more abundant, **MOF** minerals out there.”

Oddly enough, the strange Siberian minerals in question – **stepanovite** and **zhemchuzhnikovite**– were actually discovered for the first time more than 70 years ago, between the 1940s and 1960s. But due to the limitations of technology at the time, their structure had never been properly examined.

They went mostly ignored until **Friščić** found an old paper on the minerals back in 2010.

Read full article: www.sciencealert.com/minerals-discovered-in-a-siberian-mine-are-unlike-anything-we-ve-seen-in-nature



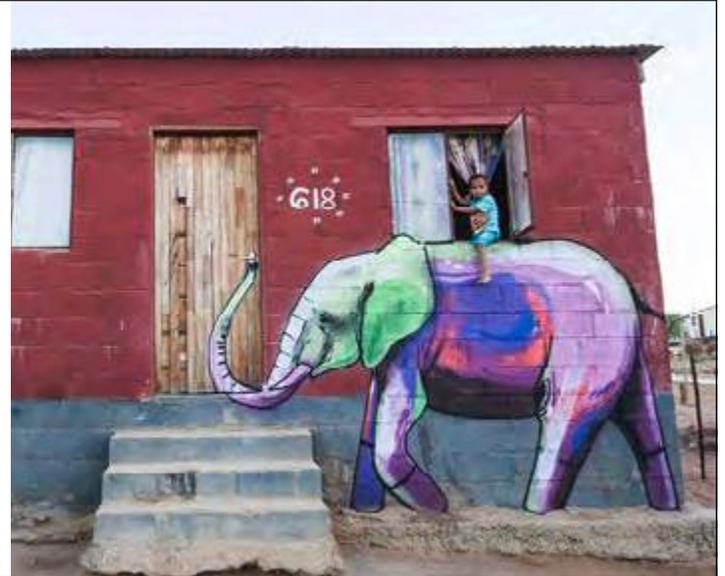
AIU makes a huge contribution to the world by giving new scientifics the space for original investigations and research. Visit MyAIU Evolution



Last year, Cape Town graffiti artist **Falko** painted his way across South Africa to change the locals' perception of value. The project was photographed by **Luke Daniel**.

Falko has been on the graffiti scene since 1988, when he painted his first wall at Westridge High School in Mitchell's Plain, and is "regarded as an integral part of the foundation and development of South Africa's graffiti scene." Visit: falkostarr.wix.com/graffitiart

Source: www.boredpanda.com



Elephants in town





SignAloud Gloves

Translate sign language into text or speech.

Two sophomore students at the University of Washington have created a pair of smart gloves that can translate American Sign Language (ASL) automatically into text or speech. The **SignAloud** gloves use sophisticated sensors to recognize ASL gestures. They were recently awarded a \$10,000 Lemelson-MIT Student Prize for their work.

The inventors, **Navid Azodi** and **Thomas Pryor**, created the **SignAloud** glove prototype in their spare time at school, using the tech resources provided by the UW CoMotion Maker-Space, which offers communal equipment for students.

Azodi and **Pryor** say they wanted

to create a pair of gloves that not only translated ASL, but were comfortable and lightweight.

“Many of the sign language translation devices already out there are not practical for everyday use,” **Pryor** explains. “Some use video input, while others have sensors that cover the user’s entire arm or body.”

The **SignAloud** gloves, meanwhile, are more compact, covering only the hands. **Pryor** hopes that they could one day be as easy to use –and as commonplace– as hearing aids or contact lenses.

Read full note: mentalfloss.com/article/78883/these-gloves-translate-sign-language-text-or-speech

Watch video: www.youtube.com/watch?v=4uY-MyoRq4c

Flying taxis

Airbus has a new program –it’s working title is **CityAirbus**– that will put commuters in the air. All because cities are too crowded.

The futuristic multi-propeller aircraft sounds like an airborne Uber –passengers use an app to book passage, head to their local helipad, climb aboard with a number of other passengers, and in the words of Airbus are “whisked away to their destination.” Each ride would cost “nearly the equivalent of a normal taxi ride for each passenger.” Beyond the advantages of avoiding traffic, Airbus claims its new conveyance will be faster, more sustainable, and, obviously, more exciting. Initially, the program would rely on a human pilot,

but as with nearly every mode of modern transport, there would eventually be an autonomous version.

Airbus has no timeline for getting **CityAirbuses** in the skies, but it is preparing the first test of **Project Vahana** –an all-electric, autonomous helicopter that customers can use for both personal journeys and cargo hauling– in late 2017.

Read full text: www.autoblog.com/2016/08/18/airbus-cityairbus-flying-electric-taxi/



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Sleep like you should

Our natural sleep cycle is nothing like we do now.

In today's world, balancing school, work, kids and more, most of us can only hope for the recommended eight hours of sleep. Examining the science behind our body's internal clock in a great TED Talk, **Jessa Gamble** reveals the surprising and substantial program of rest we should be observing.

Jessa Gamble writes about sleep and time, showing how our internal body clock struggles against our always-on global culture. She is an award-winning writer from Oxford, who lives in the Canadian Subarctic. Now that humanity has spread right to the Earth's poles and adopted a 24-hour business day, **Gamble**

argues that our internal clocks struggle against our urban schedules. Her work documents the rituals surrounding daily rhythms, which along with local languages and beliefs are losing their rich global diversity and succumbing to a kind of circadian imperialism.

Gamble was awarded a 2007 Science in Society journalism award from the Canadian Science Writers Association for her first-person account of daily life at the Eureka High Arctic Weather Station. She is the author of *Siesta* and *The Midnight Sun: How We Measure and Experience Time*.

Watch this TED Talk: www.ted.com/talks/jessa_gamble_how_to_sleep?language=en

Wabi-sabi

According to Japanese legend, a young man named **Sen no Rikyu** sought to learn the elaborate set of customs known as the Way of Tea. He went to tea-master **Takeeno Joo**, who tested the younger man by asking him to tend the garden. **Rikyu** cleaned up debris and raked the ground until it was perfect, then scrutinized the immaculate garden. Before presenting his work to the master, he shook a cherry tree, causing a few flowers to spill randomly onto the ground.

Wabi-sabi is the art of finding beauty in imperfection and profundity in earthiness, of revering authenticity above all.



Therapy chickens

Providing assistance with mental and physical help.

Mountain House, a Santa Barbara-based adult residential facility, has recently implemented a program that uses chickens to help comfort their patients who have been diagnosed with mental illness and high anxiety.

The chickens came from **Dare 2 Dream Farm**, a family owned and operated farm in California with a focus on local, sustainable and humane practices. Chickens are now at **Mountain House**, where the dozen-or-so patients are responsible for caring for them.

Each patient gets a stipend so they can properly care for the chickens every day. On average, the patients spend about an hour and a half taking care of and spending time with the chickens.

"I think it has made me more of a kind person," **Dion Cherot**, a patient at **Mountain House**, said. "I mean, they're so sweet. It's hard not to treat them well."

The intelligence of chickens goes far beyond problem solving. They exhibit emotional intelligence traits that are surprisingly human-like. Chickens enjoy playing and exercising. Mother hens also understand the connection between the fertilized eggs they lay and what's growing inside them. The mothers will actually "talk" to her chicks when they are inside the egg.

Chickens have also been used to provide companionship to the elderly, and kids with autism.

Read full text: www.care2.com/causes/how-therapy-chickens-are-helping-patients-with-anxiety.html

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Swansea Bay Tidal Lagoon

This gorgeous power plant will power 155,000 homes during 120 years.

As **Reconstruct** reports, the **Swansea Bay Tidal Lagoon** will use the rise and fall of ocean tides to generate renewable energy. Though not completed at present, when the structure is finished, it will produce enough electricity to displace more than a quarter million barrels of oil each year –while leaving virtually no carbon footprint.

Power plants have been generating electricity from the oceans' tides since 1966, but the **Swansea Lagoon** is the first to employ a radically new method.

How does it work? Its nearly six-mile-long barrier wall will enclose a huge amount of water in an artificial "tidal lagoon". This lagoon captures and holds seawater at high tide. As the tide goes

out, water in the 4.5 square mile lagoon will be as much as 27 feet higher than the water outside its walls. This immense pressure will be routed through 26 turbines, flooding out to sea until the water level equalizes on both sides of the lagoon.

The flow is reversed at high tide, keeping the sea out of the lagoon until it reaches maximum height. Then water is let go, so it may rush through the turbines until it again fills up the lagoon.

To put it into perspective, the amount of water rushing through the turbines would fill 100,000 Olympic swimming pools each day.

Read full note: www.trueactivist.com/this-gorgeous-power-plant-will-use-ocean-tides-to-power-155k-homes/

Solar powered pipe

To desalinate 1.5 billion gallons of water for California.

One of the finalists of the 2016 **Land Art Generator Initiative** design competition for Santa Monica Pier, the design deploys electromagnetic desalination to provide clean drinking water for the city and filters the resulting brine through on-board thermal baths before it is reintroduced to the Pacific Ocean.

"LAGI 2016 comes to Southern California at an important time," write **Rob Ferry** and **Elizabeth Monoian**, co-founders of the **LAGI**. "The sustainable infrastructure that is required to meet California's development goals and growing population will have a profound influence on the landscape. The Paris Climate Accord from COP 21 has united the world around a goal of 1.5–2° C, which will require a massive investment in clean energy infrastructure.



For this competition, **LAGI** asked designers to submit proposals that incorporate either an energy or drinking water component or both. **Khalil Engineers** from Canada chose to power an electromagnetic desalination device using solar power. Their design is capable of generating 10,000 MWh each year, which will in turn produce 5.6 billion liters (1.5 billion gallons) of drinking water.



Read full text: inhabitat.com/solar-powered-pipe-desalinizes-1-5-billion-gallons-of-clean-drinking-water-for-california/the-pipe-land-art-generator-initiative-5/

Eco Tip: Buy used products whenever possible, and if new, buy high quality repairable items. **Change your life, get sustainable, visit MyAIU Knowledge**



Image: seniorplanet.org

Playgrounds for seniors To improve fitness and reduce isolation

Playgrounds designed for seniors have caught on in Asia and Europe and are beginning to make their way across the Big Pond. The parks include low-impact exercise equipment such as elliptical machines, static bikes and body flexors and are intended to help promote balance and flexibility. Better balance means fewer falls, goes the reasoning.

Another benefit of the senior parks is that they serve as a community gathering spot, combatting the isolation and loneliness some seniors experience. As **Joanna Hughes**, a spokeswoman for The Royal Parks, the United Kingdom government agency that manages eight parks in London, noted to **Governing.com**, "While there are certainly physical health aspects to the playground, it is also there to



nurture social and mental health." The United States' approach to playgrounds for the elderly is slightly different. US playgrounds are being built for multiple generations, not just for seniors. **KaBOOM!**, a nonprofit organization, is working in partnership with the Humana Foundation to build multigenerational playgrounds throughout the country.

Read full note: www.huffingtonpost.com/2015/06/04/playgrounds-for-seniors_n_7452270.html

Dogs saving Cheetahs

Cheetahs, the fastest land animals on Earth, have been disappearing almost as fast as they can run. But in Namibia, the cheetah population has grown from 2,500 to 4,000 since 1994. And dogs are helping to keep those numbers rising.

Instead of trapping or shooting cheetahs that wander onto their property and kill livestock, some farmers are relying on Anatolian Shepherds and their fierce barking to scare away the

predators.



"You may see in history that this dog can be responsible

for saving the cheetah from extinction," **Jack Hanna**, director emeritus of the Columbus Zoo, told CBS News. The dogs are provided to farmers and ranchers by the **Cheetah Conservation Fund (CCF)**.

The majority of cheetahs in the wild live outside protected areas, surrounded by farming communities. And many of those farmers, especially poor ones, are more concerned about protecting their livelihood than an endangered species. About 10,000 cheetahs were killed during the 1980s, before CCF launched the **Livestock Guarding Dog** program in 1994.

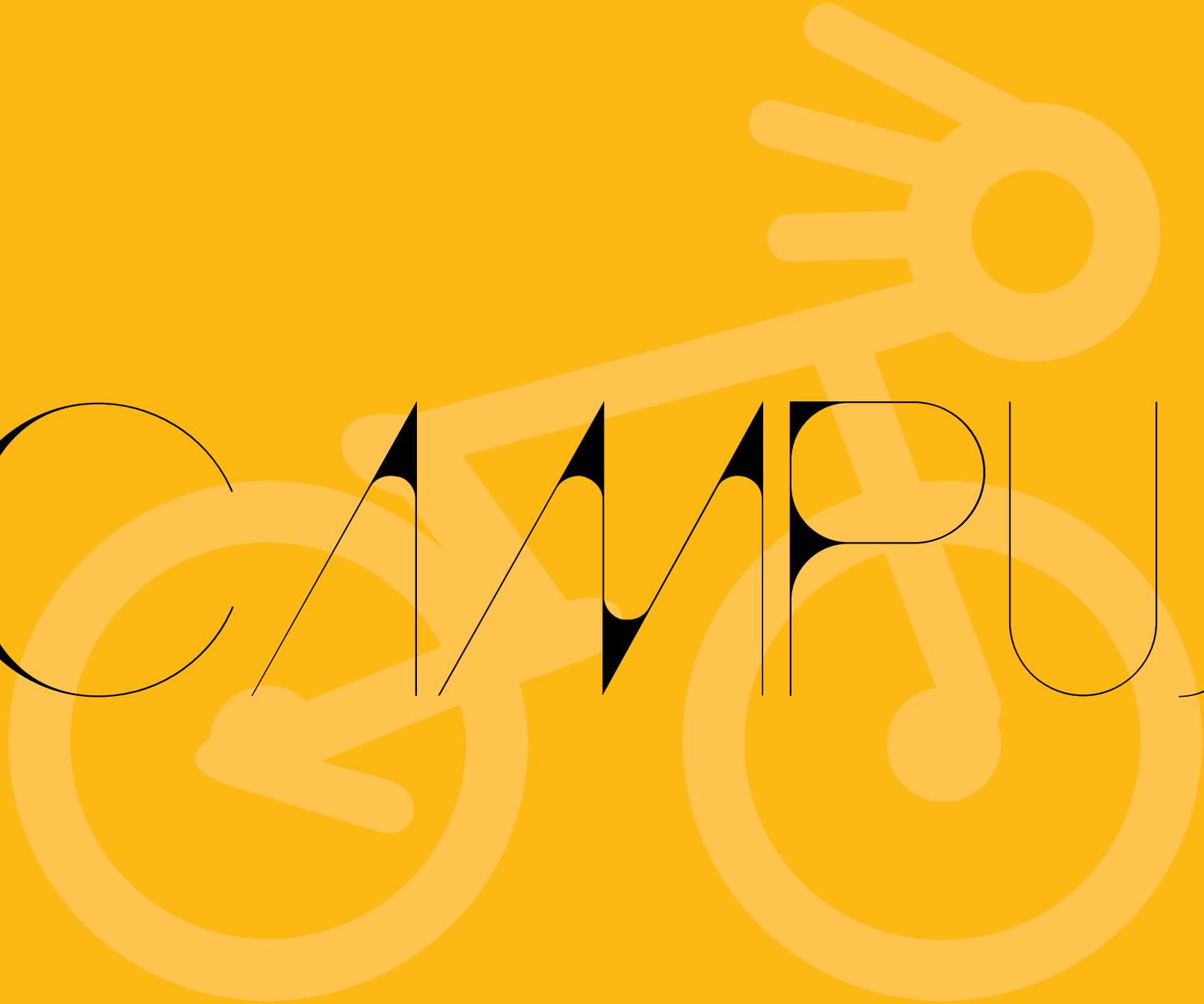
Since then, the program has placed more than 500 dogs, helping to reduce the loss of livestock from 80 to almost 100 percent. *Read full note: www.care2.com/causes/how-dogs-are-saving-cheetahs-from-extinction.html*



Image cheetah: a2.ua.com Image dog: animalia-life.com

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CAMPUS



Wheelys Café

An all-in-one “café on a bike”, packed with all you need to make money selling coffee.

Wheelys is a crowd-funded chain of solar-powered coffee shops on bicycles. It seems each generation of the eco-friendly mini-café just gets better: the newest model, the **Wheelys 4 Green Warrior**, takes the chain’s sustainable focus further than ever before.

Wheelys 3. It is a tiny solar-powered coffee shop on wheels with a mini greenhouse attached. Since its launch just over a year ago, the creators of the brilliantly cool **Wheelys Bike Cafe**

(version 1) have made a huge number of improvements, and the company has wheeled out an Indiegogo campaign for their **Wheelys 3** solar-powered coffee cart. Much like previous versions, the simple customized cart allows one to set up your own **Starbucks** competitor with incredible ease and little by way of start up costs—but now the **Wheelys** cart includes a built-in greenhouse so you can harvest your own coffee beans, a smart phone app to control coffee temperatures, and more.



Wheelys 4. Now, the company has just unveiled an incredible wind and solar-powered bike café with a built-in air purifier that sucks in smoggy city air and releases fresh, clean air. It also transforms used coffee grounds into plant fertilizer—allowing owners to pack the grounds into easy-to-plant seed cubes that can be buried anywhere.

Like the models before, the **Wheelys 4** manages to pack a full-service organic café onto the back of a bike—including all the equipment needed to make fresh coffee and a cooler for chilled beverages and snacks. However, where the older models were strictly solar-powered, this new version of the café is supplemented by a small windmill that can generate

power even on overcast days.

If you’re interested in opening up your own **Wheelys** coffee franchise, act quick—the company is currently selling the carts on IndieGoGo, and they warn that their previous crowdfunding campaigns have all completely sold out. It only takes \$4,499 usd to open up your own **Wheelys** café, which the company claims most franchises can easily pay off within their first month.

Or better yet, create your own smart business by detecting a need in your community.

Visit wheelyscafe.com to learn more about how the business works, or to find a **Wheelys** café near you. Nowadays, **Wheelys** has over 400 cafés in 68 countries.

Source: inhabitat.com



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#15

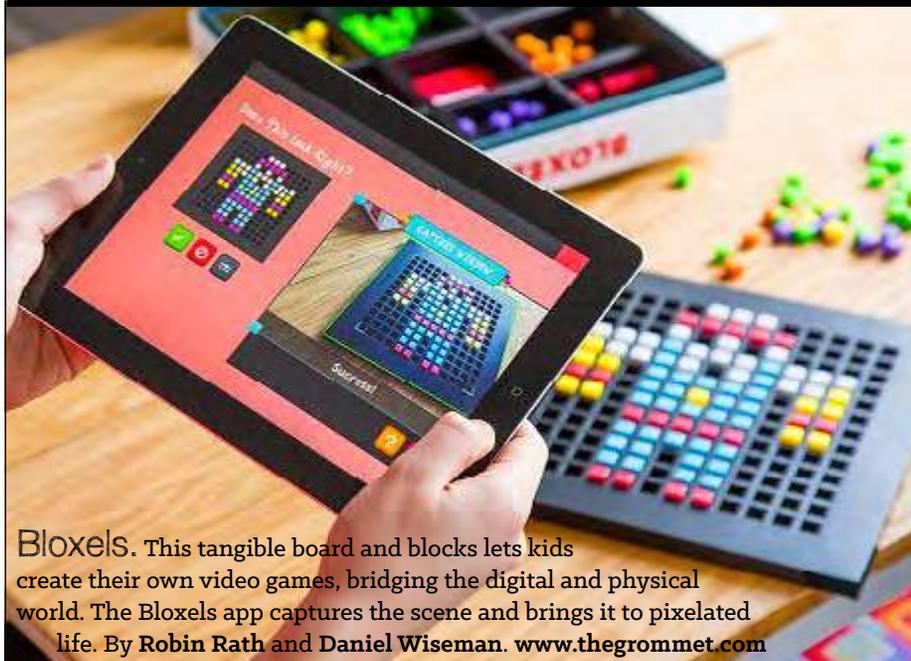
Image: thesun.co.uk

Source: medium.com/@verne/margaret-hamilton-the-engineer-who-took-the-apollo-to-the-moon-74550c73d3fa#pa522515



"I fought to bring the software legitimacy so that it (and those building it) would be given its due respect and thus I began to use the term "software engineering" to distinguish it from hardware and other kinds of engineering."

–Margaret Hamilton. Computer scientist, systems engineer and business owner. She was Director of the Software Engineering Division of the MIT Instrumentation Laboratory, which developed on-board flight software for the Apollo space program.



Bloxels. This tangible board and blocks lets kids create their own video games, bridging the digital and physical world. The Bloxels app captures the scene and brings it to pixelated life. By Robin Rath and Daniel Wiseman. www.thegrommet.com



Human anatomy nesting figures. Not your ordinary nesting dolls, these hand-painted figures are a whimsical and educational representation of human anatomy. Designed by Tegoto. store.moma.org

BACHELOR'S DEGREE IN

Hydrology

SCHOOL OF SCIENCE AND ENGINEERING



Image: saees.ukzn.ac.za

The Bachelor of Hydrology (BS) program helps students develop the skills to manage water resources around the world. The students acquire a greater awareness of climate change, land degradation and population growth which create stress on our limited water resources. The Bachelor of Hydrology (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 Hydrology (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 stan-

dardized 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: aiu.edu/CourseCurriculum.html

Core Courses and Topics

- Hydrology
- Water Resources
- Evolution of the Earth
- Environmental Processes
- Global Change
- Geosciences
- Environmental Geochemistry
- Soil Science
- Meteorology
- Ecology
- Biology
- Fluid Mechanics
- Natural Hazards
- Economics
- Environmental Impact Assessment

Orientation Courses

- Communication & Investigation

- (Comprehensive Resume)
- Organization Theory (Portfolio)
- Experiential Learning (Autobiography)
- Seminar Administrative Development (Book Summary)
- Seminar Cultural Development (Practical Experience)
- Seminar International Development (Publications)

Research Project

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

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- Professional Associations

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Submit your **Online Application**, paste your resume and any additional comments/questions in the area provided. aiu.edu/apply-online.html

Pioneer Plaza/900 Fort Street Mall 40
Honolulu, HI 96813

800-993-0066 (Toll Free in US)

808-924-9567 (Internationally)

ABOUT US

Atlantic International University offers distance learning degree programs for adult learners at 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



Atlantic International University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASAC). ASAC Accreditation is an internationally renowned quality standard for colleges and universities. Visit ASAC's Directory of Accredited Colleges and Universities. ASAC is a member of CHEA International Quality Group (CIQG) in the USA, an approved accreditation body by the Ministerial Department of the Home Office in the UK, and is listed in the International Directory of the Council for Higher Education Accreditation (CHEA). AIU meets all state and federal laws as a degree-granting institution in the United States and the State of Hawaii. The University was legally established by corporate charter in 1998 and is in good standing.

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	Dr. Ricardo González PROVOST
Ricardo González CHIEF OPERATION OFFICER	Kingsley Zelee IT COORDINATOR	Nadia Gabaldon STUDENT SERVICES SUPERVISOR
Ofelia Hernandez DIRECTOR OF AIU	Felipe Gomez DESIGN DIRECTOR	Monica Serrano REGISTRAR OFFICE
Jaime Rotlewicz DEAN OF ADMISSIONS	Giovanni Castillo OPERATIONS ASSISTANT	Daritza Ysla ACCOUNTING COORDINATOR
Clara Margalef DIRECTOR OF SPECIAL PROJECTS OF AIU	Maria Serrano LOGISTICS COORDINATOR	Mario Cruz ADMINISTRATIVE COORDINATOR
Juan Pablo Moreno DIRECTOR OF OPERATIONS	Amalia Aldrett ADMISSIONS COORDINATOR	Yolanda Llorente ADMINISTRATIVE ASSISTANT
Miqueas Virgile IT DIRECTOR	Alba Ochoa ADMISSIONS COORDINATOR	Kimberly Diaz ACADEMIC TUTOR
Nadeem Awan CHIEF PROGRAMING	Sandra Garcia ADMISSIONS COORDINATOR	Liliana Penaranda ACADEMIC TUTOR
Dr. Jack Rosenzweig DEAN OF ACADEMIC AFFAIRS	Veronica Amuz ADMISSIONS COORDINATOR	Renata Da Silva ACADEMIC TUTOR
Dr. Edward Lambert ACADEMIC COORDINATOR	Junko Shimizu ADMISSIONS COORDINATOR	Lourdes Puentes ACADEMIC TUTOR
Dr. Ariadna Romero ACADEMIC COORDINATOR	Nazma Sultana ASSISTANT PROGRAMMING	Rina Lehnhoff ACADEMIC TUTOR
Carlos Aponte TELECOMMUNICATIONS COORDINATOR	Jhanzaib Awan ASSISTANT PROGRAMMING	Renato Cifuentes ACADEMIC TUTOR
Rosie Perez FINANCE COORDINATOR	Roberto Aldrett COMMUNICATIONS COORDINATOR	Arturo Vejar ACADEMIC TUTOR
Linda Collazo STUDENT SERVICES COORDINATOR	Chris Benjamin HOSTING SERVER	Arhely Espinoza ACADEMIC TUTOR
		Paulina Garcia ACADEMIC ASSISTANT

FACULTY AND STAFF PAGE: www.aiu.edu/FacultyStaff.html

School of Business and Economics



School of Social and Human Studies



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.

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.

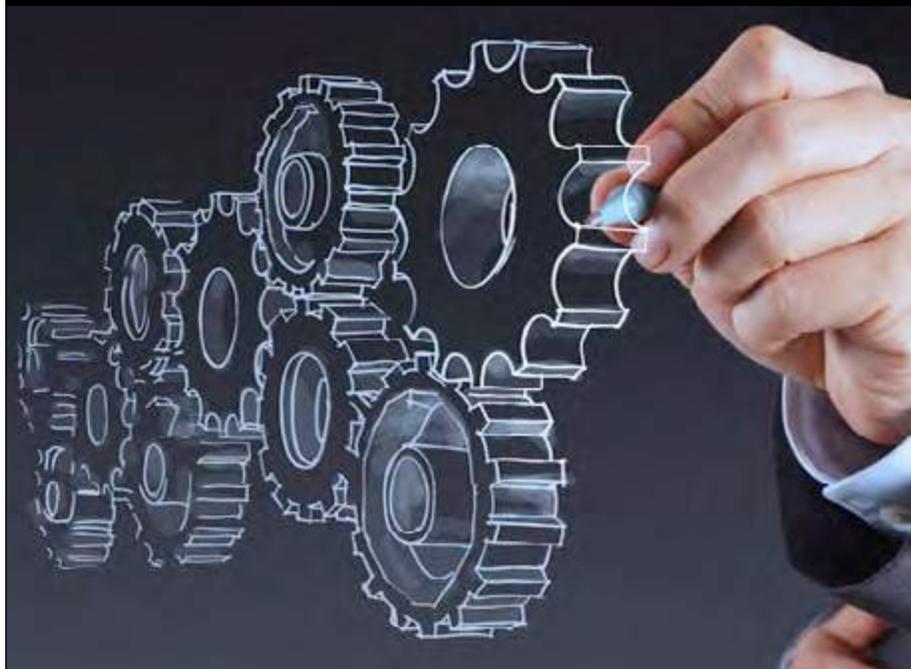
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public,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

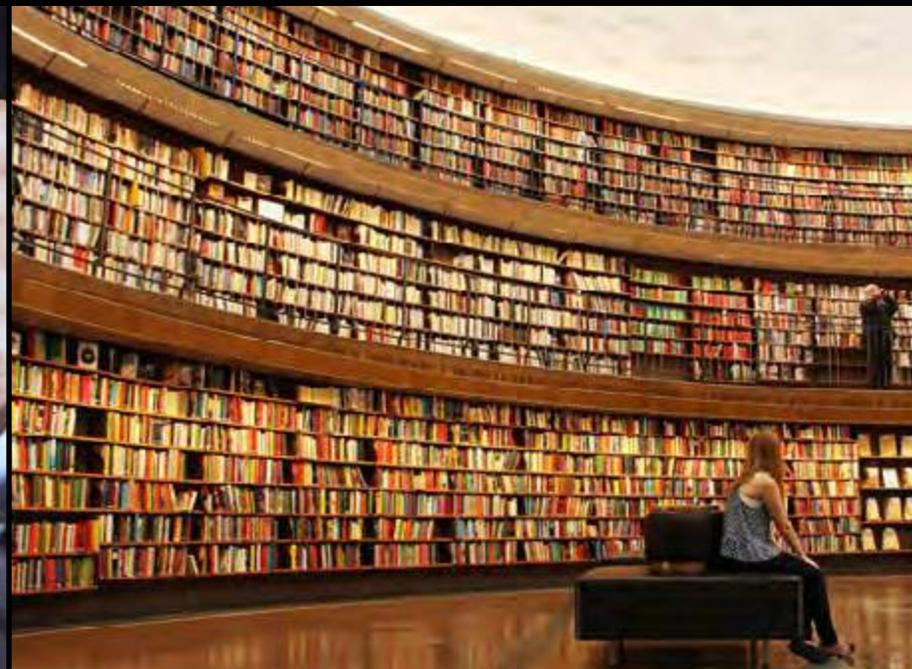


The School of Science and Engineering seeks to provide dynamic, integrated, and challenging degree programs designed for those whose experience is in industrial research, scientific production, engineering and the general sciences. Our system for research and education will keep us apace with the twenty-first 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.

Online Library Resources



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 Service

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 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 obsolescence, 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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