

# CAMPUS mundi

#77

La Paz is the seat of government and the de facto national capital of the Plurinational State of Bolivia. Its metropolitan area, which is formed by La Paz, El Alto and Viacha, makes up the most populous urban area in Bolivia, with a population of 2.3 million

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**AIU News + Essays + Education + Culture + Science + Technology  
+ Art + Design + Body + Mind + Spirit + Environment + Human rights  
+ Animal Rights + Metallurgy Engineering + About AIU**

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GENERAL TEXT SELECTION  
**Roberto Aldrett**

GRAPHIC DESIGN,  
CONTENT CURATION  
FOR "LEARNING" &  
TRANSLATION TO SPANISH  
**Janice Kelly**

**Campus Mundi**  
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with you  
in mind  
—to inspire you  
and make you  
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INTOUCH

# Thesis research published

# Developing texts



**FEBRUARY 18, 2020.** One of our graduates, **Sammy Chalefac Njukang**, has received a

Certificate of Acceptance to publish his research paper based on his final thesis that he submitted at AIU. You can find his published thesis, “**Electricity Generation, Transmission, Distribution and Utilization with Environmental Sustainability and Affordability**” in the *International Journal of Scientific & Engineering Research* (IJSER).

Abstract: It seems to me

that attention need to draw now to governmental authority, generating companies, scientific/engineering communities and to the entire human race on the suffice of the earth about the impacts of such electrical generating sources to environmental sustainability and affordability.

In this project I will critically analyze how generating electricity from fusil-fuel had been destructive to our environment and how generating, transmitting and utilizing clean-green renewable electrical energies, ... can help reduce the effect of Global Warming

and improve electricity generation, transmission, distribution and utilization with environmental sustainability, cheap and affordable energy.

Read his publication here: <https://www.ijser.org/onlineResearchPaperViewer.aspx?Electrical-Power-System-with-Environmental-sustainability.pdf>

**Sammy Chalefac Njukang** has completed a Bachelor’s program in Electrical Technology at AIU.

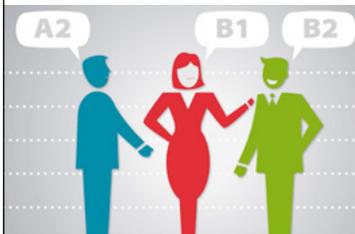


**MARCH 3, 2020.** One of our graduates, **Dr. Sivarajas-ingam Mahendran**, was

privileged to be selected to design and develop English language texts at CEFR C1/2 levels for a premier training centre in Singapore along with a team of English Trainers for Adult Literacy courses for the Singapore Skills Futures (SSG) under the purview of the British Council. Unlike previous language learning texts, grammar and vocabulary are now the mainstays where language

is “taught rather than caught in teaching” as compared with previous course materials which had used the CASAS standards. More info regarding CEFR: [https://www.youtube.com/watch?v=UAehOcVfr3Y&trk=public-post\\_share-video-embed\\_share-article\\_title](https://www.youtube.com/watch?v=UAehOcVfr3Y&trk=public-post_share-video-embed_share-article_title)

Dr. **Siva** has completed a Doctorate program in Education at AIU.



# Two articles published



**FEBRUARY 25, 2020.** One of our graduates, **Hassan Elsan Mansaray**, published the article

“**Factors that would argue in favour and against the introduction of HRM in the public sector: A retrospective study**” in the *International Journal of Human Resource Studies*.

Abstract: This study critically discusses the argument for and against the

establishment of HRM in the public sector and the challenges faced in terms of staff motivation, cultural change of tenure of office of public servants and downsizing of staff. The study found that the development was slanted by a variety of reasons, comprising amplified competitive pressures triggered by deregulation and globalization, and the inspiration of distinguished scholars in the US and the UK. The aim is to provide chances for a new type of analysis call

the new industrial relations.

Read his published article here: <http://www.macrothink.org/journal/index.php/ijhrs/article/download/15881/12413>

On March 15, **Hassan** published another article: “**Relating Marketing and Corporate Strategy- An Overview**”, in the *International Journal of Innovative Studies in Sciences and Engineering Technology* (IJISSET) in 2019 Volume 5 Issue 11.

Abstract: This paper attempted to establish the link

between marketing and corporate strategy. Since marketing means a lot of things nowadays, like dealing with markets and, any action that can promote sales, there is need for any organization to take a closed reflection of the markets and the capacity to put itself in its customers’ place and provide the available cherished information needed by these customers. As, the purpose of marketing is to influence the target customer that can support the business.

For this reason, transactional and relationship marketing approaches are those approaches among others that are currently becoming more widely used in order to influence customers to support the business.

Read his article here: <http://ijisset.org/wp-content/uploads/2019/11/IJISSET-051028.pdf>

**Hassan Elsan Mansaray** has completed a Doctorate program in International Management at **Atlantic International University**.

**FIND MORE NEWS FROM AIU FAMILY**

**Latest News:** [www.aiu.edu/news.aspx](http://www.aiu.edu/news.aspx)  
**News Archive:** [aiu.edu/aiu2016/DownloadCenter.html](http://aiu.edu/aiu2016/DownloadCenter.html)



Image: www.longwood.edu

# Graduates of the month

## MARCH 2020

**Luis Santos Laura Flores**  
 BACHELOR OF SCIENCE  
 CHEMICAL ENGINEERING  
 BOLIVIA

**Kazungu Jean-Claude**  
 BACHELOR OF HUMAN RESOURCE MANAGEMENT  
 BUSINESS AND ADMINISTRATION  
 BURUNDI

**Sunday Nwaeze Odii**  
 DOCTOR OF BUSINESS ADMINISTRATION  
 BUSINESS ADMINISTRATION  
 CANADA

**José Henrique Mendes Moreira**  
 MASTER OF EDUCATION  
 POLICIES AND LEGISLATION  
 CAPE VERDE

**Florent Bertrand Zaine**  
 DOCTOR OF PHILOSOPHY  
 ENGLISH LITERATURE  
 CENTRAL AFRICAN REPUBLIC

**Maurício Rojas Carrillo**  
 DOCTOR OF BUSINESS ADMINISTRATION  
 BUSINESS ADMINISTRATION  
 COLOMBIA

**Atika Bajibhai**  
 BACHELOR OF EDUCATION  
 EARLY CHILDHOOD EDUCATION  
 CONGO

**Ramona Keiry Germosen De La Cruz**  
 BACHELOR OF INTERNATIONAL RELATIONS  
 STRATEGIC MANAGEMENT  
 DOMINICAN REPUBLIC

**Julio Jesús Oliva Ibarra**  
 DOCTOR OF LITERATURE  
 SPANISH LANGUAGE AND LITERATURE  
 DOMINICAN REPUBLIC

**Cristian Rafael Víctor Gómez**  
 MASTER OF BUSINESS ADMINISTRATION  
 MARKETING  
 DOMINICAN REPUBLIC

**António Da Silva Feijó Júnior**  
 MASTER OF SCIENCE  
 STRATEGIC MANAGEMENT  
 ANGOLA

**João Filipe Mavungo Massiala**  
 BACHELOR OF SCIENCE  
 ENVIRONMENTAL SCIENCE  
 ANGOLA

**López Rosen, Mariana**  
 BACHELOR OF SCIENCE  
 PSYCHOLOGY  
 ARGENTINA

**Maximiliano Ricardo Alonso**  
 DOCTOR OF PHILOSOPHY  
 ECONOMICS  
 BELGIUM

This month we have graduates from: Angola · Argentina · Belgium · Bolivia · Burundi · Canada · Cape Verde · Central African Republic · Colombia · Congo · Dominican Republic · Ecuador ·

**John Kwamevi Cudjoe**  
DOCTOR OF SCIENCE  
*PSY. AND COUNSELING IN ADDICTION AND VIOLENCE*  
ECUADOR

**Ana Carolina Jaramillo Ortiz**  
MASTER OF PSYCHOLOGY  
*FAMILY PSYCHOLOGY*  
ECUADOR

**Salvador-Nguema Esono Mangué Nkili**  
BACHELOR OF SCIENCE  
*INDUSTRIAL PSYCHOLOGY*  
EQUATORIAL GUINEA

**Jochim Marthinus Van Stryp**  
DOCTOR OF PHILOSOPHY  
*MANAGEMENT*  
ESWATINI

**Prince Aribodor Suleiman Onwuli**  
BACHELOR OF LEGAL STUDIES  
*INTERNATIONAL LEGAL STUDIES*  
GHANA

**George Yaw Segnitome**  
DOCTOR OF PUBLIC HEALTH  
*COMMUNITY PUBLIC HEALTH*  
GHANA

**Flor de Rocio Aguirre Pineda**  
BACHELOR OF BUSINESS ADMINISTRATION  
*BUSINESS AND ECONOMICS*  
GUATEMALA

**Mario Estuardo Martínez Rodas**  
BACHELOR OF BUSINESS ADMINISTRATION  
*BUSINESS ADMINISTRATION*  
GUATEMALA

**Jairam Ramjeawan**  
BACHELOR OF BUSINESS AND ECONOMICS  
*ECONOMICS*  
GUYANA

**Francisco Antonio Galdámez Torres**  
BACHELOR OF BUSINESS MANAGEMENT  
*ENTREPRENEURIAL MANAGEMENT*  
HONDURAS

**Feda Kabalan Mahfouz**  
BACHELOR OF BUSINESS AND ECONOMICS  
*MANAGEMENT*  
KUWAIT

**Maria De Los Angeles Diaz Nieto**  
BACHELOR OF PEDAGOGY  
*PEDAGOGY*  
MEXICO

**Felipe Angel Acosta Ramirez**  
CERTIFICATE OF SCIENCE  
*ELECTRICAL INDUSTRIAL MAINTENANCE*  
MEXICO

**Abayomi Olofin**  
BACHELOR OF SCIENCE  
*INFORMATION SYSTEMS*  
NIGERIA

**Kofoworola Abimbola Popoola**  
DOCTOR OF PHILOSOPHY  
*CIVIL ENGINEERING*  
NIGERIA

**Elizabeth Ishaku**  
CERTIFICATE OF PUBLIC HEALTH  
*PUBLIC HEALTH*  
NIGERIA

**Mukuru Ssessazi Alfred**  
DOCTOR OF PHILOSOPHY  
*COMPUTER SCIENCE*  
RWANDA

**Mafiga Gerard**  
MASTER OF SCIENCES  
*TOURISM MANAGEMENT*  
RWANDA

**Shazia Zaheer**  
DOCTOR OF ENGLISH LITERATURE AND LINGUISTICS  
*ENGLISH LITERATURE AND LINGUISTICS*  
SAUDI ARABIA

**Algethami, Mansour Faisal M**  
BACHELOR OF SCIENCE  
*SAFETY ENGINEERING*  
SAUDI ARABIA



**Hassan Elsan Mansaray**  
DOCTOR OF PHILOSOPHY  
*INTERNATIONAL MANAGEMENT*  
SIERRA LEONE

**Boon Hong Lim**  
DOCTOR OF PHILOSOPHY  
*NUTRITIONAL SCIENCE*  
SINGAPORE

**Carlos Daniel Garcia Bermudez**  
BACHELOR OF PHYSICAL EDUCATION  
*PHYSICAL EDUCATION*  
UNITED ARAB EMIRATES

**Tanya Knowles**  
BACHELOR OF BUSINESS ADMINISTRATION  
*BUSINESS ADMINISTRATION*  
USA

**Victor Mba Micha Avomo**  
BACHELOR OF COMMUNICATIONS  
*COMMUNICATIONS*  
USA

**Cecilia Mendez Miranda**  
BACHELOR OF COMMUNICATIONS  
*FILM AND AUDIO VISUAL PRODUCTION*  
USA

**Lázaro Daniel González Valdés**  
BACHELOR OF SCIENCE  
*PSYCHOLOGY*  
USA

**Coleen Chang**  
CERTIFICATE OF BUSINESS ADMINISTRATION  
*BUSINESS MANAGEMENT AND MARKETING*  
USA

**Mohammed Addum Musa Mohammed**  
MASTER OF SCIENCE  
*RURAL DEVELOPMENT*  
YEMEN

**Nsemukila Fwambo**  
CERTIFICATE OF SCIENCE  
*CHEMISTRY*  
ZAMBIA

**FIND MORE GRADUATES**

**Gallery:** [aiu.edu/Graduation/grids/currentgallery.html](http://aiu.edu/Graduation/grids/currentgallery.html)  
**Interviews:** [www.aiu.edu/Graduation/grids/interviews.html](http://www.aiu.edu/Graduation/grids/interviews.html)

FIND MORE TESTIMONIALS FROM AIU STUDENTS HERE: [www.aiu.edu/Testimonials.aspx](http://www.aiu.edu/Testimonials.aspx)



**Juvéna Nsengiyumva**  
Master of Computer Science  
February 26, 2020

“The experience that I learned from this is very great, especially since it has inexpressible qualities.

Firstly, the mode of recruitment of distant students via the web browser and afterwards by telephone contact with the warm and kind welcome.

Secondly, there is another team that comes to give the complete information from the AIU and which encourage you so much that we cannot leave the interview without making a decision on the spot.

Third, they take you how to choose the courses easily and then how to study and do the tests and exams.

All the staff of AIU work in common agreement and in team, they know how to manage time and to make the regular follow-up, that it is the department of services to the students like services of finances, professorial colleges, all have known what to do. They are patient with each other’s problem, until the problem is resolved. In fact, it is not easy to sufficiently describe the qualities of the staff of the AIU.

Read full text: <https://www.aiu.edu/Testimonialdetail.html?ItemID=1620&rcid=73&pcid=63&cid=73>



**Christian Ababio Jr.**  
Doctorate of Public Policy  
February 18, 2020

“The Atlantic International University is one of the greatest technological innovations of our time. The thought of staying in the comfort of your home or office to attend school over several thousand miles away was unthinkable and not possible in the past several decades. But that myth has been broken through the use of modern technology. AIU education is like a dream made possible for me. Thanks to Mr. Femi Crown who settled all the fear and panic I had about the program, I owe him a million thanks. At a time I had the desire to go back to school, I left my previous job and became jobless but with his encouragement and the negotiation he did for me regarding the issue of scholarship and the installment payment of fees made it possible to go

through the system. I must admit that the program is one of the best innovations in terms of quality, time and speed. It will be an underestimation to rate the program as good. The world is moving at a fast pace and we must move with it. It is riding on the wings of technology and that is the direction AIU has taken. In regions or areas where the traditional style of tertiary education is inconvenient to apply, I will recommend the AIU style. Service quality delivered by all staff was high by all standards. The University has one of the best human relations I have ever seen in my life, from my academic advisor to the finance team. Respect for human rights through education was demonstrated in this institution. I will recommend this school to most Universities especially those still on the traditional style to blend the AIU system or adopt it entirely depending on their circumstances to afford a lot of the working class the opportunity to go back to school. In the near future I will suggest a criteria to grant full scholarships to students especially from the developed world. My stay at AIU was enjoyable and my expectations were met.



**John Kwaku Boakye**  
Bachelor of Psychology  
March 15, 2020

“My major reason to why I joined this university was to pursue a career in psychology at my own comfort zone. This was further boosted by the way I was welcomed and assisted by swift responses from the academic advisors. Being a student at AIU goes beyond obtaining degree but a whole new life experience like information technology and communication.

Knowledge and experiences acquired at AIU has made me a good pastor by understanding the psychosocial needs and perspectives of my church members and family, thus relating to each one in the best way. Designing my own curriculum with the help of my academic advisor was an excellent experience. I was able to develop my curriculum based on my future aspirations.

With this I take this opportunity to thank AIU for the time and efforts they invested in me to accomplish my dream. I do promise to use the skills acquired to make my world a better place than I met it by understanding and modifying behaviour through the psychological theories and principles learnt.

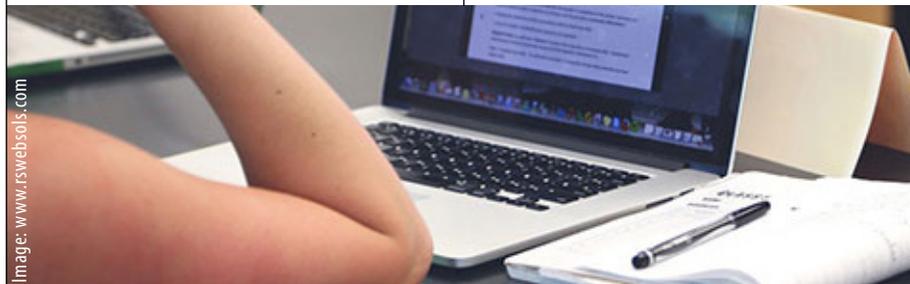


Image: [www.rswbsois.com](http://www.rswbsois.com)

## A GLOBAL PERSPECTIVE

# Gifted learners

enlisted in mainstream schools, without the necessary provisions, will be negatively affected beyond their schooling days

Liane Regnard | Bachelors in Education | Abstract | Part 2 / 2

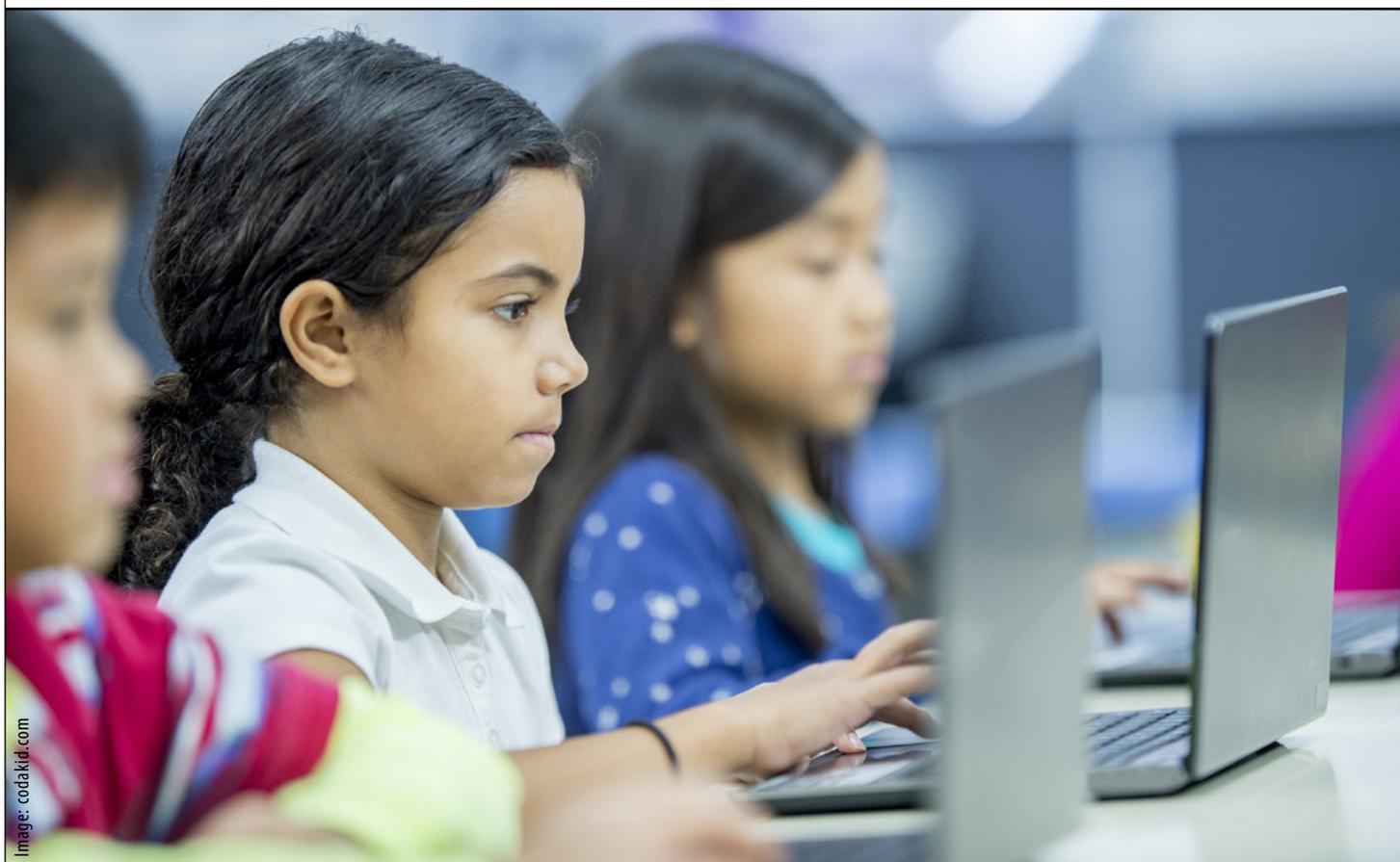


Image: codakid.com

It is further noted that often gifted children may experience antagonism from their Teachers due to a misunderstanding of their behavior.

It is important to recognise that the evidencing of giftedness is part of a developmental process and different characteristics will be exhibited at different times and in different contexts.

**Moltzen** (2011) defines “The view of giftedness as developing potential, rather than fixed ability, has significant implications for parents and educators. From this position, who is and who is not gifted is not of major consequence and ascribing the label “gifted” to a dedicated group (and non-gifted to the others) becomes less of an issue. The focus is more of providing maximum opportunities for gifted behaviours to emerge, as well as an appropriate environment for expertise to develop”.

**Lewis Terma** and **Leta Hollingsworth** (1925) found out that modern intelligence tests have roots in America, were identified primarily on basis of performance in and out of the school. In 1980, American psychologist, **James Catell**, called for the development of a test that would measure the mental ability of gifted children which earned him the title of “Father of the Gifted Movement”.

Some children are highly gifted in areas such as math, writing or music. Then there are those with challenges that affect learning: They could have ADHD, dyslexia or dyscalculia, or perhaps they're autistic or have sensory processing issues. But there are also kids who fit both categories. They are called twice-exceptional, or 2e, which means that they have exceptional ability and disability. They are gifted in some way but they also face learning or developmental challenges. (ARKY, 2016)

Children who are both gifted and challenged can be difficult to understand. Gifted kids can use their strengths to compensate for the special need, and in the process mask their learning problems. Or the special needs can mask the giftedness. In some cases, neither the disability nor the giftedness is recognized.

Once 2e kids are identified, it can still be difficult to get the support these children need in school. If they're in a gifted program, they may be floundering in a certain area. If they're placed in a special-ed program, it may not challenge them, and they may be frustrated and restless. In either case, anxiety, depression, a lack of self-esteem and emotional dysregulation can result, leading to behavior problems.

They may come off as lazy because they're clearly bright but performing poorly in some areas. They may get a lot of criticism from parents and teachers: "You're just not trying on this math!" Their self-esteem suffers and they may experience depression.

Or they seem oppositional to teachers and parents. "Frustrated by their difficulties, they act out in infinite ways, and they get mischaracterized or misunderstood as being argumentative.

Psychologist **James T Webb** states that the one of the things we know about gifted children almost universally is that they are intense. This intensity can make sitting in a regular classroom very frustrating. The research indicates that for most gifted children, from one fourth to one half the regular classroom time is spent waiting for others to catch up. If you're sitting there and your mind is intensely churning, you're likely to be seen as being off task, fidgety, interrupting others, classic behaviors that would be ADHD-like. (WEBB ET AL., 2016)

According to the National Association for Gifted Children (2019), students who have both gifted and learning difficulties require an intervention program that nurtures the gifts and talents

which accommodates learning weaknesses. Talented learners require a supportive environment that values and appreciate individual abilities. A learner who is gifted and talented usually does much better than learners of the same age group and hence requires services or activities not ordinarily provided for the ordinary learner.

The National Association for Gifted Children (2019), identifies that good instruction for gifted learners involve:

- They need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions.
- Learning needs to be paced in response to the student's individual needs. As gifted learners learn at a more

rapid pace than their peers, they need to be educated at an accelerated rate.

- Good teaching for gifted learners requires an understanding of "supported risk." Highly able learners often make very good grades with relative ease for a long time in school. They see themselves (and often rightly so) as expected to make "As," get right answers, and lead the way. In other words, they succeed without "normal" encounters with



Image: www.understood.org



Image: www.vanwellfamily.com

failure. Then, when a teacher presents a high-challenge task, the student feels threatened. Not only has he or she likely not learned to study hard, take risks and strive, but the student's image is threatened as well. A good teacher of gifted students understands that dynamic, and thus invites, cajoles and insists on risk-but in a way that supports success.

In a study (WATVE, 2008) of 53 men between the ages of 30 and 40 years, Watve examined the effects of enriched educational programs during childhood on academic (educational qualifications, acquisition of languages, literature published, etc.), practical (occupational status, income, material-possessions, etc.), and social (leadership performed, special recognitions achieved, membership of

groups, etc.) accomplishments during adulthood. Comparison was made between those men who had participated in 6 years of enriched educational programs during childhood and those equally able men who had not participated in enriched educational programs during childhood. Watve found that those men who participated in enriched educational programs during childhood were more likely than those who had not to have academic and social accomplishments, specifically (a) to achieve basic educational qualifications, (b) to acquire

additional qualifications in addition to basic educational qualifications, (c) to become members of social groups, (d) to conduct training programs, and (e) to deliver talks outside of their academic area.

It was noted that acceleration and enrichment, during childhood and adolescence, seem to contribute to productivity, achievement, and excellence during adulthood (WATVE, 2008). This is consistent with recommendations from the National Association for Gifted Children, who maintain that to educate all of our children and allow them to compete in a global economy in all fields of human endeavor, the nation must provide an environment in which gifted and talented students, along with all our children, can reach their full potential. ... To do otherwise is to shortchange a significant segment of the K-12 population that deserves an appropriate education and can make important contributions to our society. ("NAGC POSITION STATEMENTS & WHITE PAPERS / NATIONAL ASSOCIATION FOR GIFTED CHILDREN", 2020)

A discussion of the childhood experiences of gifted adults leads us to the characteristics, experiences, and needs of gifted individuals

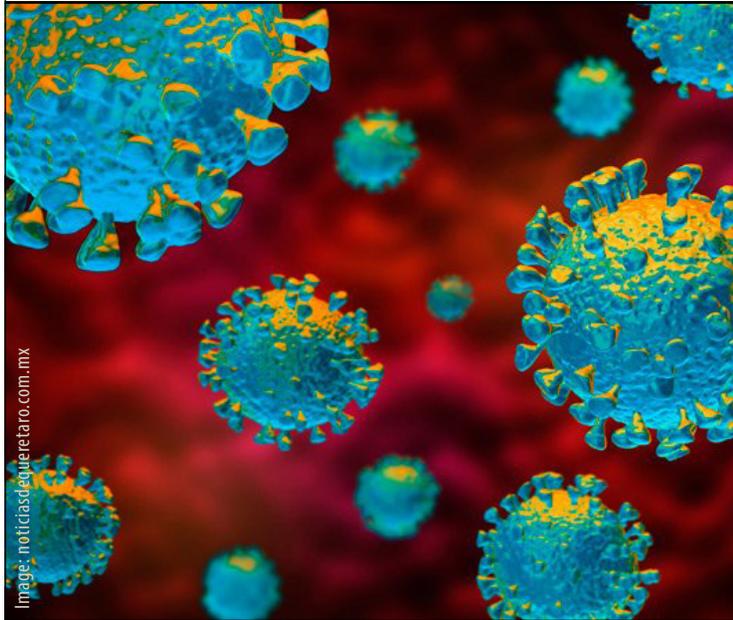
during adulthood. Several researchers discuss anecdotal and observational experiences with gifted adults and describe characteristics of these gifted adults that set them apart from their average ability peers. Lovecky (1986) outlines the following traits of gifted adults: divergent thinking, excitability, sensitivity, perceptivity, and entelechy (i.e., having a goal). Roeper (1991) explains gifted adults have the following characteristics, among others: complex intellectual ability, childlike emotions, feelings of being fundamentally different from others, driven by their giftedness, feelings of being overwhelmed by their own creativity, introversion, need for solitude, need for meaning, individualized methods of learning, able to see patterns of development and growth (trends), need for truth, perfectionism, feelings of being misunderstood, difficulty in understanding the behaviors of others, strong sense of humor, difficulty with authority figures, and strong moral convictions. Tolan (1994) also discusses similar characteristics: emotional intensity, moral sensitivity and concern for justice, and social experiences that depend on finding like-minded others. THE END

A few traits of gifted adults: divergent thinking, excitability, sensitivity, perceptivity, and entelechy

Publications by Students: [aiu.edu/StudentPublication.html](http://aiu.edu/StudentPublication.html)

# Widespread outbreak of coronavirus and disruption of contemporary global sustainability

Dr. Mohammad Shahidul Islam | Academic Advisor at AIU



Coronavirus, namely severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is responsible for coronavirus disease (COVID-19). Coronavirus is emerged in the city of Wuhan, China, in 2019 and has since caused a large scale COVID-19 epidemic and spread to more than 184 other countries is the product of natural evolution.

There is a controversial debate on origin of this this

dangerous virus. Some people convicted the Wuhan Institute of Virology in Wuhan, China for spreading this virus in outside. But there is no scientific evidence of this controversial blame. Genomic structure (genetic sequence) revealed that this virus is 96% similar to one that circulates in bat. So, it can be assumed that the SARS-CoV-2 virus originated in bats and then jumped to humans, perhaps through other animals.

If we end debate on how it got into the human body, we will see severe outbreak of this virus induced disease (COVID-19) since December 2019. As of March 19, 2020 globally 234,073 persons were infected. Out of these, 9,840 died (WHO). Worse scenarios were identified in Italy with 41,035 confirmed cases with 3,407 death tolls. After that Chinese casualties were high with 81,300 confirmed cases and 3,253 death tolls.

Even though these casualties were originated in China but these spread beyond nation boundary. Due to modernized fast communication and necessity of human mobility, these viral disease was transmitted over 185 countries around the globe in just 60 days.

Initially, these viral disease was local environmental issue in the city of Wuhan, China. The virus got transmitted through environmental contact —coughing, sneezing, touching by the infected people. Some people got infected through air born viral particles in the local environment.

The result of these infections caused severe social problems. The vulnerable risk groups together with the infected people were compelled to stay in institutional and home quarantine over long time. These people did not even live with adequate life needs. This caused further physiological and psychological problems to the vulnerable classes.

The obvious results of these environmental and social problems by COVID-19 epidemic caused negative impact on economy. To cut outbreak of this infectious COVID-19 epidemic, worldwide communication became paralyzed. Vulnerable countries lock down their geographical boundaries, suspended land, water and air communications and advised their people not to communicate in and out of the country concerned. These caused complete breakdown of local, regional and global supply chain. If this continues over long time, there will be scarcity of necessary commodities. Effect of this will be revealed in raise in commodity

price. Sooner or later the vulnerable people will need to spend more money to buy their necessary commodities.

Ultimately, this will affect the local, regional and global economy. It will not be unlikely to see another global recession similar to late 2000s. This will have wide spread impact in individual, collective, national, regional and global levels. More people will lose their jobs, value price will go up, individual, collective, national, regional and global trade will shrink. If these happen, there will be severe individual, collective, national, regional and global economic crisis.

This will disrupt three pillars of environmental sustainability:

- Ecology (environment)
- Economy
- Society

We do not want to happen this due to COVID-19 epidemic crisis. We want to maintain the contemporary global environmental sustainability by acting pro-actively and by resisting negative impacts of the COVID-19 epidemic.

# Looking for progress



Image: stevecutts.wordpress.com

With the latest globalization, it seems that the concept we have been bringing in since the Renaissance is very present: human beings are the maximum of creation.

With the Renaissance begins the development of the arts, of the sciences and in the times in which we are living

the technology, and with it, everything that any human being can imagine. We are living so many things that many times we don't know how to identify what we are doing.

According to **Morin**: "Let us remember once again that each one lives a plurality of lives, their own life, the life of their

own, the life of their society, the life of humanity, the life of life". (MORIN, 2011, P. 87)

We live so many lives that we need to know if we really have space for our own life. Society at all levels is looking for progress.

People only have time to work because they say they

are happy when they buy everything that can be sold.

The vast majority of human beings, if not all of them, expect to have a life with everything that can be bought and say that they achieved the desired progress.

A life where progress was achieved is because it was in one place in terms of material goods and now it is in another place of more goods.

This endless race has found answers for some, who in the anguish of unlimited goods, saw that progress understood in that way is a career that never ends.

**Morin** says: "We have lost the promise of progress, but it is a very great progress, finally, to discover that progress was a myth". (MORIN, 2011, P. 71)

It is a myth because you never reach what you are looking for. It is one thing to not have the necessary goods for a decent life and want to overcome that stage and another is to find no limit in this world.

Science advances and advances but the great paradox is that we do and do science and we have many goods, we

work and work and the world we are living in seems to be going in the opposite direction to well-being.

Our planet, the only place where life is possible, protests and protests for all the resources we use to make products and products that are often not necessary.

We are about whether they are renewable resources or not. We are in that it is necessary to eliminate here and there to build life and more artificial life.

Those who benefit from this crazy race say that there is no such climate change, that resources taken in that way are necessary.

This is the beautiful pale blue dot of **Carl Sagan**.

Now we are going to see the life of the beings that live on that planet: they run here and there and every day the tension in which they live increases because they have to work harder and harder to say they are successful.



By Dr. Rosa Hilda Lora M. Advisor at AIU | rosa@aiu.edu

Where is human life going? If you don't buy everything that exists, people say they are poor.

"The Globalization of our days, like previous globalizations, has witnessed increasing prosperity as well as increasing inequality". (DEATON, 2015, P. 21)

The crazy race in which today's society lives must stop for the health of every human being. Globalizations bring poverty along with the wealth of others because all countries cannot change the process of production and distribution of goods as easily as countries that consider themselves rich.

"Almost 1,000 million live in material poverty; millions of children die from the accident of being born in a poor country...". (DEATON, 2015, P. 297)

The infrastructure that needs to be built, to generate global change, another globalization, costs money and all governments do not have it; all employees must also be trained so that they can execute the expected innovations.

The true poor are those described by Deaton: "It is easy to think of the escape from poverty as something related to money: with the possibility of having more and not having to live with the stormy anxiety of not knowing if there will be

enough tomorrow...". (DEATON, 2015, P. 15)

According to Deaton, poverty is also the lack of health services, the lack of food, an adequate living space, freedom and education.

"...when I talk about freedom I mean freedom to live a new life and to do the things that make life worth living...". (DEATON, 2015, P. 18)

Poverty is more than money but one thing is to live as Deaton says and another thing is to live in superabundance.

The change in the treatment we give to our planet is urgent, as is the change in the way we live. We have to learn to enjoy the life we have and stop living in it later. We have to think about what Morin says:

"You have to know how to enjoy the present to love the future". (MORIN, 2011, P. 88)

What to do to get out of the way we treat the only place where life is possible for us and enjoy what we do?

According to Deaton: "The keys to progress are new knowledge, new inventions and new ways of doing things." (DEATON, 2015, P. 26)

Knowledge is at the crossroads: it is done for good and it is done to generate harm.

The new knowledge has to be to generate solutions to the life of the planet and to the life of human beings.

An aim is always sought in every investigation for the benefit of a community, a nation or the world society.

The new inventions must be for the same: quality of life of the planet and human beings. Stop creating weapons and more weapons to say that we live in peace.

It seems that the race in arms production is to have two more world wars: we arm ourselves for war but we live in peace. The new ways of doing things implies time to solve the problems we have as humanity. Also produce to solve our problems instead of producing to earn money.

We can change the treatment we give to our home, to our beloved planet and to the crazy race we carry as humanity.

Now we must add the anguish of the spread of a virus: we do a lot of science, we manufacture many products but we are object to what a very small being wants to do; a virus that brings everyone depending on its spread. Faced with so much science and so much money we are depending on that little being that can do us a lot of harm. There is the fragility of the human species.

Let's look for true progress; to create an inclusive society.

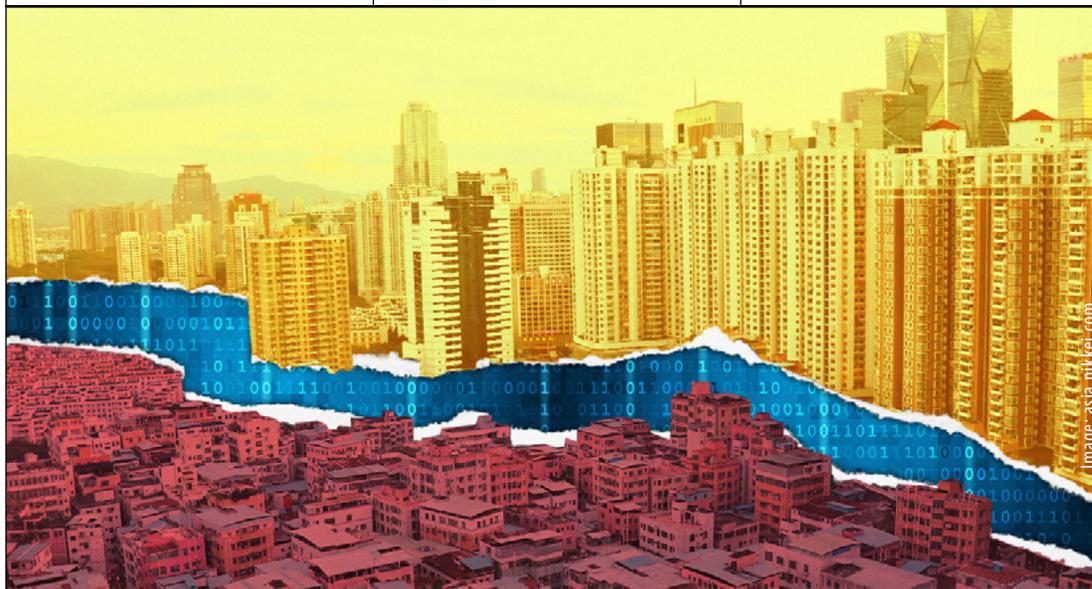
Let us seek progress in a life that means opportunities and spiritual wealth for all.

Let us seek progress in a way of living life where we have time to be human beings and not beings for production.

Let's look for progress in having time to enjoy everything we do instead of seeing work as a way to earn money.

As humanity we can have a quality life that is to be happy because we do what we like, and what we like allows us to have a dignified life, with the immense satisfaction of being human beings who build the world we need as a species.

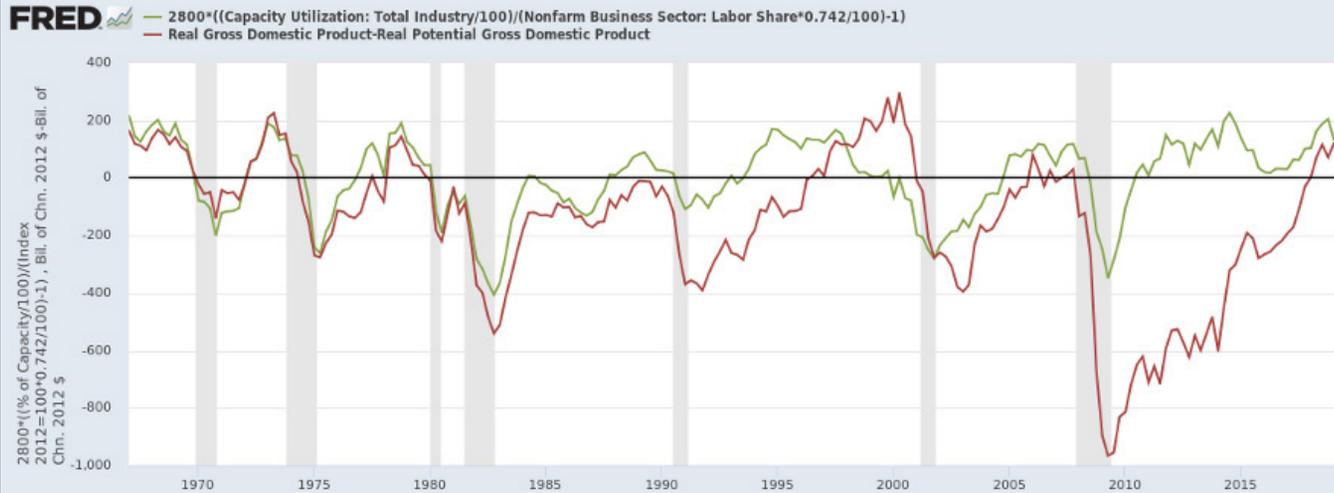
Hands-on work, we can.



**BIBLIOGRAPHY.** Deaton, A. (2015). El Gran Escape. Salud, riqueza y los orígenes de la desigualdad. México: FCE. | Morin, E. (2011). ¿Hacia dónde va el mundo? Barcelona: Paidós | Sagan, Carl. (2003). El Punto azul Pálido, una visión del futuro humano en el espacio. México: Planeta.

# Breaking Paradigms in Economics at AIU

Dr. Edward Lambert | AIU Academic Coordinator



At AIU, we seek to break paradigms with creative innovation. During my doctoral studies at AIU, I researched Effective Demand in economics. I developed various unique and new equations. One such equation was to calculate the output gap for an economy.

The output gap is defined as the difference between real output and potential output. The gap (difference) between potential output and real output is important, because it will tell you how much more room your economy has to grow. The equation is to subtract potential output from real output.

If the difference is negative, this means that real output is still much lower than potential. The economy still has room to grow and this gives reason

for a central bank to keep interest rates lower. If the difference is positive, this means that the real output is reaching potential and the interest rates can rise.

Now it is easy to calculate real output because that is just Gross National Product of a country. However, it is more challenging to determine potential output of an economy.

Since the 2008 crisis, the CBO (Congressional Budget Office) of the United States has struggled to calculate potential output. They have had to revise their estimate many, many times. Economists criticized them for so many adjustments to such an important number.

I developed an equation for the output gap during my doctorate at AIU.

$$= 2800 * (((Capacity\ utilization)/(labor\ share*0.742) - 1)$$

My equation was based on a simple ratio between capacity utilization and labor share. Here is a graph since 1967 of how my equation compared to the official CBO calculation over time. My equation is the green line. The CBO calculation is the red line.

You can see from this graph that after the 2008 recession, the CBO showed a huge negative output gap. It stayed negative until 2018 (10 years later). This large negative output gap gave the Federal Reserve (Central Bank) of the United States reason to keep interests rates low.

You can also see that my number went negative at a standard level. Then actually my number reached a positive

output gap 2 years later and has stayed moderately positive ever since. I had the view that the CBO was wrong. I stated for years that they would eventually return to my calculation, which they did at the beginning of 2019. Then, throughout the 4 quarters of 2019 until now, the CBO number has exactly matched my number as the two lines are now moving in unison.

I never changed my equation, while the CBO adjusted their calculation many times trying to figure out where potential output was. In the end, CBO's number stabilized with my number.

My work here shows that even the most complex concepts in economics can be better explained with simple correct equations.

**This is how we break paradigms at AIU.**

At AIU you have the freedom to discover and innovate new ideas.





LEARNING



# Louis Nirenberg

## The great Canadian-American mathematician.

Louis Nirenberg (died last January, at 94) was one of the most outstanding analysts of the twentieth century. He was a leader in most of the important developments of the theory of linear and nonlinear partial differential equations, in particular, elliptic equations, hypoelliptic equations and their relation to the theory of several complex variables, topological and geometric methods, and free boundary problems.

Louis Nirenberg had many students and collaborators and inspired generations of mathematicians. His generosity and work will continue to have a profound influence. In an interview in the *Notices of the AMS*, April 2002, Nirenberg said “One of the wonders of

mathematics is you go somewhere in the world and you meet other mathematicians, and it is like one big family. This large family is a wonderful joy.”

Nirenberg was the Abel Prize recipient together with John F. Nash Jr. in 2015 and received the prize “for striking and seminal contributions to the theory of nonlinear partial differential equations and its applications to geometric analysis.”

He was a frequent speaker and lecturer at Fields Institute workshops and seminars. ...

Read full text: <http://www.fields.utoronto.ca/news/Canadian-American-mathematician-Louis-Nirenberg-dies-94>

# Ghibli films on Netflix

## Why Hayao Miyazaki finally said yes.

Hayao Miyazaki is reputed for his distaste for electronic devices, so it surprised fans when Netflix announced it was releasing 21 Studio Ghibli films to the masses via its platform, which is created predominantly for mobile screens. To top it all off, the movies have been subtitled in 28 languages and dubbed in up to 20 languages for the first time ever. ...

So, what happened? Studio Ghibli cofounder and long-time friend of the filmmaker, Toshio Suzuki, revealed it all during a recent live talk event in Tokyo's Shibuya Ward.

Suzuki was reported by *SoraNews24* to say, “Theaters and DVDs are important, but I think distribution is also

important.” To convince Miyazaki, who was less familiar with the idea of digital distribution, to lift the unofficial “ban,” he persuaded, “The money it brings in can cover production costs for your movie.”

As fans might be aware, Miyazaki went out of retirement to start on one last feature film. However, the process is running longer than usual, and Suzuki reasoned that this would require a higher budget. “I told him this can cover the production costs for that movie,” Suzuki expressed. “When I said that, he said, ‘Well, there’s nothing I can do, then.’” ... Read full text: <https://designtaxi.com/news/408975/Why-Hayao-Miyazaki-Finally-Said-Yes-To-Allowing-Studio-Ghibli-Films-On-Netflix/>



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## Fast DNA sequencing

Can offer diagnostic clues to help newborns.

When **Nathaly Sweeney** launched her career as a pediatric heart specialist a few years ago, she says, it was a struggle to anticipate which babies would need emergency surgery or when. ... “There was no rhyme or reason who was coming to the intensive care unit over and over again, versus the ones that were doing well.”

Now, just a few years later, **Sweeney** has at her fingertips the results of the complete genome sequence of her sickest patients in a couple of days.

That’s because of remarkable strides in the speed at which genomes can be sequenced and analyzed. Doctors who treat newborns in the intensive care unit are turning to this technology to help them diagnose their difficult cases.

**Sweeney** sees her tiny patients in

the neonatal intensive care unit of Rady Children’s Hospital in San Diego. Doctors there can figure out what’s wrong with about two-thirds of these newborns without a pricey DNA test. The rest have been medical mysteries.

“We had patients that were lying here in the hospital for six or seven months, not doing very well,” she says. “The physicians would refer them for rapid genome sequencing and would diagnose them with something we didn’t even think of!”

Rady’s Institute for Genomic Medicine has now sequenced the genomes of more than 1,000 newborns. ... *Read full text:* <https://www.npr.org/sections/health-shots/2019/10/28/773018205/fast-dna-sequencing-can-offer-diagnostic-clues-when-newborns-need-intensive-care>

## Strange microbe

May mark one of life’s great leaps.

A bizarre tentacled microbe discovered on the floor of the Pacific Ocean may help explain the origins of complex life on this planet and solve one of the deepest mysteries in biology, scientists reported last January.

Two billion years ago, simple cells gave rise to far more complex cells. Biologists have struggled for decades to learn how it happened. Scientists have long known that there must have been predecessors along the evolutionary road. But to judge from the fossil record, complex cells simply appeared out of nowhere. The new species, called *Prometheoarchaeum*, turns out to be just such a transitional form, helping

to explain the origins of all animals, plants, fungi —and, of course, humans. The research was reported in the journal *Nature*.

“It’s actually quite cool —it’s going to have a big impact on science,” said **Christa Schleper**, a microbiologist at the University of Vienna who was not involved in the new study.

Our cells are stuffed with containers. They store DNA in a nucleus, and generate fuel in compartments called mitochondria. They destroy old proteins inside tiny housekeeping machines called lysosomes. ... *Read full text:* <https://www.nytimes.com/2020/01/15/science/cells-eukaryotes-archaea.html>

### A scanning electron microscopy image of *Prometheoarchaeum syntrophicum*.

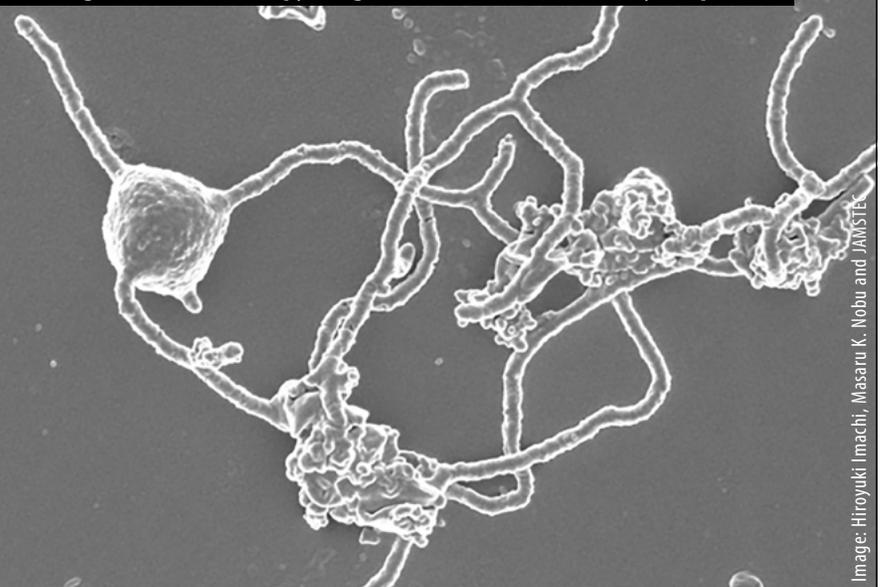


Image: Hiroyuki Imachi, Masaru K. Nobu and JAMSTEC

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## Napkinized serviettes

KFC Middle East has launched special 'NAPKINIZED' serviettes so customers can easily clean up after scarfing down on fried chicken without utensils.

Together with creative agency TBWA\RAAD, the fast food chain transformed its menus, posters, flyers and cashier receipts into special ink-resistant napkins.

The duo used a customized UV printer machine with bio-degradable and eco-friendly ink formula, ensuring the napkins are safe to use after customers chow their food. The 'NAPKINIZED' serviettes will be rolled out across the 87 chains in the UAE and Lebanon. ... *Read full text:* <https://designtaxi.com/news/408772/KFC-Turns-Receipts-Into-Napkins-So-Customers-Can-Eat-With-Hands-Hassle-Free/>

# Reinventing makeup

## Terri Bryant is using her Parkinson's diagnosis to do it.

Many of us take our abilities for granted, and it can be easy to overlook how having steady hands makes everything from making lunch to applying makeup super easy. But our ability to flick an eyeliner wing, paint on eyebrows hair by hair, or even comb mascara through our lashes could one day change. That's what happened to makeup artist **Terri Bryant**.

"Five years later, she was diagnosed with Parkinson's Disease, a nervous system disorder that can cause tremors and loss of balance, among other symptoms. As soon as she received her diagnosis, **Bryant** feared she might completely lose her ability to apply makeup due to shaking hands.

Her changing abilities have since

required her to rethink the tools she uses to apply makeup. Many of her traditional tools weren't providing the stability she needed and knew was achievable, so she starting meeting with ergonomic experts and developing her own. That research and dedication resulted in Guide Beauty, her new cosmetics brand.

The brand's shining star is its eyeliner, thanks to the unique tool **Bryant** has developed for applying it. It comes with a rounded-triangle-shaped pot and lid, which are designed to help the user grip and control it with ease. ...

*Read full text:* <https://www.msn.com/en-us/lifestyle/beauty/how-makeup-artist-terri-bryant-is-using-her-parkinsons-diagnosis-to-reinvent-makeup/ar-BB10mKLS>



## Ripple suit

### Offers sex aid to people with disabilities.

Designers **Hsin-Jou Huang**, **Szu-Ying Lai** and **Chia-Ning Hsu** help people with disabilities to fulfil their sexual needs with a three-part masturbation tool that includes a bodysuit, a mask and a remote control.

The sex aid kit, called Ripple, is designed for people with moderate to severe functional limitations, who require caregivers to assist them in day-to-day tasks.

It works to stimulate all the senses, including touch, sight, sound and smell, through three different objects: a cushioned, inflatable body suit, a remote with a receiver, and an eye mask with earphones, which also releases pheromones. ...

*Read full text:* <https://www.dezeen.com/2019/07/24/ripple-masturbation-suit-sex-aid-design/>

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Image: www.nytimes.com

## Stop touching your face

Here are some useful tips to achieve this mission.

Face-touching rewards us by relieving momentary discomforts like itches and muscle tension. These discomforts usually pass within a minute, but face-touching provides immediate relief that eventually makes it a habitual response that resists change. ...

**1 Change habitual behaviors.** The first step in reducing face-touching is becoming aware of it. Each time you touch your face, notice the urge or sensation that preceded it and the situation you were in –what you were doing, where you were physically or what you were feeling emotionally. You can write it down in a log.

**2 Create new responses.** When you feel the urge to touch your face, you can clench your fists, sit on your hands, press your palms onto the tops

of your thighs or stretch your arms straight down at your sides. This competing response should be inconspicuous and use a position that can be held for at least a minute. Use the competing response for as long as the urge to touch your face persists.

**3 Manage your triggers.** Changing your environment can reduce your urges to touch your face and your need to use alternative responses. If your glasses keep slipping off your nose, you can use ear hooks or hair ties to prevent slippage. Use your log to figure out what situations or emotions are associated with your face-touching. Also: face it, you may not be able to stop ... *Read full text: <https://theconversation.com/how-to-stop-touching-your-face-to-minimize-spread-of-coronavirus-and-other-germs-133683>*

## Boost your immune system

What can you do to improve your health and avoid bugs?

Seeing as our bodies contain more cells belonging to microbes, such as bacteria and yeasts, than human ones, let's start with the microbiome. "We live in a symbiotic relationship with our gut bacteria," says Prof **Arne Akbar**, the president of the British Society for Immunology and a professor at University College, London. "Anything we do that alters that can be detrimental." Not only do our microbes form protective barriers, they also programme our immune systems. ... To feed your gut flora, **Cruickshank** recommends "eating a more varied diet with lots of high-fibre foods". ... the more plant foods you consume, the better. Kefir yoghurt and pickles such as sauerkraut and kimchi are among the fermented delicacies.

To be immunologically fit, you need to be physically fit. "White blood cells can be quite sedentary," says **Akbar**. "Exercise mobilises them by increasing your blood flow, so they can do their surveillance jobs and seek and destroy in other parts of the body."

Heavy drinking also depletes our immune cells. "Some studies have suggested that the first-line-of-defence macrophages are not as effective in people who have had a lot of alcohol," says **Cruickshank**.

**Cruickshank** says that vitamin D has become a hot topic in immunology. "It is used by our macrophages ...

*Read full text: <https://www.theguardian.com/lifeandstyle/2020/mar/08/how-to-boost-your-immune-system-to-avoid-colds-and-coronavirus>*



Illustration: Guardian Design Team

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Image: Martin Zwick/Getty Images

Thermal vents in Iceland's Kerlingarfjöll Mountains.

## Geothermal power

### How long could the world run on it?

If everyone went 100 percent geothermal today, Earth's store of thermal energy would still outlive the sun.

Just two major energy technologies, nuclear and geothermal, aren't beholden to the sun. A nuclear power plant makes steam to spin a turbine. The energy comes from breaking apart high-mass atoms like uranium into smaller pieces. Since the mass of the products is slightly less than the mass of the starting atom, you get energy. We know that from Einstein's famous  $E = mc^2$  equation.

But where does the starting atom get this energy? The answer: an exploding star. The extreme energy of a supernova creates conditions to fuse smaller elements into heavier ones. Then, billions of years later, we get that energy

back in a nuclear reactor.

Now for geothermal. Maybe this is the best power source we have —it uses the thermal energy from the interior of the Earth to create electrical energy. It's like free money. But you should always question free money (or free energy). So, here are two things to consider: Where does this thermal energy even come from? And how long would this energy source last before we used it up? ... For the interior of the Earth, this thermal energy comes from two sources: gravity and radioactivity. ... Even with low-end estimates, We should be able to get 17 billion years of free power —without any carbon dioxide emissions or nuclear waste. ...

*Read full text:* <https://globalpossibilities.org/how-long-could-the-world-run-on-geothermal-power/>

## Coffee and chocolate

### Your habit of them could be fueling malaria.

Many of the world's favorite food and drinks could be fanning the flames of malaria, according to a new study. Products such as coffee, cocoa, tobacco, tea, beef, soybeans, and palm oil require huge amounts of land to satisfy intense demand from developed countries and help to fuel forest clearing in many tropical regions of the world. The environmental cost of deforestation is fairly widely understood, but what does it have to do with malaria?

Previous research has shown that deforestation can help create the ideal conditions for Anopheles mosquitoes to thrive, the females of which can pick up and spread the parasite responsible for malaria. Deforestation can help foster warmer environments

with fewer predators, the perfect setting for mosquitos. Paired with this, the chopping down of trees reduces the absorption of water and exposes more land to sunlight, creating an increasing number of warm pools of standing water that mosquitoes use for breeding grounds.

Reported in the journal Nature Communications, researchers from the University of Sydney have assessed how much the deforestation-driven malaria risk can be attributed to demand for widely traded commodities. They estimate up to 20% of the malaria risk to humans in deforestation hotspots is driven by ... *Read full text:*

*https://www.iflscience.com/environment/your-coffee-and-chocolate-habit-could-be-fueling-malaria/*



Image: www.visitmexico.com

**Eco Tip:** Preserve fruit and vegetables that you grow, to eat them throughout the year. Change your life, get sustainable. Visit **MyAIU Knowledge**



# Refugee camps

## No soap, little water, and no way out.

In the infamous Moria camp on the Greek island of Lesbos, 26,000 migrants eke out a desperate existence in a facility built for just 2,800. The paths are strewn with garbage and sewage pipes burst often. Residents line up for hours for a chance to shower, and even then, there's no hot water.

Families sleep cheek by jowl in tents. Scabies, lice, and respiratory problems are commonplace. It's far from the new life in Europe they hoped for — and it's the perfect breeding ground for the coronavirus.

As COVID-19 threatens Moria, and other camps like it in Europe and the Middle East, aid agencies are scrambling to prepare for what they fear will be a devastating outbreak.

Concerns have grown so severe that Doctors Without Borders called Thursday (March 12) for Moria and others on the Greek islands to be evacuated immediately. Fears about the situation have surged in recent days since the first case of the coronavirus was confirmed on Lesbos.

"In some parts of Moria camp there is just one water tap for every 1,300 people, and no soap available," said **Hilde Vochten**, the organization's medical coordinator in Greece.

"Families of five or six have to sleep in spaces of no more than three square meters [32 square feet]. This means that ... *Read full text: [https://www.vice.com/en\\_us/article/v74q3b/no-soap-little-water-and-no-way-out-refugee-camps-brace-for-coronavirus](https://www.vice.com/en_us/article/v74q3b/no-soap-little-water-and-no-way-out-refugee-camps-brace-for-coronavirus)*

# Megafauna in danger

## The freshwater giants are dying.

Some of the most astonishing creatures on Earth hide deep in rivers and lakes: giant catfish weighing over 600 pounds, stingrays the length of Volkswagen Beetles, six-foot-long trout that can swallow a mouse whole.

There are about 200 species of so-called freshwater megafauna, but compared to their terrestrial and marine counterparts, they are poorly studied by scientists and little known to the public. And they are quietly disappearing.

Following an exhaustive survey throughout the Yangtze River basin, researchers this month declared the Chinese paddlefish officially extinct. The paddlefish, last seen alive in 2003,

could grow up to 23 feet long and once inhabited many of China's rivers, but overfishing and dams decimated their populations. The paddlefish may be a harbinger for many other giant fish. According to research published in August in *Global Change Biology*, freshwater megafauna have declined by 88 percent worldwide in recent years.

"This study is a first step," said **Zeb Hogan**, an aquatic ecologist at the University of Nevada, Reno, and a co-author of the research. "We want to go beyond just studying conservation status and look at ways to try to improve the situation for these animals." ... *Read full text: <https://www.nytimes.com/2020/01/21/science/freshwater-megafauna-endangered.html>*

The giant devil catfish, or goonch, found in the rivers of Southeast Asia, can measure nearly seven feet long and can weigh more than 200 pounds.



Image: Zeb Hogan, UNR Global Water Center

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CAMPUS

ADAPTATION

# How to work from home

## and not feel like a lonely garbage slug.



**Don't start working the moment you wake up.** It's very easy to open your laptop first thing and get sucked into emails... and then not come up for air until noon. Make a point to not look at your work emails until you've gotten up and moving and are feeling a bit more human.

At the very least, wash your face, brush your teeth, and put on clean underwear (the holy trinity of "bare minimum steps to not feeling gross").

**Put on clean day pajamas.** Make a point to change out of whatever you slept in and into something cleanish and comfortable before you start working for the day.

**Alternatively, put on something that makes you feel vaguely active or put-together.** Wearing sneakers while I'm at home makes me more amenable to getting up and moving around, and ultimately less sluggish. Figure

out what makes you feel like you're Working, and do that.

**Don't work from your bed.** If your bed is comfortable and/or you don't have a great desk setup, it's tempting to spend the day there... but what feels nice at 8 a.m. can feel unkempt at 3 p.m. Set up in another place in your home, and consider relocating throughout the day.

But if you must work from your bed, at least make your

bed. It really is the little things that make all the difference.

**Make a point to actually talk to other people.** When you're working remotely, it's very easy to not interact with any other humans in real life.

If spreading germs is a serious concern, have phone conversations with other humans (co-workers or friends).

**Figure out lunch.** Decide in the morning what your meal plan is for the day, and set an alarm to remind you to actually do it.

If you're going to be working remotely for a few days, it's worth buying sandwich supplies, canned soup, eggs, frozen pierogies, or other foods you can quickly and easily turn into something resembling a balanced meal.

**Don't stress too much about being productive.** You need to do your job when you're working remotely, but freaking out about it to the point that you're not willing to take a shower or eat lunch isn't helpful.

**And try not to get overly caught up in performing productivity at the expense of everything else.** Be aware of the degree to which you want to "seem" present on your e-mail —and don't overdo it to the detriment of your work. Instead, let your manager and coworkers know when you're stepping out for lunch, taking your dog out, etc.

**Set a quitting time and make a plan for the evening.** When you don't have office rhythms to mark the passage of time, it's very easy to lose track of your evening entirely and find yourself e-mailing your co-workers well after the time you normally would have gone home. You may want to make a calendar event or set an alarm to remind you to log off at a normal hour.

Make plans for the evening so you know what to do with yourself once the day is over. If you're staying home to avoid a viral outbreak (or because you are sick), your plan for the evening might not be going out. Even just deciding, I'm going to stop working at 6 tonight, and then I'm going to make soup, can be enough to keep you from sliding into a state of decrepitude. ...

Read full text: [https://www.vice.com/en\\_us/article/k7expe/how-to-work-remotely-coronavirus](https://www.vice.com/en_us/article/k7expe/how-to-work-remotely-coronavirus)

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— Laurie Brandon, high school English and social studies teacher ”

Source: [www.neamb.com](http://www.neamb.com)



**Zelda ocarina.** 12 hole tenor ocarina about 6 inches long with a pitch range from A4 to F6. Includes a free online instructional booklet, Zelda Songbook Volume One and the newest Final Fantasy Songbook. [www.stlocarina.com](http://www.stlocarina.com)

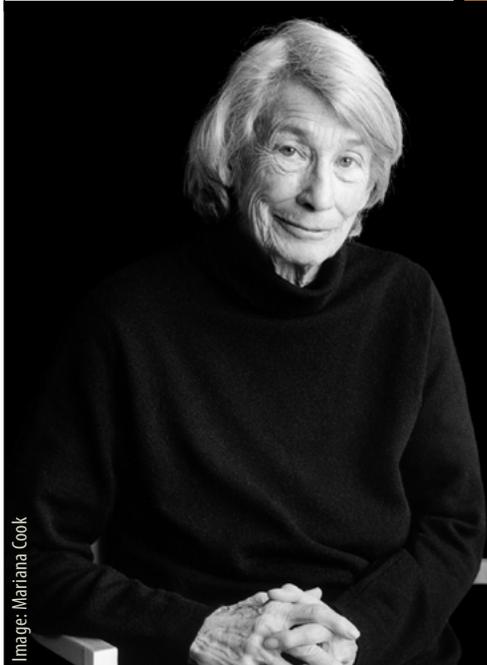


Image: Mariana Cook

“Instructions for living a life. Pay attention. Be astonished. Tell about it.”

— Mary Jean Oliver. 1935 – 2019. American poet who won the National Book Award and the Pulitzer Prize.



**Patagonia.** Bags and backpacks. The Black Hole series is now made from recycled products. [www.patagonia.com](http://www.patagonia.com)

**BACHELOR OF**  
**Metallurgy Engineering**  
**SCHOOL OF SCIENCE AND ENGINEERING**



Image: www.confluenceedu.com

The Bachelor of Metallurgy Engineering program objective is to provide students with a thorough grounding in the fundamentals that would allow a graduate to function effectively in industry or continue on to graduate school. The Bachelor of Metallurgy Engineering 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 Metallurgy Engineering 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](http://www.aiu.edu/CourseCurriculum.html)

**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)

**Core Courses and Topics**

- Biomaterials
- Failure and protection of metals
- Polymers
- Ceramics and composites
- Safety engineering
- Internal combustion engines
- Automotive heating, ventilating and air conditioning
- Fasteners and bolted joints

- Polymer materials and processes
- Thermodynamics
- Engineering cost analysis
- Mechanical engineering graphics
- Mechanics of materials
- Manufacturing processes
- Fluid mechanics
- Kinematics & dynamics of machines
- Design of machine elements
- Computer aided engineering
- Heat transfer
- Robotics application
- Engineering projects
- Mechanical vibrations
- Finite element analysis
- Micromechanics of materials
- Fundamentals of quality systems
- Electromechanical energy conversion
- Digital systems

**Research Project**

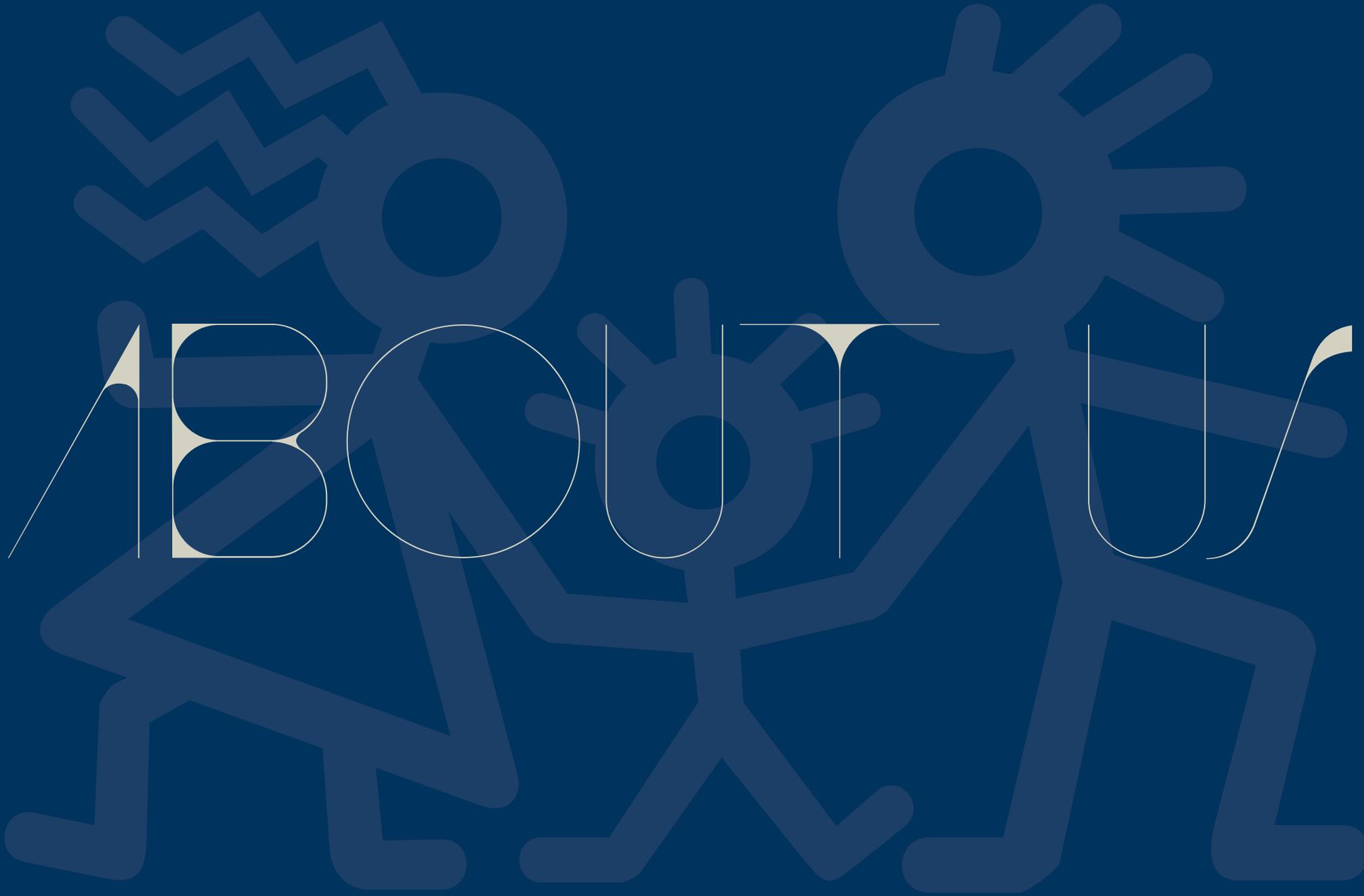
- Bachelor Thesis Project
- MBM300 Thesis Proposal
- MBM302 Bachelor Thesis (5000 words)

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

**Contact us to get started**

Submit your **Online Application**, paste your resume and any additional comments/questions in the area provided. [aiu.edu/apply-online.html](http://aiu.edu/apply-online.html)  
 Pioneer Plaza/900 Fort Street Mall 905  
 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 (ASIC). ASIC Accreditation is an internationally renowned quality standard for colleges and universities. Visit ASIC's Directory of Accredited Colleges and Universities. ASIC 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). The University is based in the United States and was established by corporate charter in 1998.

Our founding principles are based on the United Nations Universal Declaration of Human Rights; per article 26, AIU believes that Higher Education is a Human Right. The University has implemented a paradigm shifting educational model for its academic programs that have allowed it to move closer to this goal through the self-empowerment of its students, decentralization of the learning process, personalized open curriculum design, a sustainable learning model, developing 11 core elements of the Human Condition within MYAIU, and utilizing the quasi-infinite knowledge through the use of information technology combined with our own capacity to find solutions to all types of global issues, dynamic problems, and those of individuals and multi-disciplinary teams. Due to these differentiations and the university's mission, only a reputable accrediting agency with the vision and plasticity to integrate and adapt its processes around AIU's proven and successful innovative programs could be selected. Unfortunately, the vast majority of accrediting agencies adhere to and follow obsolete processes and requirements that have outlived their usefulness and are in direct conflict with the university's mission of offering a unique, dynamic, affordable, quality higher education to the non-traditional student (one who must work, study what he really needs for professional advancement, attend family issues, etc.).

We believe that adopting outdated requirements and processes would impose increased financial burdens on students while severely limiting their opportunities to earn their degree and advance in all aspects. Thus, in selecting the ASIC as its accrediting agency, AIU ensured that its unique programs would not be transformed into a copy or clone of those offered by the

10,000+ colleges and universities around the world. Since ASIC is an international accrediting agency based outside the United States, we are required by statute HRS446E to place the following disclaimer: ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the United States and abroad, 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. Potential students should consider how the above may affect their interests, AIU respects the unique rules and regulations of each country and does not seek to influence the respective authorities. In the event that a prospective student wishes to carry out any government review or process in regards to his university degree, we recommend that the requirements of such are explored in detail with the relevant authorities by the prospective student as the university does not intervene in such processes.

AIU students can be found in over 180 countries, they actively participate and volunteer in their communities as part of their academic program and have allocated thousands of service hours to diverse causes and initiatives. AIU programs follow the standards commonly used by colleges and universities in the United States with regards to the following: academic program structure, degree issued, transcript, and other graduation documents.



AIU graduation documents can include an apostille and authentication from the US Department of State to facilitate their use internationally.

### 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

<b>Dr. Franklin Valcin</b> PRESIDENT/ACADEMIC DEAN	<b>Dr. José Mercado</b> CHIEF EXECUTIVE OFFICER CHAIRMAN OF THE BOARD OF TRUSTEES	<b>Ricardo González, PhD</b> PROVOST
<b>Dr. Ricardo Gonzalez</b> CHIEF OPERATION OFFICER AND MKT DIRECTOR	<b>Linda Collazo</b> LOGISTICS COORDINATOR	<b>Dr. Silvia Restorff</b> ACADEMIC ADVISOR
<b>Dr. Miriam Garibaldi</b> VICEPROVOST FOR RESEARCH	<b>Irina Ivashuk</b> ALUMNI ASSOCIATION COORDINATOR	<b>Dr. Prakash Menon</b> ACADEMIC ADVISOR
<b>Ofelia Hernandez</b> DIRECTOR OF AIU	<b>Carlos Aponte</b> TELECOMMUNICATIONS COORDINATOR	<b>Dr. Nilani Ljunggren De Silva</b> ACADEMIC ADVISOR
<b>Clara Margalef</b> DIRECTOR OF SPECIAL PROJECTS OF AIU	<b>David Jung</b> CORPORATE/LEGAL COUNSEL	<b>Dr. Scott Wilson</b> ACADEMIC ADVISOR
<b>Juan Pablo Moreno</b> DIRECTOR OF OPERATIONS	<b>Bruce Kim</b> ADVISOR/CONSULTANT	<b>Dr. Mohammad Shaidul Islam</b> ACADEMIC ADVISOR
<b>Paula Viera</b> DIRECTOR OF INTELLIGENCE SYSTEMS	<b>Thomas Kim</b> CORPORATE/ ACCOUNTING COUNSEL	<b>Dr. Edgar Colon</b> ACADEMIC ADVISOR
<b>Felipe Gomez</b> DESIGN DIRECTOR / IT SUPERVISOR	<b>Camila Correa</b> QUALITY ASSURANCE COORDINATOR	<b>Deborah Rodriguez</b> ACADEMIC TUTOR COORDINATOR
<b>Daritza Ysla</b> IT COORDINATOR	<b>Maricela Esparza</b> ADMINISTRATIVE COORDINATOR	<b>Cyndy Dominguez</b> ACADEMIC TUTOR COORDINATOR
<b>Nadeem Awan</b> CHIEF PROGRAMMING OFFICER	<b>Chris Benjamin</b> IT AND HOSTING SUPPORT	<b>Kimberly Diaz</b> ADMISSIONS SUPPORT TUTOR
<b>Dr. Jack Rosenzweig</b> DEAN OF ACADEMIC AFFAIRS	<b>Mayra Bolivar</b> ACCOUNTING COORDINATOR	<b>Amalia Aldrett</b> ADMISSIONS COORDINATOR
<b>Dr. Edward Lambert</b> ACADEMIC DIRECTOR	<b>Roberto Aldrett</b> COMMUNICATIONS COORDINATOR	<b>Sandra Garcia</b> ADMISSIONS COORDINATOR
<b>Dr. Ariadna Romero</b> ADVISOR COORDINATOR	<b>Giovanni Castillo</b> IT SUPPORT	<b>Jose Neuhaus</b> ADMISSIONS SUPPORT
<b>Nadia Gabaldon</b> ACADEMIC COORDINATOR	<b>Jaime Rotlewicz</b> DEAN OF ADMISSIONS	<b>Junko Shimizu</b> ADMISSIONS COORDINATOR
<b>Jhanzaib Awan</b> SENIOR PROGRAMMER	<b>Dr. Mario Rios</b> ACADEMIC ADVISOR	<b>Veronica Amuz</b> ADMISSIONS COORDINATOR
<b>Leonardo Salas</b> HUMAN RESOURCE MANAGER	<b>Michael Phillips</b> REGISTRAR'S OFFICE	<b>Alba Ochoa</b> ADMISSIONS COORDINATOR
<b>Benjamin Joseph</b> IT AND TECHNOLOGY SUPPORT		<b>Jenis Garcia</b> ADMISSIONS COUNSELOR
<b>Rosie Perez</b> FINANCE COORDINATOR		<b>Rene Cordon</b> ADMISSIONS SUPPORT
		<b>Chris Soto</b> ADMISSIONS COUNSELOR
<b>FACULTY AND STAFF PAGE:</b> <a href="http://www.aiu.edu/FacultyStaff.html">www.aiu.edu/FacultyStaff.html</a>		

**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.

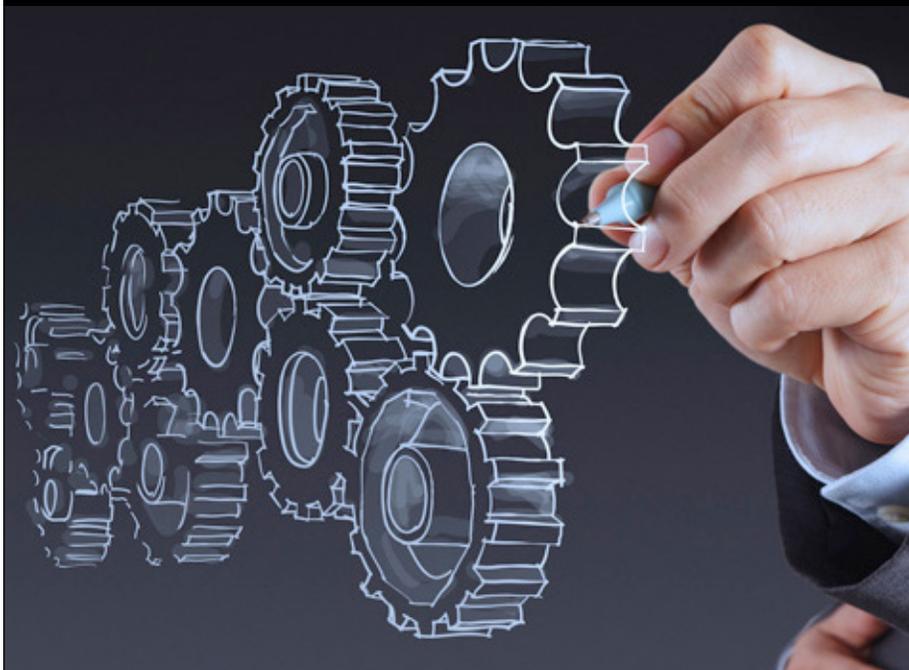
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, 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 21<sup>st</sup> 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 21<sup>st</sup> 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](http://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.

Pioneer Plaza / 900 Fort Street Mall 905

Honolulu, HI 96813

800-993-0066 (Toll Free in US)

[info@aiu.edu](mailto:info@aiu.edu)

808-924-9567 (Internationally)

[www.aiu.edu](http://www.aiu.edu)

### Online application:

[www.aiu.edu/apply3\\_phone.aspx](http://www.aiu.edu/apply3_phone.aspx)