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+ Art + Design + Body + Mind + Spirit + Environment + Human Rights
+ Animal Rights + Video and Communication + About AIU**

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Campus Mundi
MY AIU MAGAZINE
Year 7, #80
July 2020
www.aiu.edu

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of this magazine
with you
in mind
—to inspire you
and make you
think

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Two books published



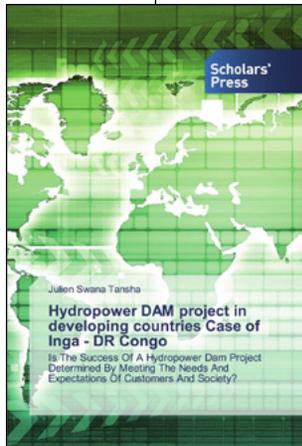
JUNE 5, 2020. One of our graduates, **Julien Swana Tansha**, has published 2

books through Scholars-Press.

1. Hydropower Dam Project in Developing Countries Case of Inga DR Congo.

<https://morebooks.de/store/gb/book/hydropower-dam-project-in-developing-countries-case-of-inga-dr-congo/>
[isbn/978-613-8-92731-0](https://doi.org/10.1007/978-613-8-92731-0)

SUMMARY: In this book, we discuss the effects of the Inga 1, Inga 2, and the High power-line Inga-Shaba (Katanga) on the customers and the whole Congolese society. ... Following our findings, the needs and expectations of customers and the whole society, potential customers of the National Company of Electricity, were neglected by the persons who decided the initiation and the implementation of the three projects. The meeting of these needs and expectations

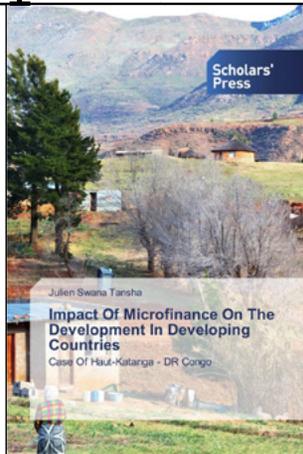


is very determining for the success of the latter. We conclude by making some propositions to avoid similar errors in the initiation and implementation of the Projects Inga 3 and 4.

2. Impact of Microfinance on Development in Developing Countries Case of Haut-Katanga DR Congo.

<https://morebooks.de/store/gb/book/impact-of-microfinance-on-the-development-in-developing-countries/>
[isbn/978-613-8-92814-0](https://doi.org/10.1007/978-613-8-92814-0)

SUMMARY: This book is about an exploratory case study of the impact of microfinance on poverty reduction in a developing country. The existing literature is highly divergent about the effectiveness of microfinance as a tool for poverty reduction. This situation shows the need for further research in order to provide a better



understanding of the microfinance impact on poverty reduction and the microfinance failure to reach needy people living in remote rural areas. The researcher conducted an online survey with the heads of households

recipient and non-recipient of microfinance, living in the Haut-Katanga - D R of Congo. Only forty recipients and twenty non-recipients of microfinance responded to the survey due to the difficulties of access to the internet. A multidimensional approach of measurement of poverty and the “Alkire and Foster index” was used as a method and tool of data analysis. The size of the sample and the restrictions encountered in the study did not permit to make concrete conclusions. Finally, the author makes some reflections on the findings and the issues that arise in studying microfinance in DRC.

Julien Swana Tansha has completed a Doctorate program in Business Management at AIU.

21TH INTERNATIONAL CONFERENCE ON Knowledge, Culture, and Change in Organizations



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ARGENTINA

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DOCTOR OF PHILOSOPHY
TRAUMA, GRIEF AND DISASTER RELIEF
BARBADOS

Fernando González Torrico
MASTER OF PSYCHOLOGY
PSYCHOTHERAPY
BOLIVIA

Roland Sama Tamon
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DOCTOR OF LEGAL STUDIES
HUMAN RIGHTS
COLOMBIA

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HUMAN DEVELOPMENT
DEMOCRATIC REPUBLIC OF CONGO (DRC)

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POLITICAL ECONOMICS
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SOCIAL SCIENCES
DOMINICAN REPUBLIC

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ETHICS AND POLITICAL PARTIES
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PHYSICAL EDUCATION AND SPORTS
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MANAGEMENT, QUALITY AND EDU. DIDACTICS
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EQUATORIAL GUINEA

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CIVIL ENGINEERING
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Rahwa Ghebremedhn
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FINANCE
ERITREA

George Mfanakatiwa Nkambule
BACHELOR OF ENGINEERING
MECHANICAL ENGINEERING
ESWATINI

Adamu Zerihun Gelaw
DOCTOR OF SCIENCE
NUTRITION
ETHIOPIA

This month we have graduates from: Argentina · Barbados · Bolivia · Cameroon · Canada · Colombia · Democratic Republic of Congo · Dominican Republic · Ecuador · El Salvador · Equatorial Guinea · Eritrea · Eswatini · Ethiopia

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Chidiebere Nwokocha
Master of Public Health
May 15, 2020

“I am excited to talk about my experience at **Atlantic International University**, during the course of my training and studies to complete my Master of Public Health (MPH), degree in the University.

You need to understand how much I cherished the opportunity given to me to do this program. Prior to my admission into the University, I had trained in two postgraduate medical colleges in Nigeria and West Africa in the areas of Public Health and Community Health. Being a brilliant student that graduated at a tender age of 23 from a prestigious Nigerian University considered the best at that time-University of Nigeria, Nsukka and Enugu Campuses from the College of Medicine. Having suffered all kinds of hindrances to my academic advancement since my graduation 26 years ago, in February 1994, including unfair treatments in the hands of cruel and selfish and hateful colleagues, some of who were paid or bought to truncate my academic programs including the residency programs I mentioned above, I found this opportunity, golden. I believe that this kind of opportunity, to use your previous

experiences and trainings to train yourself, while taking advantage of guidance from qualified and experienced supervisors, is God-given. I therefore cherished and still cherish every moment that I spent doing this wonderful program.

Firstly, some of the courses offered by this institution with Andragogy, have helped me tremendously to improve and to increase my knowledge of education and how to be a part of every step of the process of training and educating people. Beginning with the philosophy of education, I was able to research and learn so much about how education has developed historically, over time, and how we can creatively devise new ways and methods of learning, that help people learn faster and be more productive with the things they studied. Also by participating in

creating my own curriculum, I have been taken to another level of knowledge in training and educating.

Some of the inherent requirements incorporated in our training process, such as learning one new language, has also paid off for me, because, I have been involved in French studies, and in a short while, will be speaking French, fluently.

Some of our special courses, though not my core courses or not included in my assignment section (not answered), have expanded my knowledge tremendously. The Books on International Development, Personal and Administrative Development, are being applied by me every day in my dealings with my environment, academics, work place, information technology, business, etc.

Finally, doing research for my Research Thesis, gave me an opportunity to put into practice, many things that

I have learned in the course of my training with the institution, but most importantly, the things that I learned over the years as I attended the post-graduate medical colleges in Nigeria and West Africa, though they did not give me the opportunity to research. I am particularly happy about how this program enhanced my knowledge and skills in Statistics and biostatistics.



Janet Angella Dyer
Doctor of Leadership & Strategic Planning
May 13, 2020

“My experience at **Atlantic International University** was one that gave me the opportunity to work and study at my pace. I was able to complete work based on schedule agreed upon with my professor, as well as being able to reach my professor for clarification on areas that I needed help with.

I was able to keep my full-time job and lead one of the largest mergers in island’s history while I completed my degree. From a financial viewpoint, I was able to negotiate my tuition payment based on my ability to pay. This allowed me to balance my finances and keep my expense at an allowable pace.



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Cybersecurity

moral responsibility in the digital space communicating in social networks

Ekoto Paul Thierry | Doctorate's Degree in Cybersecurity | Excerpt



Image: commons.wikimedia.org

digitalization is very accelerated. the context of the web, with its 1 billion 200 million Internet users connected to the only social network Facebook, which alone represents “a virtual continent” according to **Guy de Felcourt** (2011, 50) with more than 175 million tweets that are posted everyday! The places of connection to social networks are increasing with cars connected by Wifi to the Internet and public spaces now having free access connections

Internet users, who are often characterized by belonging to more than one of these social networks, are more exposed to infringements of their rights because of the entertainment of interactions in various digital spaces. These attacks are more a result of human vulnerability than security breaches, conducive to identity theft. It is at this time that the problem of regulation arises which seems to be a sector

not sufficiently equipped for the repression of the accused, It is more than imperative to make a legal education which frames the freedom of expression on the net.

The notion of responsibility in relation to the acts performed must be the center of reflection for the users of these spaces of free expression. The law in its role must define the contours of the acceptable and the unacceptable within the framework of this new culture of social ties. Will it not be useful to already define the framework of responsibility in the use of digital spaces? What are the legal approaches related to Internet law, on the one hand to the protection of privacy, on the other to the protection of personal data and finally to the security of systems and data? What charter should govern the use of social networks for a framework for the use of social media?

Introduction

With the ease of access to the internet, a new mode of communication has developed which is the platform of social networks. They have a real

hold on their members whose figures amount to around 1.5 billion. As surprising as it seems, with web 2.0 which makes it very easy to share a good amount of personal

data, the use of the Internet is a legal framework that protects privacy. **Benoît Sillard** (2011, 201) expresses “fears of control by all by all”, in an environment where social

Body of Assignment

Before we get to the heart of the matter it is important to define the key terms which constitute the basis for this reflection.

“A digital space, means an integrated set of digital services chosen and made available to all stakeholders in a community within a framework of trust defined by a master plan. It constitutes a unified entry point allowing the user to access, depending on their profile and level of authorization, their digital content and services. It offers a place of exchange and collaboration between its users, and with other communities in relation to the school or the establishment.” (WIKIPEDIA)

Or: a digital space is the online service accessible from any browser connected to the Internet which assembles the digital services adapted to the categories of users: get information, produce information, consult resources, organize your work, communicate, work alone or in a group, learn, support the education of your children. (WIKIPEDIA)

A network is a set of interconnected objects brought together by their information exchanges.

A social network: is more specifically a set of individuals and organizations linked by

social interactions, during collaborative processes. (POPULAR DEFINITION)

Moral responsibility is the need for a person to answer for his intentions and his actions before his conscience.

Responsibility in the use of digital spaces

As much as the digital space is meant to be a space for free expression, there are also drifts due to the misuse of certain, going so far as to commit acts reprehensible by law.

Only it happens to be that the digital space presents according to certain countries gaps which give free rein to a debauchery which is synonymous with real crime.

Cybersecurity frames the domain of freedoms in the digital space, except that this hidden freedom behind pseudonyms is transformed into a cyber crime which seriously harms the privacy of other internet users.

This is how it is important to convene the concept of legal responsibility when any activity aimed at tarnishing the image of a third party, a State, a company in the digital space.

Legal approaches related to Internet law, on the one hand to the protection of privacy, on the other to the protection of personal data and finally to the security of systems and data.

Some avant-garde countries have already equipped themselves with a legal framework which legislates the use of the digital space. There is a clear understanding of the concept of responsibility as for any violator of the pre-established laws. However, there are still users accustomed to reprehensible acts giving themselves to serious acts of nuisance towards others. however their package never goes unpunished because of the use of pseudonyms or virtual out ls which camouflage them during their package.

Nowadays there are in addition to legal texts, there are the qualified personnel to trace any contravening with the respect of the laws which frame the use of the digital space.

In order not to be complicit in their packages, the administrators of social networks, a free digital platform on the web, now display a charter which commits any violation of the code of ethics to the use and respect of the privacy of third parties.

The use of social networks is not based on any security which guarantees respect for data belonging to others. reason for which the notion of responsibility must be reinforced by a reprehension of the judicial systems of each country.

Thus, any person found guilty

of disseminating false information, disclosing the secrets of a public or private structure without authorization, publication of images detrimental to the honor of a third party Falcification of documents for use in personal interests etc must the subject of the sactions. A coalition of states from the same community must establish a policy of solidarity for assistance in case of need to track down offenders.

What charter should govern the use of social networks for a framework for the use of social media?

Regarding the charter of use of digital space, it must comply with respect for the privacy of individuals and public establishments in accordance with the articles contained in the current penal code.

These elements must be clearly defined and put at the disposal of the user with the

warnings as for the sanctions incurred in case there is drift on the behavior in the digital spaces.

Conclusion

It is clearly recognized that digital spaces offer a space of expression which facilitates exchanges. However, it is very important to define the concept of responsibility in order to respect the use of this space which serves as a framework for meeting on a global scale. And which to date represents a significant lever for development. An education based on the respect of the rules will make digital space a pleasant framework to travel without placing yourself, to learn without necessarily resorting to large expenses, to be informed in real time about what is happening in the world and many other advantages offered by this swimming space.

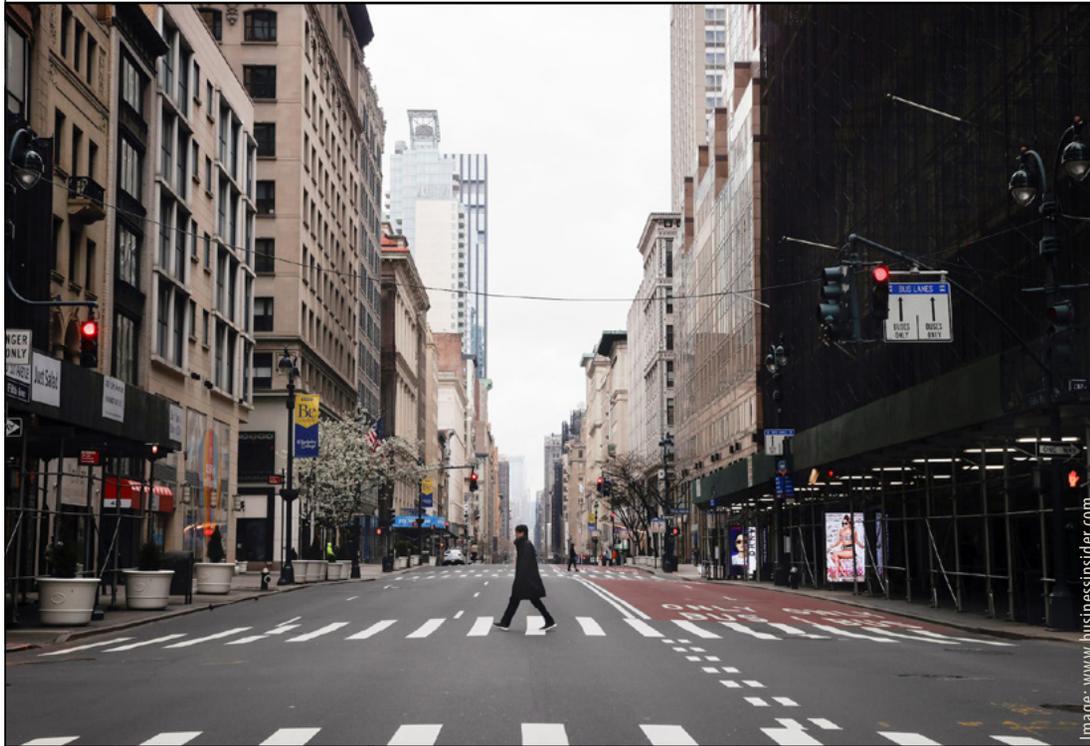


Image: www.navsea.navy.mil

BIBLIOGRAPHY. Réseaux sociaux, responsabilité juridique et éducation aux médias • Bruno Hénocque Dans Les Cahiers du numérique , pages 63 à 91 2014/2 (Vol. 10).

Publications by Students: aiu.edu/StudentPublication.html

The change in our global village



human beings be like on our planet Earth?

Health organizations like the World Health Organization (WHO) tell us that we will have new escalations of the virus and that until we have a vaccine the world situation will be a revival here and another there. We will have a serious health problem because we observe that there are human beings who realize the problem, but there are others who don't, who think that they will die of something so that, life must be followed as if nothing happened.

We are surprised by the thinking of these groups but we forget that these people, in any situation, were always anarchists; they do what they want. In the world health problem that we have there is also the thought of the rulers of this "global village", according to **Herbert Marshall McLuhan**, 1911- 1981, Canada. Global village because we know everything at the moment it happens

Continuing with the problem of the rulers, what happens to the vast majority? It's very sad to say, but it is obvious: these people can't resolve the situation caused by this pandemic. The ruling lords remain in the aggressive discourse to alienate the less favored from the

political systems that they have created.

It is amazing to see how they have dealt with the problem: they only need to be in power to continue getting the same benefits as always.

We are also witnessing the academic training they have: they have empirical knowledge that young people attending the beginner levels in formal education have already overcome. When we listen to what they say, it's sad to think that those are the ones who govern the world.

We need political parties that are up to the development of society so that they can provide solutions to the problem we are experiencing in this new world, which we have created with science and technology.

Science and technology generate the kind of world trade at the speed that we have it but we urgently need rulers and political formations that are at the same level as

The world we are living in seems that human beings have moved to live on another planet. We only have the constructions made; those that come from the History of humanity and those that we have recently made. What has happened to human life?

Human life, everything that exists on the planet has taken a turn that we could never imagine; empty streets, shopping malls alike.

Animals come out of their burrows and we see them walking the streets, which never happened before.

A virus that appears to be a very small thing has changed human life on planet Earth.

Human life will have to be different after this event. Having to keep a healthy distance from each other is something we never thought could happen. What will the life of



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

the development of commerce and communication.

With the rulers that we have and the political formations that demonstrate a distant action to society, to the global village in which we live, the solution and the new way of living will not be possible with these groups.

We are at a crossroads: we have to live differently the pandemic forces us due to the way in which the production of goods is organized and the needs of the least favored people in society. What has happened so that everything has happened so quickly? It has happened that governments throughout history have forgotten those who have not given the opportunity for a decent life with health, work and housing. Those less favored today will be with fewer opportunities than they had and are those who, with the situation generated by the pandemic, will have more problems than they had.

The great problem of most governments is what to do with the least favored who were those they manipulated to be in power and benefit their group and also how to reorder production in a society where given the closure of that production has generated losses and with it unemployment.

What will happen is a crisis

without parallel in health, production and employment.

Economists identified the problem: We are facing a situation like the depression of 1929. Some will say: we only have to do the same as that society. That society and the current one are not the same: that society came from the Great War, World War I, and was not used to the consumption that we have today.

Today's society was born from the development of the last stage of capitalism, from globalization, where consumption is the axis that drives production, technology, education and according to **Deaton**, well-being. (DEATON, 2015)

The development of Globalization: producing without limits has generated a change in what is our home, Planet Earth. Forests are cut down, rivers are diverted, it is produced by generating energy through petroleum derivatives, it seeks to produce regardless of whether, it's from non-renewable resources and as a result there is climate change. Human beings and all living things that inhabit our planet have been affected.

The major pollution-producing countries are refusing to transform their way of obtaining goods for commercialization.

What will we have to do? We

are obliged to change the style of producing and living that we have as a society.

This pandemic will not end as easily as the rulers we have want it. Global health systems are not enough; the form of production can't continue to be sustained with the damage done to nature in all its manifestations: water, animals, plants and the environment.

We can't continue producing for producing. As a society it will be difficult for us to learn to consume what is necessary, to respect the

environment and to live as a global society, as a world community for the well-being of all instead of the belligerence of us, we are the first.

Today we are living with the example that those most in need, those who can't stop working daily, those who can't stay at home are those who, exposing their lives, bring us products to the cities, bring us orders from shops, pharmacies and restaurants.

A great lesson is: we are all necessary in the chain of production of goods for

everyone's life. It seems that the change that has to happen is going to cost us because many don't want to be aware that life is to build and to build as human beings.

We have to take care of the environment that life gives us and we have to live building ourselves every day as human beings instead of using nature and using others. We can and we only have to do it or we will disappear along with our, according to **Carl Sagan**, "pale blue dot", the only place so far where life is possible for us.

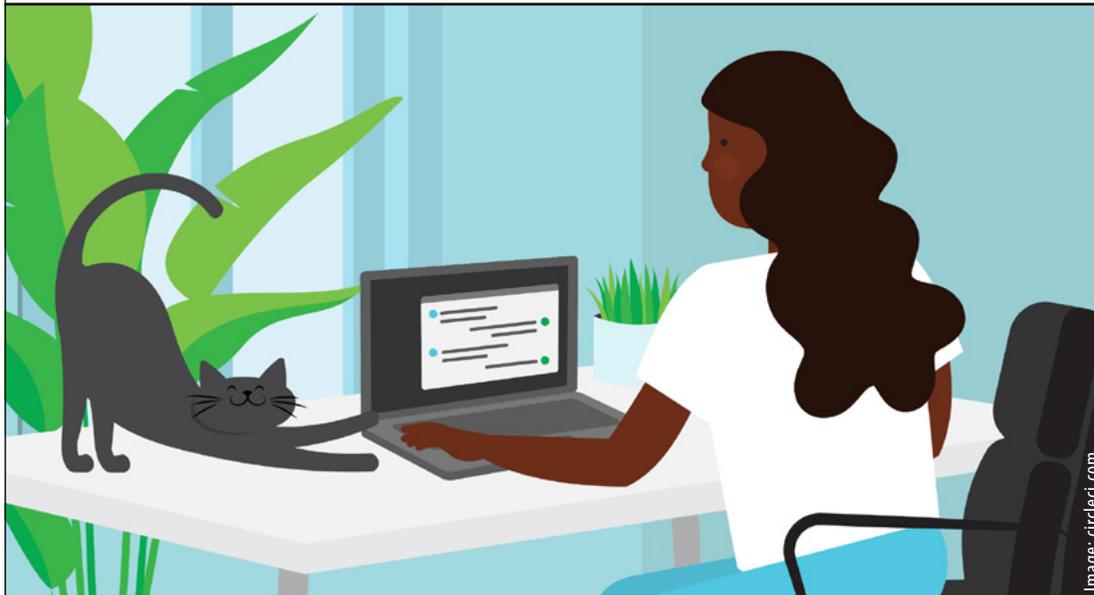


BIBLIOGRAPHY. Deaton, A. (2015). El Gran Escape. Salud, riqueza y los orígenes de la desigualdad. México: FCE. | **McLuhan Marshall y B.R. Powers.** (1995). La Aldea Global. Barcelona: Gedisa. Retrieved from: https://monoskop.org/images/2/2c/McLuhan_Marshall_Powells_BR_La_aldea_global.pdf | **Sagan, Carl.** (2003). El Punto azul Pálido- una visión del futuro humano en el espacio. México: Planeta. Retrieved from: <https://lasteologias.files.wordpress.com/2008/06/sagan-carl-un-punto-azul-palido-una-vision-del-futuro-humano-en-el-espacio.pdf>

image: https://upload.wikimedia.org/wikipedia/commons/9/9b/Mall_Culture_Jakarta36.jpg

Shake the shock

Make your program succeed through the pandemic crisis



This pandemic time is truly an exceptional time for everyone, but before panicking and wanting to leave everything behind, we recommend you to follow this tips that will help you through all your program.

1 Stop and be clear who you are. Try to hit pause for a second and do a general checkup of your life. How are you? Are you in good health? Can you continue life as normal as possible? Is your family ok? Then carry on with your life. If

you have to attend a specific problem, do it. But don't let that problem imbalance your life.

2 Trust and embrace distance education. The most important thing to take advantage of online education is to believe in it. Right now, 90 per cent of the student body all over the world is studying the same way as you are doing: from home. Your advantage? You chose distance learning education and you chose the best options. You are here FIRST.

3 Check your computing devices and connectivity resources. Try to prevent any infrastructure problem and review all your resources. Go a step ahead of any problem. If you have a technical issue it is most likely that the technician will not be as available as usual. The same happens with the internet.

Although AIU's student platform is easily accessible from different devices, if you have a problem with the student platform you know you can contact IT or your tutor to help you.

4 Remember that studying online requires particular focus.

To take advantage of online education, it is important to know that learning under this modality requires an added effort, so it is necessary to be disciplined, constant and autonomous, as well as responsible. It is the student the one that has the power and freedom to plan and set study times.

5 Choose the best place to study. Experts agree that it is important to choose the most suitable place available for studying your program. Being free of noise and distractions, and having good lighting, can help improve concentration. This is especially important during the stay at home time.

If there are distractions already during a normal time, these are accentuated now. For this reason, it is advisable to take some strategies to avoid possible disturbances: put the mobile in mute or leave it out of the place where you are going to study, close the browser tabs that are not related to the activity itself or study in a noise-free environment and, if possible, away from others persons.

Likewise, it is important to have a favorable and facilitating environment. Not only to a

physical space, but also to the family or social environment that is lived at home. The family and home environment should promote online study to be able to follow up on the activities carried out and take advantage of it.

6 Get organized: plan, set daily goals and follow them up.

Self-organization is the key to take advantage of online training. This means planning what will be done each day, setting daily goals and following them up, according to the experts consulted. To study at a distance, it is important to establish a weekly work plan within a fixed schedule. To achieve this, it is necessary to take into account the schedule of the subject, the necessary materials and the scheduled online classes. Ask for help from your tutor.

7 Plan your breaks and recreation.

Also, it is essential to plan the breaks that will be made during the study time, since the brain only manages to concentrate for a limited period of time, pedagogues recommend. There are time management methods that try to divide time into activity and rest intervals. This will increase productivity.



LEARNING



Anger control

Inuit parents teach kids how to do it.

Back in the 1960s, a Harvard graduate student made a landmark discovery about the nature of human anger. At age 34, **Jean Briggs** traveled above the Arctic Circle and lived out on the tundra for 17 months. There were no roads, no heating systems, no grocery stores. Winter temperatures could easily dip below minus 40° F. **Briggs** persuaded an Inuit family to “adopt” her and “try to keep her alive.”

Briggs quickly realized something remarkable was going on in these families: The adults had an extraordinary ability to control their anger. ... Even just showing a smidgen of frustration or irritation was considered weak and childlike.

Briggs, who died in 2016, wrote up her observations in her first book,

Never in Anger. But she was left with a lingering question: ... How do Inuit take tantrum-prone toddlers and turn them into cool-headed adults? ...

The culture views scolding—or even speaking to children in an angry voice—as inappropriate, says **Lisa Ipeelie**, a radio producer and mom who grew up with 12 siblings. “When they’re little, it doesn’t help to raise your voice,” she says. “It will just make your own heart rate go up. With little kids, you often think they’re pushing your buttons, but that’s not what’s going on. They’re upset about something, and you have to figure out what it is.” ... *Read full text: <https://www.npr.org/sections/goatsandso-da/2019/03/13/685533353/a-playful-way-to-teach-kids-to-control-their-anger>*

Widespread facemask use

Could prevent second COVID-19 wave.

Population-wide use of facemasks keeps the coronavirus “reproduction number” under 1.0, and prevents further waves of the virus when combined with lockdowns, a modeling study led by the University of Cambridge suggests. The research suggests that lockdowns alone will not stop the resurgence of SARS-CoV-2, and that even homemade masks with limited effectiveness can dramatically reduce transmission rates if worn by enough people, regardless of whether they show symptoms.

The researchers call for information campaigns across wealthy and developing nations alike that appeal to our altruistic side: “My facemask protects

you, your facemask protects me. Cultural and even political issues may stop people wearing facemasks, so the message needs to be clear ...

“Our analyses support the immediate and universal adoption of facemasks by the public,” said lead author Dr **Richard Stutt**, part of a team at Cambridge’s Department of Plant Sciences. “If widespread facemask use by the public is combined with physical distancing and some lockdown, it may offer an acceptable way of managing the pandemic and reopening economic activity long before there is a working vaccine.” ...

Read full text: <https://www.technologynetworks.com/immunology/news/widespread-facemask-use-could-prevent-second-covid-19-wave-335945>



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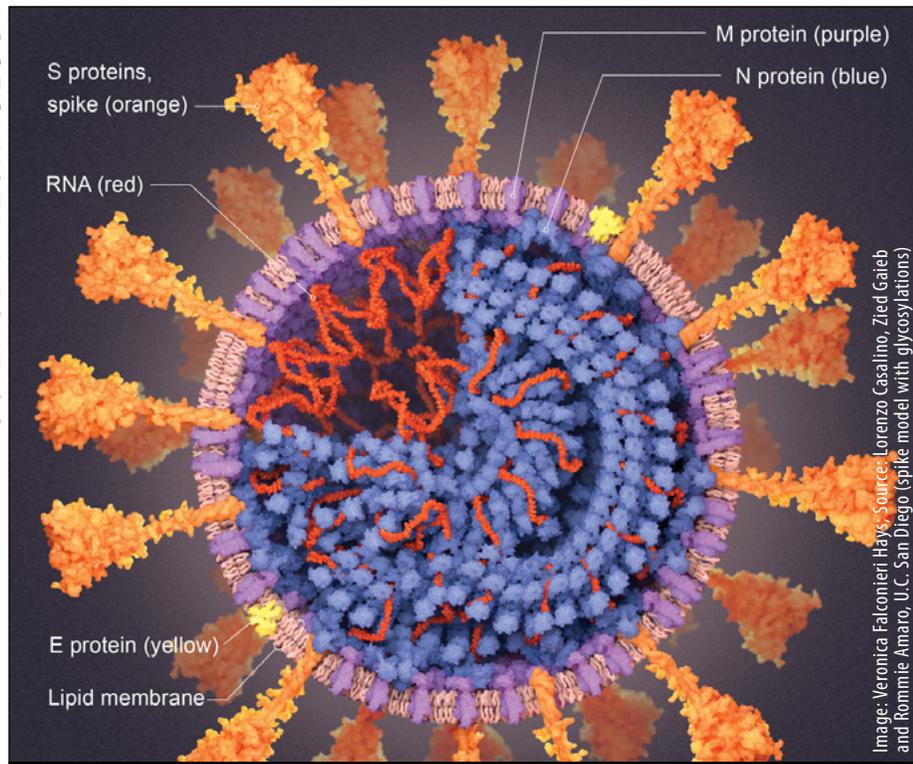


Image: Veronica Falconieri Hays, Source: Lorenzo Casalino, Zied Galeb and Rommie Amaro, U.C. San Diego (spike model with glycosylations)

A visual guide to the SARS-CoV-2 Coronavirus.

In the graphics [of the original article], *Scientific American* presents detailed explanations, current as of mid-May, into how SARS-CoV-2 sneaks inside human cells, makes copies of itself and bursts out to infiltrate many more cells, widening infection. We show how the immune system would normally attempt to neutralize virus particles and how CoV-2 can block that effort. We explain some of the virus's surprising abilities, such as its capacity to proofread new virus

copies as they are being made to prevent mutations that could destroy them. And we show how drugs and vaccines might still be able to overcome the intruders. As virologists learn more, we will update these graphics on our Web site (www.scientificamerican.com). Greater knowledge can raise the chances for humans to prevail. *Read full interesting text and find lots of detailed graphics:* <https://www.scientificamerican.com/article/a-visual-guide-to-the-sars-cov-2-coronavirus/>

Elusive ghost particles

The hunt is on in Antarctica.

Ultrahigh-energy neutrinos could help scientists unravel some of the biggest mysteries in astrophysics—and the best place to find them may be the South Pole. It was a crisp December morning in 2016 at the icy airfield near McMurdo Station in Antarctica, and **Peter Gorham** was watching a massive balloon fill with helium. Attached to the balloon was a gondola the size of a semitruck cab that was designed to turn the entire frozen continent into the world's largest radio dish. The experiment was known as Anita—short for the Antarctic Impulsive Transient Antenna—and its hulking frame was a checkerboard of square white

antennas and black solar panels. When the balloon was full, it carried Anita 20 miles into the atmosphere, where it spent the next month riding the polar vortex in circles over Antarctica. For the past decade, **Gorham** and a small team of scientists had traveled to Antarctica to send Anita on missions to detect signs of cosmic neutrinos. These rare subatomic particles could provide a window onto some of the most violent processes in the universe—but there's a catch. Neutrinos are nearly massless and rarely interact with other matter, which makes them extraordinarily difficult to study. ... *Read full text:* <https://www.wired.com/story/the-hunt-is-on-for-elusive-ghost-particles-in-antarctica/>

The IceCube Neutrino Observatory located near the South Pole.

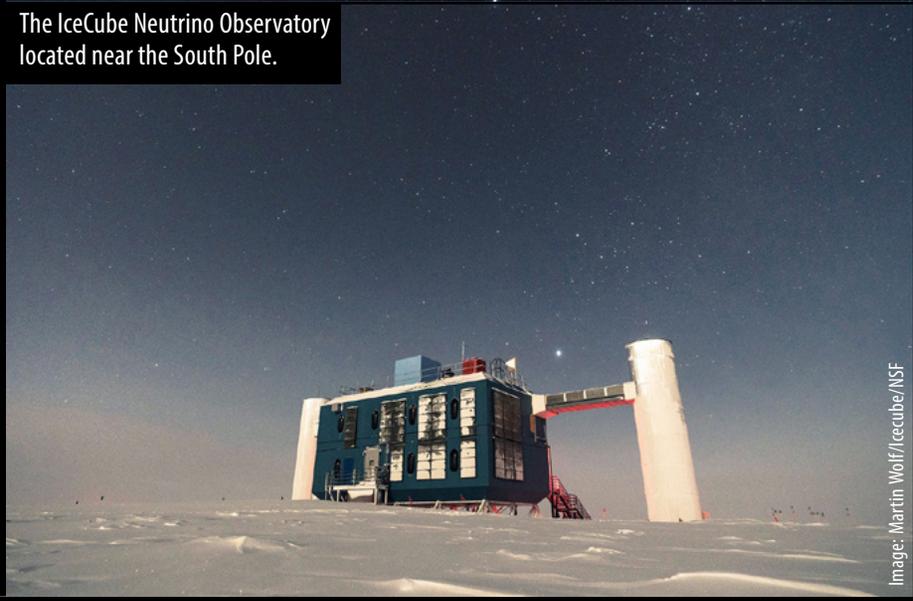


Image: Martin Wolf/icecube/NSF

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



AIRism reusable mask

Japan's famed everyday fashion retailer UNIQLO has revealed new face masks designed to fight the spread of coronavirus. The company had second thoughts about venturing into reusable face masks, but changed its mind after receiving multiple requests from customers to make comfortable options that even children wouldn't mind wearing.

The result is the AIRism face mask, a version constructed with UNIQLO's proprietary technology for clothing that is lightweight, breathable, quick-drying and moisture-wicking, cooling, while sporting a smooth and silky texture. The technique is typically used for undergarments, undershirts, tops, bottoms, and loungewear. ...

Read full text: <https://designtaxi.com/news/410327/UNIQLO-Unveils-Reusable-Masks-Designed-With-Lightweight-Underwear-Material/>

The reason I jump

Dir: Jerry Rothwell. UK/US. 2020. 82 minutes.



It's not very long: it won't take up much of your time. But *The Reason I Jump* will change how you think, and how many films can say that? This exquisite documentary is required viewing for anyone whose life has been touched by autism, and that's almost everyone. Jerry Rothwell's enormously affecting —and revelatory— film has a touch of *Notes On Blindness* in its sensory-led, audiovisual examination of autism, and it should follow that film's trajectory: a long, plaudit-filled life of festivals, tours, special screenings, and interest from global public service broadcasters. Through it all, perceptions may shift and lives can improve, because this small film is

a masterclass in communication for anyone ready to listen.

Five sets of parents of autistic young adults bravely open their lives for Rothwell's camera in his considered, intelligent attempt to channel the words of Naoki Higashida's renowned book of the same name. Written when he was just 13, Higashida's assemblage of essays told of his own experience of being autistic and unable to communicate verbally, his feelings, fears, and the reason he jumps —to soothe himself, we discover. ...

Read full text: <https://www.screendaily.com/reviews/the-reason-i-jump-sundance-review/5146615.article>

Visit: www.vulcanproductions.com



Sportmask for athletes

Last week [June 10], Under Armour released its "UA SPORTSMASK," a mask marketed toward athletes to help protect from the spread of the coronavirus. Unfortunately for those who weren't quick to order, the masks were so popular that they sold out in under an hour.

The masks have a three-layer design and feature a slightly more rigid exterior for the mask that is "treated with PROTX2 to maximize breathability while protecting the health and well-being of all."

Since they sold out so quickly the first time, Under Armour are making the UA SPORTSMASK available for preorder on its website and masks are expected to ship out on or by Aug. 17. CEO Patrik Frisk said in his tweet more would be available in July. ...

Read full text: <https://www.oregonlive.com/health/2020/06/adidas-selling-coronavirus-face-masks-online-under-armours-sportmask-for-athletes-sells-out-in-an-hour-now-available-for-preorder.html>

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Image: www.your.mt

Poor sleep

Yes, the pandemic is causing it.

It's true that people are using the COVID-19 lockdown to sleep in a little more, but new research indicates that it doesn't mean it's quality slumber. ...

[According to two studies] people are both turning in and awakening later, such that their weekday and weekend sleep cycles are just about aligned. It lowers something called "social jetlag" ... "Usually, we would expect a decrease in social jetlag to be associated with reports of improved sleep quality," explained **Christine Blume**, a cognitive neuroscientist and co-author of the University of Basel study. "However, in our sample, overall sleep quality decreased."

The scientists deduced that stress from the unexpected crisis has weakened the quality of sleep. "We think

that the self-perceived burden, which substantially increased during this unprecedented COVID-19 lockdown, may have outweighed the otherwise beneficial effects of a reduced social jetlag," **Blume** continued.

The silver lining is that experts perceive extended sleep hours and consistent durations as an improvement. If people continue getting regular sleep after the pandemic, when stress levels are expected to ease, it would improve its overall quality.

If you're struggling to sleep well during this period, look up for tips for better quality slumbers. ...

Read full text: <https://designtaxi.com/news/410291/Yes-The-Pandemic-Is-Causing-You-To-Have-Poorer-Sleep-According-To-New-Research/>

Sleep guidelines

Improve your sleep during this pandemic.

In spite of the daunting challenges, there are a handful of steps that can promote better sleep during the coronavirus pandemic. If these efforts don't pay off immediately, don't give up. It can take time to stabilize your sleep, and you may find that you need to adapt these suggestions to best fit your specific situation.

1. **Set your schedule and routine.**
2. **Sleep-specific aspects of your daily schedule** should include: wake-up time, wind-down time, bedtime.
3. **Reserve your bed for sleep.**
4. **See the light.** If you can, spend some time outside in natural light. Even if the sun isn't shining brightly, natural light still has positive effects on circadian rhythm. Be mindful of

screen time. The blue light produced by electronic devices has been found to interfere with the body's natural sleep-promoting processes.

5. **Be careful with naps.** It's best to avoid long naps or naps later in the day that can hinder nighttime sleep.
6. **Stay active.** If you can, go for a walk while maintaining a safe distance from other people.
7. **Practice kindness and foster connection.** It can reduce stress.
8. **Utilize relaxation techniques.**
9. **Watch what you eat and drink.** Be cautious with the intake of alcohol and caffeine.
10. **Contact your doctor if necessary.**

Read full text: <https://www.sleepfoundation.org/sleep-guidelines-covid-19-isolation>



Image: www.medicalnewstoday.com

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Image: thebullvine.com

Emissions from 13 dairy firms

...match those of entire UK, says report.

The biggest dairy companies in the world have the same combined greenhouse gas emissions as the UK, the sixth biggest economy in the world, according to a new report. The analysis shows the impact of the 13 firms on the climate crisis is growing, with an 11% increase in emissions in the two years after the 2015 Paris climate change agreement, largely due to consolidation in the sector. Scientific reports have shown that consumption of dairy, as well as meat, must be reduced significantly in rich nations to tackle the climate emergency.

The report, by the Institute for Agriculture and Trade Policy (IATP) in the US, also says the growth of giant dairy companies has helped force milk prices below the cost of production for

the last decade, causing a crisis in rural livelihoods and requiring taxpayer subsidies to keep farmers afloat. The researchers say caps on production should be reintroduced to protect both the climate and small farmers.

“Unlike growing public scrutiny on fossil fuel companies, little public pressure exists to hold global meat and dairy corporations accountable for their emissions,” said **Shefali Sharma**, European director at IATP and report author. “Few of these companies are even reporting their emissions. As governments ratchet up their climate goals, the rise of large-scale dairy and public incentives that further increase

... *Read full text:* <https://www.theguardian.com/environment/2020/jun/15/emissions-from-13-dairy-firms-match-those-of-entire-uk-says-report>

The “green” delusions

Industrial-scale renewable energy is fossil fuel+.

Renewable energy is not the solution we think it is. We have inherited the bad/good energy dichotomy of fossil fuels versus renewable energy, a hold-over from the environmental movement of the 1970’s that is misleading, if not false. Fossil fuels are correctly understood to be at the heart of capitalism, industrialism, and state formation, the results of which have been ecologically catastrophic. Meanwhile, industrial-scale renewable energy has emerged as the protagonist of our times, positioned as a solution to our ever-increasing energy consumption. Along with market-based conservation and “natural capital” policy making, it is taken to be among the central mitigating forces against climate change and ecological degradation.

With the rise of the green economy and climate change legislation, renewable energy includes the harnessing of wind, solar, and other apparently infinite “natural resources” to meet energy consumption on an unprecedented, ever expanding scale. However, contrary to the claims of its proponents, it by no means adequately addresses the real problem posed by current levels of energy consumption, which are driven by capitalist growth imperatives that ultimately cause the ecological degradation and climate change we see today. A focus on the technocratic issue of energy consumption often leaves ... *Read full text:* <https://www.versobooks.com/blogs/3797-end-the-green-delusions-industrial-scale-renewable-energy-is-fossil-fuel>



Eco Tip: Walk more, drive less. Yep, it’s just that simple. Or ride a bicycle. Change your life, get sustainable. Visit MyAIU Knowledge



Image: ©UNICEF/UNI326682/Teftaye

Social workers in Ethiopia

Essential to COVID-19 response as migrants return.

“It feels good to help others, especially children,” says **Tirusew Getachew**, a social worker based in Ethiopia’s capital. “But there aren’t many of us [social workers], and it’s challenging work.” **Tirusew** is one of three social workers currently attached to five quarantine centres for Ethiopian migrants who have been deported from other countries. An uptick in the number of migrants returning home amid the COVID-19 pandemic –many of them unaccompanied children below the age of 18– has left the quarantine centres struggling to ensure that returnees are able to reintegrate safely.

Tirusew, whose name means ‘good person’ in Amharic, one of Ethiopia’s main languages, knows she must tread

carefully with the children arriving at the centres. Many are deeply distressed after enduring emotional and physical abuse at the hands of smugglers and traffickers.

“I don’t jump straight into questions about what happened to them,” she says. “I take my time to earn their trust so that they can talk freely.”

Tirusew’s empathetic approach isn’t just a product of her training –it stems in part from her own difficult childhood. “My father died when I was 12 and I had to take care of my six siblings,” she says. “Since then, I’ve felt that protecting children is my responsibility.” ... *Read full text: <https://www.unicef.org/coronavirus/migrants-return-ethiopia-social-workers-show-theyre-essential-covid-19-response>*

Read full text: <https://www.unicef.org/coronavirus/migrants-return-ethiopia-social-workers-show-theyre-essential-covid-19-response>

Gobi bear project

A mission to save the world’s rarest bear.

The purpose of the Gobi Bear Project is to assist the Government of Mongolia in its commitment to protected area management, and to promote conservation and protection of a Critically Endangered species, the Gobi bear (*Ursus arctos gobiensis*). Established in 2005, the Gobi Bear Project team is comprised of over a dozen dedicated members, the majority of whom are Mongolian nationals and know the study area intimately.

Over the past decade, we have worked hard to develop our understanding of this important animal. We have been able to fit 20 bears with GPS tracking collars so we can better understand their behaviour and

movements through this incredible landscape, and significant work has been done to develop our knowledge of their genetics, reproductive performance, survival rates and more.

With less than 40 Gobi bears remaining, substantial work is still needed to carry out the complex assessment of factors which may limit Gobi bears, and to address on-site conservation, augmentation and research by national and international specialists. Further information about this work is provided in the website, where valued donations to support such vital efforts can be made as well.

Visit and donate, if you can:
www.gobibearproject.org



Image: Joe Rijs

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CAMPUS

Beat anxiety and become mentally strong



Image: www.calclinic.com

Anxiety can present as fear, restlessness, an inability to focus at work or school, finding it hard to fall or stay asleep at night, or getting easily irritated. In social situations, it can make it hard to talk to others; you might feel like you're constantly being judged, or have symptoms such as stuttering, sweating, blushing or an upset stomach.

It can appear out of the blue as a panic attack, when sudden spikes of anxiety

make you feel like you're about to have a heart attack, go mad or lose control. Or it can be present all the time, as in generalised anxiety disorder, when diffuse and pervasive worry consumes you and you look to the future with dread. ...

Do it badly

Do you feel like your life is out of control? Do you find it hard to make decisions –or get things started? Well, one

way to overcome indecision or get going on that new project is to “do it badly”. ...

The reason this works so well is that it speeds up your decision-making process and catapults you straight into action. Otherwise, you could spend hours deciding how you should do something or what you should do, which can be very time-consuming and stressful.

People often want to do something “perfectly” or to

wait for the “perfect time” before starting. But this can lead to procrastination, long delays or even prevent us from doing it at all. And that causes stress – and anxiety. ...

Forgive yourself and ‘wait to worry’

Are you particularly critical of yourself and the blunders you make? ...

If you feel like you've embarrassed yourself in a situation, don't criticise yourself –simply realise that you have this impulse to blame yourself, then drop the negative thought and redirect your attention back to the task at hand or whatever you were doing.

Another effective strategy is to “wait to worry”. If something went wrong and you feel compelled to worry (because you think you screwed up), don't do this immediately. Instead, postpone your worry –set aside 10 minutes each day during which you can worry about anything.

... You'll find that you won't perceive the situation which triggered the initial anxiety to

be as bothersome or worrisome when you come back to it later. And our thoughts actually decay very quickly if we don't feed them with energy.

Find purpose in life by helping others

... Doing something with someone else in mind takes the spotlight off of us (and our anxieties and worries) and places it onto others –and how we can make a difference to them.

Being connected to people has regularly been shown to be one of the most potent buffers against poor mental health. ...

So how can you make yourself important in someone else's life? It could be as simple as taking care of a child or elderly parent, volunteering, or finishing work that might benefit future generations. Even if these people never realise what you've done for them, it doesn't matter because you will know. And this will make you realise the uniqueness and importance of your life.

Read full text: <https://theconversation.com/surprising-ways-to-beat-anxiety-and-become-mentally-strong-according-to-science-77978>

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BE WISE & HAVE FUN



Oblio. Not only a discreet wireless charging station for your smartphone, but it also sanitizes it using built-in UV LED technology. store.moma.org

Good advice

1. TAKE TIME TO KNOW YOURSELF

“Know thyself” said Aristotle. When you know who you are, you can be wise about your goals, your dreams, your standards, your convictions. Knowing who you are allows you to live your life with purpose and meaning.

Source: www.inc.com

“The greatest danger to our future is apathy.”

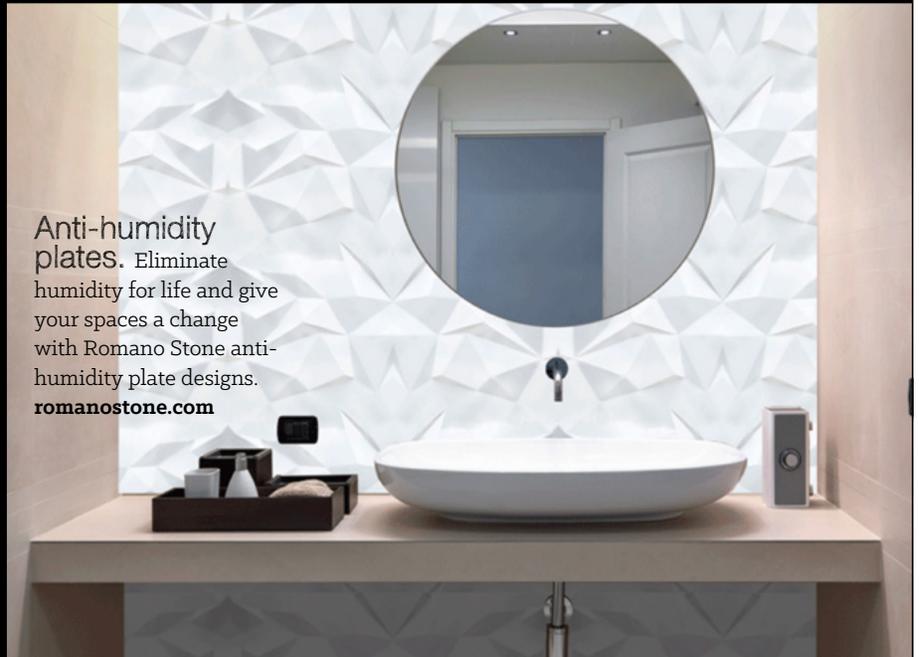
Jane Goodall. 1934 – . English primatologist and anthropologist, considered to be the world’s foremost expert on chimpanzees.



Image: www.thenational.ae



Gardening knee pads. Mimic the back of an armadillo to lend protection that can move with you. Removable soft plates fit onto stretchy, pull-on sleeves that make kneeling feel better without getting in the way of getting the job done. www.thegrommet.com



Anti-humidity plates. Eliminate humidity for life and give your spaces a change with Romano Stone anti-humidity plate designs. romanostone.com

BACHELOR OF

Video and Communication

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Image: www.oswego.edu

The Bachelor of Video and Communication (BA) program helps students develop the skills necessary to become practicing artists by creating an environment that nurtures creativity and intellectual curiosity, while preparing them to contribute to society as artists, citizens, and innovators. The Bachelor of Video and Communication (BA) 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 Video and Communication (BA) 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

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

- Theories of human communication
- Introduction to mass media
- Writing for the media
- Television production
- Audio production
- History of the moving image
- Tv directing

- Advanced television production
- Broadcast news
- Advanced video editing
- Media programming
- Communication law digital arts
- Multimedia
- New media
- Photography
- Art history
- Contemporary genres
- Studio recording
- Topics in videography industry
- Conducting and diction
- Video contracts
- Writing for the video industry
- Video producing
- Personal management in the industry
- Networking in the business
- Independent artist marketing

Research Project

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

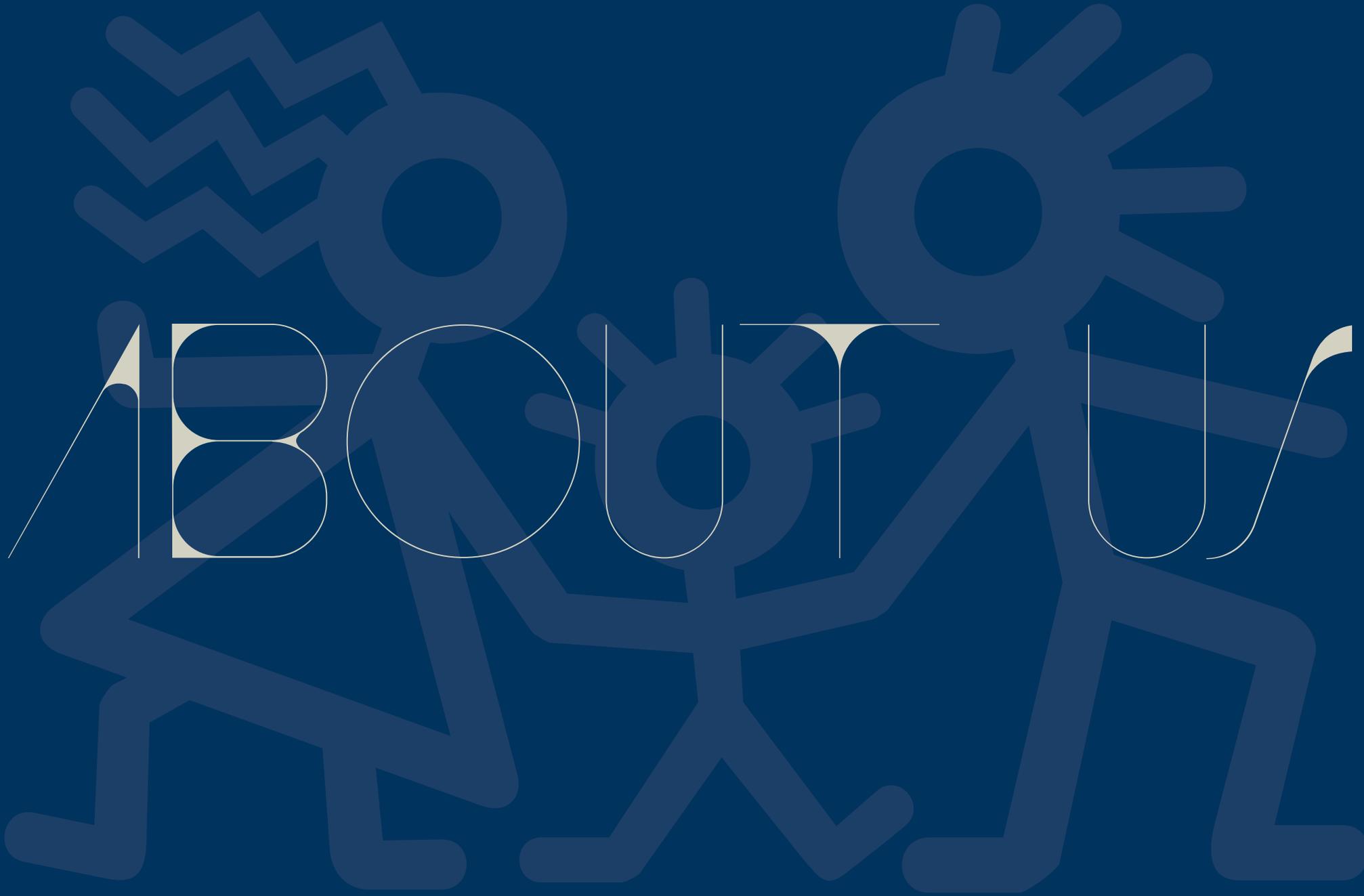
Publication. Each Bachelor graduate is encouraged to publish their research papers either online in the public domain or through professional journals and periodicals worldwide.

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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

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

School of Business and Economics



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

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

Degree programs are designed for those students whose professional

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

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

School of Social and Human Studies



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

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

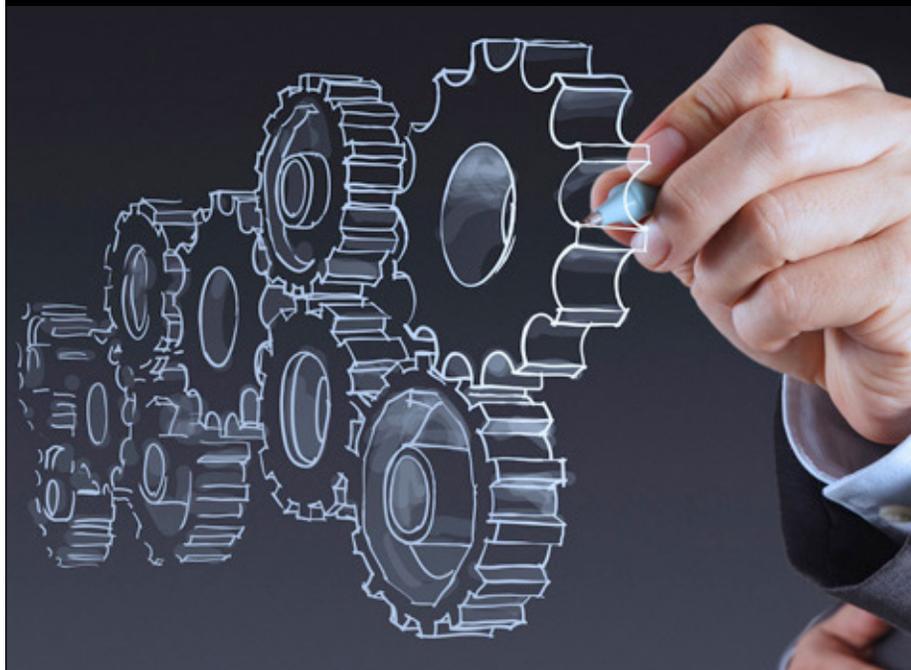
organizations in an ever expanding global community.

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

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

School of Science and Engineering

Online Library Resources



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

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

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

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

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

Education on the 21st century

AIU 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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Online application:

www.aiu.edu/apply3_phone.aspx