

# CAMPUS

## *mundi*

#40

Lagos, with its adjoining conurbation, is the largest city in Nigeria. It is a major financial centre in Africa, and also houses one of the largest and busiest ports on the continent.

**MyAIU MAGAZINE**

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

**AIU News + Essay + Politics, politicians and logic + Profile + Education + Culture + Science + Technology + Art + Design + Body + Mind + Spirit + Environment + Human/Animal Rights + Soft skills + Visual & Performing Arts + About AIU**

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ACADEMIC DEAN

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Ricardo González, PhD  
PROVOST

Dr. Ricardo González  
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DEAN OF ADMISSIONS

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AIU TEXT SELECTION  
Roberto Aldrett

GRAPHIC DESIGN &  
CONTENT CURATION  
FOR "LEARNING"  
Janice Kelly

**Campus Mundi**  
MY AIU MAGAZINE  
Year 4, # 40  
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[www.aiu.edu](http://www.aiu.edu)

We carefully  
choose  
the contents  
of this magazine  
with you  
in mind  
—to inspire you  
and make you  
**think**

Share  
your thoughts  
with us!

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NOT TOUCH



## Work published



**JANUARY 24, 2017.** One of our graduates, **Laura Teresa Vaccarini**, wrote

a work on: **“Articulate to improve the quality of education”**, and it has been published.

Read about her work through the following link: [www.lacapital.com.ar/un-libro-que-invita-pensar-mejores-aprendizajes-n1312013.html](http://www.lacapital.com.ar/un-libro-que-invita-pensar-mejores-aprendizajes-n1312013.html)

**Laura Teresa Vaccarini** completed a Doctorate program in Education at AIU.



## ASIC's 10<sup>th</sup> Anniversary

**JANUARY 17, 2017.** The first week of January 2017 marked ASIC's 10<sup>th</sup> Anniversary. ASIC (Accreditation Service for International Schools & Universities) has had the privilege of working 10 years with many excellent institutions and has seen many changes in the international education sector. We are proud of how far ASIC's accreditation has come and the recognition it has received

around the world. Having seen such growth internationally over the past year through ASIC Global, they now have ASIC accredited institutions in over 46 countries worldwide.



Read more about ASIC's plans for 2017: [asic.org.uk/news/asic-ceo-year-message-2017/?utm\\_source=ASIC+Newsletter&utm\\_campaign=7d170d9ebo-EMAIL\\_CAMPAIGN\\_2017\\_01\\_05&utm\\_medium=email&utm\\_term=0\\_61afa559a4-7d170d9ebo-155129641](http://asic.org.uk/news/asic-ceo-year-message-2017/?utm_source=ASIC+Newsletter&utm_campaign=7d170d9ebo-EMAIL_CAMPAIGN_2017_01_05&utm_medium=email&utm_term=0_61afa559a4-7d170d9ebo-155129641)

## Publication



**JANUARY 31, 2017.** One of our graduates, **Margaret Ordóñez Smith de Danies**, wrote a work on:

**“Practical guides for clinical bacteriology laboratory”**, and it has been published. The objective of the book is to give the tools to standardize and to be able to work in an optimal and reliable way in the field of manual or systematic clinical bacteriology, since without an effective preanalytical phase, there is no bacterial recovery.

You can read about her work through the following link: [www.medicapanamericana.com/Libros/Libro/5150/Guías-practicas-para-los-Laboratorios-de-Bacteriologia-clinica.html](http://www.medicapanamericana.com/Libros/Libro/5150/Guías-practicas-para-los-Laboratorios-de-Bacteriologia-clinica.html)

**Margaret Ordóñez Smith de Danies** completed a Doctorate program in Biology at AIU.



## Graduated with Honors

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

**Miriam Morales Alcalá**

Doctor of Philosophy in Marketing and Advertising  
**CUM LAUDE**



## Achievements

**FEBRUARY 14, 2016.** Our graduate Dr. **Itamar Rogovsky** was named as Collegiate Honor for 2017 by the Board of Governors of the COPC (official school psychologists of Catalonia), an award that is always delivered in late February.

Also, on January 26<sup>th</sup>, the annual Master Class of Professor **Itamar Rogovsky** took place in La Salle Comtal de Barcelona, where 160 professionals from the world of organizations were gathered.

The theme of the presentation was **“The Dangers of Success”**. You can download

it here: [itamarrogovskydesarrolloorganizacional.files.wordpress.com/2017/01/masterclass-enero-2017.pdf](http://itamarrogovskydesarrolloorganizacional.files.wordpress.com/2017/01/masterclass-enero-2017.pdf)

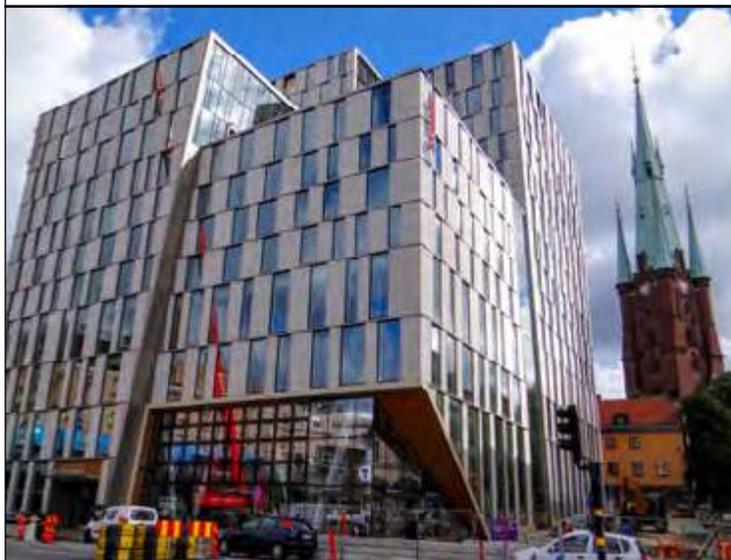
Dr. **Itamar Rogovsky** has completed a Post Doctorate program in Business Administration in **Atlantic International University**.



**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)

## 2017 INTERNATIONAL CONFERENCE ON Education



### Call for submissions

This Conference will be held **4-8 June 2017** at the **Scandic Continental**, in Stockholm, Sweden. The conference provides a forum for faculty and administrators to share proven and innovative methods in teaching at all levels of education. Check this link for Topics covered and Submission requirements: [clute-edu.com/2017-international-conference-education-stockholm/](http://clute-edu.com/2017-international-conference-education-stockholm/)

### Reviewing Options

We offer a Standard In-House Review as well as a Blind Peer Review for all submitted proposals. These

options are found on the registration form. Those who choose the Blind Peer Review option must also agree to assist in reviewing other conference proposals (up to three total). Please remember that selecting a Blind Peer Review will extend acceptance of your proposal by up to one month.

### Standard presentation.

These are scheduled in 2-hour sessions, allowing for 20-25 minutes per presentation. Each session will include an Apple Macbook running Microsoft PowerPoint, Apple Keynote, and Prezi, so please be sure to bring your presentation on a flash drive using one

of these software packages.

**Poster presentation.** Each poster presentation will have 1 hour to present. There is no requirement on the size of the poster. Easels or display boards will be provided, however posters may not be pinned or taped to the walls.

**Workshop presentation.** Looking for something more hands-on? Try our 1 hour workshop! If needed, the workshop will be equipped with an Apple Macbook running Microsoft PowerPoint, Apple Keynote, and Prezi, although you are more than welcome to bring your own equipment.

**Virtual presentation.** Can't attend the conference in person? Send us your video presentation and we'll post it on our Clute YouTube channel, allowing you to gain valuable feedback from viewers around the world. Afterwards you will receive a complete conference packet. (Supported video formats: .mov, .mp4, .m4v, MPEG, AVCHD, AVI, DV)

- **Early registration:** Payments received on or before May 5, 2017
- **Submission Deadline:** May 5, 2017 (Contact us if you miss a deadline)

Visit the website:  
[clute-edu.com](http://clute-edu.com)

# Go Green Initiative

## Go Green and adopt our Eco-friendly Payment Method

What does it mean to Go Green? Going green means doing things to help the environment, or just switch to only buying things that are eco-friendly and recycling. At **Atlantic International University** we protect our world, incorporating a green lifestyle to reduce, reuse and recycle. That is why we invite you to join our **Go Green Initiative** to pay your monthly tuition with credit card with automatic payments. Instead of driving to a bank or Western Union agency and get a paper

receipt, you can program your card to be charged automatically every month.

AIU believes this cause is so important that by doing this and writing us a brief one-page essay on what Go Green means to you and how you help our planet –submit it via your student page– we will award you two credits. At the end of the month the best submission will be chosen by our advisors and published in our campus magazine, **Campus Mundi**.

1. Log on to your student page

2. Click on the Edit Credit Card information icon ↓



3. Click on ADD CREDIT CARD ↓



4. Fill in details, click on ACTIVE and submit →

5. Write a one-page essay on what "Go Green" means to you and how you help our planet stay green, submit via your student page

**Voilà! You are done and earning credits while helping our environment!**

What is great, like everything at AIU, is you can manage your payment option. You can add your card details and delete them at your convenience and leisure so you always feel secure.



# Graduates of the month

**FEBRUARY 2017**

**Tomé Francisco Camilo Filipe**  
MASTER OF SCIENCE  
*PUBLIC HEALTH*  
ANGOLA

**Stella Maris Garcia**  
DOCTOR OF PHILOSOPHY  
*NUTRITION*  
ARGENTINA

**Salvador Augusto Landivar Suarez**  
BACHELOR OF BUSINESS ADMINISTRATION  
*BUSINESS ADMINISTRATION*  
BOLIVIA

**Esther M. Coronel**  
DOCTOR OF PHILOSOPHY  
*B.E. AND P.D. PROJECT MANAGEMENT*  
BOLIVIA

**Julius Suh Ayancho**  
DOCTOR OF ARTS  
*ENGLISH*  
BURUNDI

**Zeh Okomen David Nozière**  
DOCTOR OF MANAGEMENT  
*BUSINESS MANAGEMENT*  
CAMEROON

**Gary T.W. Ng**  
DOCTOR OF SCIENCE  
*ELECTRICAL ENGINEERING*  
CANADA

**Victor Hugo Elier Carrasco Urra**  
DOCTOR OF SCIENCE  
*RENEWABLE ENERGY*  
CHILE

**Cristián Agustín Toro Schröder**  
MASTER OF SCIENCE  
*AUDIOLOGY*  
CHILE

**Aníbal Nicolás Pizarro Sánchez**  
DOCTOR OF PHILOSOPHY  
*FINANCE*  
CHILE

**Ahmad Reshad Faqiri**  
BACHELOR OF SCIENCE  
*CIVIL ENGINEERING*  
AFGHANISTAN

**Jorge Francisco Manuel**  
MASTER OF SCIENCE  
*OCCUPATIONAL SAFETY AND HEALTH*  
ANGOLA

**António Morais Da Costa**  
MASTER OF SCIENCE  
*BUSINESS ADMINISTRATION*  
ANGOLA

**Dinis Vador Sicala**  
DOCTOR OF LINGUISTICS  
*LINGUISTICS*  
ANGOLA

This month we have graduates from: Afghanistan · Angola · Argentina · Bolivia · Burundi · Cameroon · Canada · Chile · Colombia · Costa Rica · Dominican Republic · Dubai · Ecuador

<p><b>Amparo Quintero Padilla</b> DOCTOR OF PSYCHOLOGY <i>SOCIAL PSYCHOLOGY</i> COLOMBIA</p> <p><b>Oscar Alfonso Ordonez Manrique</b> BACHELOR OF BUSINESS ADMINISTRATION <i>MARKETING</i> COLOMBIA</p> <p><b>Henry Cadavid Sandoval</b> BACHELOR OF PSYCHOLOGY <i>ORGANIZATIONAL PSYCHOLOGY</i> COLOMBIA</p> <p><b>Liliana Alarcon Luna</b> DOCTOR OF PUBLIC HEALTH <i>PUBLIC HEALTH</i> COLOMBIA</p> <p><b>Victor Alberto Gómez Cusnir</b> DOCTOR OF EDUCATION <i>EDUCATION</i> COLOMBIA</p> <p><b>José Dolores Palacios Córdoba</b> MASTER OF LEGAL STUDIES <i>CONSTITUTIONAL RIGHTS</i> COLOMBIA</p> <p><b>Myriam Leonor Torres Pérez</b> DOCTOR OF PUBLIC HEALTH <i>PRIMARY HEALTH CARE</i> COLOMBIA</p> <p><b>Ivan Dario Henao Vanegas</b> POST DOCTORATE OF SCIENCE <i>NEURAL NETWORKS AND THINKING STYLE</i> COLOMBIA</p> <p><b>Oscar Augusto Fiallo Soto</b> DOCTOR OF SCIENCE <i>STRATEGIC PLANNING</i> COLOMBIA</p> <p><b>Jorge Hernán Chiriboga Pareja</b> MASTER OF BUSINESS ADMINISTRATION <i>LEADERSHIP</i> COSTA RICA</p>	<p><b>Heiddy Del Carmen Cruz Rodriguez</b> BACHELOR OF ARTS <i>MUSIC</i> DOMINICAN REPUBLIC</p> <p><b>Kenia Mercedes Placencio</b> DOCTOR OF EDUCATION <i>HIGHER EDUCATION MANAGEMENT</i> DOMINICAN REPUBLIC</p> <p><b>Erich Miguel Aritsy Viera</b> BACHELOR OF PSYCHOLOGY <i>PSYCHOLOGY</i> DOMINICAN REPUBLIC</p> <p><b>Reynaldo Paulino Chevalier</b> MASTER OF SOCIAL AND HUMAN STUDIES <i>LATIN AMERICAN LITERATURE</i> DOMINICAN REPUBLIC</p> <p><b>Lana M.R. Abed Rabu</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> DUBAI</p> <p><b>Hamda Elmi Rage</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> DUBAI</p> <p><b>Wogdan Abdalla Fathalla Mohamed</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> DUBAI</p> <p><b>Naifa Jamal Al Hajj</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> DUBAI</p> <p><b>Samawal Ismail Ahmed Hamdan</b> BACHELOR OF SCIENCE <i>INFORMATION TECHNOLOGY</i> DUBAI</p> <p><b>Mehrose Aslam Abdulla Zakariya</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> DUBAI</p>	<p><b>Lamiya Aslam Abdulla Zakariya</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> DUBAI</p> <p><b>Mohamed Rifaz Ameer Jan</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i> DUBAI</p> <p><b>Dalia M. Anwar Abdelghany</b> DOCTOR OF SCIENCE <i>NUTRITION</i> DUBAI</p> <p><b>Velasco Guanoluisa Mario Gustavo</b> BACHELOR OF SCIENCE <i>COMMERCIAL ENGINEERING</i> ECUADOR</p> <p><b>María Paulina Bahamonde Poveda</b> BACHELOR OF ARTS <i>EDUCATION</i> ECUADOR</p> <p><b>Inés María Zapata Reyes</b> MASTER OF PSYCHOLOGY <i>CLINICAL PSYCHOLOGY</i> ECUADOR</p> <p><b>Ninfa Janeth García García</b> DOCTOR OF HEALTH SCIENCE <i>ALTERNATIVE METHODS</i> ECUADOR</p> <p><b>Marlene Rafaela Herrera Armas</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS MANAGEMENT</i> ECUADOR</p> <p><b>Marcelo Vásquez E.</b> DOCTOR OF PHILOSOPHY <i>PSYCHOLOGY</i> ECUADOR</p> <p><b>Adolfo Luis Ballesteros Espin</b> DOCTOR OF PHILOSOPHY <i>T. AND C. IN WATER RESOURCES MANAGEMENT</i> ECUADOR</p>	<p><b>Abdelsalam Abdelhamid Ahmed</b> DOCTOR OF EDUCATION <i>EDUCATIONAL MANAGEMENT AND LEADERSHIP</i> EGYPT</p> <p><b>Nayda María Acevedo Medrano</b> BACHELOR OF LEGAL STUDIES <i>HUMAN RIGHTS</i> EL SALVADOR</p> <p><b>Gregorio Diaz Zambrano</b> DOCTOR OF PHILOSOPHY <i>SOCIOLOGY</i> EQUATORIAL GUINEA</p> <p><b>Paloma Lissette Toledo Godoy</b> BACHELOR OF SCIENCE <i>NUTRITION AND DIETETICS</i> GERMANY</p> <p><b>María Cristina Mota Villela</b> BACHELOR OF PSYCHOLOGY <i>EDUCATION</i> GUATEMALA</p> <p><b>Marta Delia Vasquez Alvarado</b> BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS AND ECONOMICS</i> GUATEMALA</p>	<p><b>Kenesha Oskanna Fraser</b> BACHELOR OF ARTS <i>ENGLISH LANGUAGE</i> GUYANA</p> <p><b>Jose Doull Sabillon Rodriguez</b> BACHELOR OF SCIENCE <i>CIVIL ENGINEERING</i> HONDURAS</p> <p><b>Loyda Carbajal de Fearon</b> POST-DOCTORATE OF EDUCATION <i>EDUCATIONAL RESEARCH</i> HONDURAS</p> <p><b>Carlos Manuel Chavarría Guzmán</b> BACHELOR OF BUSINESS ADMINISTRATION <i>PROJECT MANAGEMENT</i> HONDURAS</p> <p><b>Peggy Hogan</b> MASTER OF SCIENCE <i>HEALTH SCIENCES</i> IRELAND</p> <p><b>Mohamed Abdirizak Abdullahi</b> BACHELOR OF BUSINESS MANAGEMENT <i>BUSINESS MANAGEMENT</i> KENYA</p>
				

<p><b>Ludimila S. de Oliveira Barai Mikulec</b> DOCTOR OF SCIENCE GLOBAL STUDIES MACAU</p>	<p><b>Victor Lwizi Tonchi</b> DOCTOR OF PUBLIC ADMINISTRATION ADMINISTRATION AND PUBLIC SERVICES NAMIBIA</p>	<p><b>Leopoldo Mauricio Fort Carranza</b> BACHELOR OF SCIENCE MECHANICAL ENGINEERING PERU</p>	<p><b>María José Fernández Chicampo</b> BACHELOR OF SCIENCE PSYCHOPELAGOGY SPAIN</p>	<p><b>Nube Elizabeth Zhinin Ayala</b> BACHELOR OF BUSINESS ADMINISTRATION FINANCIAL ANALYSIS AND MANAGEMENT USA</p>
<p><b>José Dagoberto de la Garza Paredes</b> BACHELOR OF SCIENCE NUTRITION MEXICO</p>	<p><b>Asmane Abdou</b> DOCTOR OF EDUCATION EDUCATIONAL ADMINISTRATION NIGER REPUBLIC</p>	<p><b>Marcelino Goyo Ciriaco Figueroa</b> BACHELOR OF SCIENCE CIVIL ENGINEERING PERU</p>	<p><b>Md. Mahfuz Ashraf</b> MASTER OF BUSINESS ADMINISTRATION PROJECT MANAGEMENT TANZANIA</p>	<p><b>Alicia Mszyca</b> BACHELOR OF SCIENCE CHEMICAL ENGINEERING USA</p>
<p><b>José Antonio Torres Montiel</b> BACHELOR OF HEALTH SCIENCE RESPIRATORY THERAPY MEXICO</p>	<p><b>Veronica Chinwe Aigbonoga</b> BACHELOR OF ARTS COMMUNICATIONS NIGERIA</p>	<p><b>Rui Wilson Pais Chikande</b> MASTER OF BUSINESS ADMINISTRATION BANKING AND FINANCE PORTUGAL</p>	<p><b>Henrique do Rosario</b> BACHELOR OF BUSINESS ADMINISTRATION PROJECT MANAGEMENT TIMOR-LESTE</p>	<p><b>Jasmine Thomas</b> DOCTOR OF PHILOSOPHY HUMAN GENETICS USA</p>
<p><b>Amanda Gutiérrez Vázquez</b> BACHELOR OF LATIN AMERICAN STUDIES LATIN AMERICAN STUDIES MEXICO</p>	<p><b>Olusanjo Eniola Gbenga Abraham</b> BACHELOR OF SCIENCE CONSTRUCTION PROJECT MANAGEMENT NIGERIA</p>	<p><b>José David Berrios Borges</b> DOCTOR OF EDUCATION EDUCATIONAL LEADERSHIP PUERTO RICO</p>	<p><b>Chris Baryomunsi</b> DOCTOR OF PHILOSOPHY PUBLIC HEALTH UGANDA</p>	<p><b>Rosa Nelly Veliz</b> BACHELOR OF BUSINESS ADMINISTRATION MARKETING USA</p>
<p><b>Amanda Gutiérrez Vázquez</b> MASTER OF INTERNATIONAL RELATIONS INTERNATIONAL RELATIONS MEXICO</p>	<p><b>Iniobong Philip Charles</b> BACHELOR OF SCIENCE FINANCE NIGERIA</p>	<p><b>Alba R. Falero La Santa</b> DOCTOR OF EDUCATION EDUCATION PUERTO RICO</p>	<p><b>Kayiwa Roy Parma</b> MASTER OF SCIENCE RENEWABLE ENERGY UGANDA</p>	<p><b>Lorena Andrea Silva Buitrago</b> BACHELOR OF SCIENCE NUTRITION SCIENCE USA</p>
<p><b>Juan Manuel Bermúdez de la Cruz</b> BACHELOR OF SCIENCE POLITICAL SCIENCE MEXICO</p>	<p><b>Ken Emmanuel Karyou Marblow, Sr.</b> DOCTOR OF PHILOSOPHY PUBLIC HEALTH NORWAY</p>	<p><b>Diana Rosa Rivera Rodríguez</b> DOCTOR OF BUSINESS ADMINISTRATION BUSINESS ADMINISTRATION PUERTO RICO</p>	<p><b>Daniel Ramada Piendibene</b> DOCTOR OF POLITICAL SCIENCE POLITICAL SCIENCE URUGUAY</p>	<p><b>Margaret Kaniki Siwale</b> DOCTOR OF BUSINESS ADMINISTRATION BUSINESS ADMINISTRATION ZAMBIA</p>
<p><b>Hector Hugo Bello Valencia</b> BACHELOR OF ARCHITECTURE ARCHITECTURE MEXICO</p>	<p><b>Christian Roberto López de la Roca</b> BACHELOR OF SCIENCE INFORMATION SYSTEMS PANAMA</p>	<p><b>Miriam Morales Alcalá</b> DOCTOR OF PHILOSOPHY MARKETING AND ADVERTISING PUERTO RICO</p>	<p><b>Mario Antonio Turcios Flores</b> BACHELOR OF LEGAL STUDIES LEGAL STUDIES USA</p>	<p><b>Kenneth Ngosa Chikwanda</b> MASTER OF PUBLIC HEALTH PUBLIC HEALTH ZAMBIA</p>
<p><b>Miguel Fernando</b> BACHELOR OF POLITICAL SCIENCE POLITICAL SCIENCE MOZAMBIQUE</p>	<p><b>Jennifer Janice Rogers Piedrahita</b> MASTER OF BUSINESS ADMINISTRATION BUSINESS ADMINISTRATION PANAMA</p>	<p><b>Bismark Oduro Jones</b> BACHELOR OF THEOLOGY NEW TESTAMENT STUDIES REPUBLIC OF KOREA</p>	<p><b>Miguel Angel Vizcardo Paredes</b> MASTER OF BUSINESS ADMINISTRATION BUSINESS ADMINISTRATION USA</p>	<p><b>Chibanda Ifwota Evans</b> DOCTOR OF PHILOSOPHY STRATEGIC MANAGEMENT ZAMBIA</p>
<p><b>Felizardo Armando Sunde</b> MASTER OF BUSINESS ADMINISTRATION CUSTOMS ADMINISTRATION MOZAMBIQUE</p>	<p><b>Miguel Ángel Samudio Boniche</b> DOCTOR OF PHILOSOPHY POLITICAL SCIENCE PANAMA</p>	<p><b>Mohamed Patrick Moiwo Korjie</b> DOCTOR OF PHILOSOPHY PROJECT MANAGEMENT SIERRA LEONE</p>	<p><b>Rafeek Mohamed</b> DOCTOR OF EDUCATION EDUCATION USA</p>	<p><b>Mita White</b> BACHELOR OF SCIENCE PSYCHOLOGY ZAMBIA</p>
<p><b>Gabriel Keafas Wimmerth</b> DOCTOR OF SCIENCE RESERVOIR ENGINEERING NAMIBIA</p>	<p><b>Liz Nancy Agüero Cáceres</b> DOCTOR OF PHILOSOPHY BUSINESS ADMINISTRATION PARAGUAY</p>	<p><b>Ayii Ayii Zefferino</b> MASTER OF POLITICAL SCIENCE POLITICAL SCIENCE SOUTH SUDAN</p>	<p><b>Orfilia Gil Loaiza</b> BACHELOR OF ARTS LANGUAGE AND LINGUISTICS USA</p>	<p><b>FIND MORE GRADUATES</b> Gallery: <a href="http://aiu.edu/Graduation/grids/currentgallery.html">aiu.edu/Graduation/grids/currentgallery.html</a> Interviews: <a href="http://www.aiu.edu/Graduation/grids/interviews.html">www.aiu.edu/Graduation/grids/interviews.html</a></p>

TESTIMONIALS



**Besong Ogork**  
**Doctor of Philosophy**  
**in Developmental Studies**  
**November 22, 2016**

“I obtained my M.Sc. Degree in 1991 from the University of Reading in the United Kingdom as a full time student on a scholarship program of the British Council. Over the years, I longed to further my studies to PhD but could not because of cost and the lack of such training locally. When distant education started becoming a reality in my part of the world, I began to contemplate taking an online PhD program. In fact, I discussed this with a friend who is a University Professor in the USA and he strongly discouraged me. His argument was that the standards of distant learning are low. As time went by, I met another friend who happens to be Master Degree alumnae of Reading University UK like myself, and is also a PhD alumnae of AIU and a

Professor in one of our state Universities. When I visited the website of AIU, I was fascinated by the information I found. I then made up my mind to register as a Doctorate Student in June 2014.

It has indeed been a thrilling experience for me at AIU, in terms of managing my professional responsibilities and my school work. All of this has largely been possible because of the highly qualified team of Andragogy professionals as well as an excellent guide book (Doctorate Degree Student Manual).

The curriculum was quite rich, involving major courses as well as several optional courses that helped to enrich the program. The various assignments were often thought provoking and challenging. The learning facilities such as the library have been amazing.

Extra-curricular activities especially through the MyAIU Campus Life Section and the Campus Mundi Magazine were fascinating. It was however unfortunate for me, that I could not take full advantage of these facilities to participate in the student life at AIU. I am however convinced that many other students did, and thus I will like to encourage the University Authorities to continue having these facilities.

As I complete my Program

at AIU, I hope to remain in touch with the University and definitely will like to be abreast with the various developments through this electronic campus.

AIU is undoubtedly making a tremendous contribution in knowledge development worldwide. Through its programs and the teaching and learning method it has adopted, it is of course offering an invaluable opportunity to many who's financial status and other constraints will otherwise not permit them to avail themselves of this quality of education. After completing my program at AIU and considering that I did obtain all my previous education, from Elementary School to Master Degree level as a fulltime student, I strongly see no bases for any argument to think that distant education in this era of ICT can be sub-standard.

I am foremost delighted to have known AIU and be able to take advantage to study from my remote home and office in Cameroon.

Indeed I now feel accomplished professionally as I am convinced that the knowledge I have acquired though my program of studies at AIU will take me to an all new level in my career. Even if I do not find a new job as a result

of this certificate, which of course was not my objective to study at AIU, I will have fully met my initial objective which was to make me a better professional, by enabling me to develop a broader and analytical mine.

I feel proud and look forward to when my Doctorate Degree will be conferred on me.



**Veronica Aigbonoga**  
**Bachelor of Arts**  
**in Communication**  
**December 14, 2016**

“I have always wanted to go back to school after my marriage, but it seemed that desire was never going to be fulfilled because of many responsibilities I had to take care of. Months turned into years, and I kept on desiring.

One day I stumbled upon AIU while playing on my phone, browsing. I was later contacted by the Admission Counselor, given admission

and I actually went back to school again.

People in my country usually see online education as not being serious, they believe students can easily cheat and so it is not considered 'real education'. That wasn't my experience. In AIU, I was made to read and read, do lots of research, where as in Nigerian University the lecturer would have done most of the research for me, while I sit down and read his notes and answer his questions.

I've learned a lot through research. There is just no way you can have your grades in AIU if you do not read.

In addition to these are the tutors, always ready to help me out whenever I did not understand the course or what I was expected to do. AIU students resources are very rich. I was able to get 98% of the books and other materials I needed from them, without having to spend so much on book purchases. AIU also made it easier for me to learn by allowing me to pay my school fees in instalments, thus the financial burden did not overwhelm me or deprive me of my dream of getting education. Thank you AIU for making it possible for me to go back to school.

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

**BASICS OF**

Part 2/2

# Summarizing research findings

By Saad Masood Butt | Doctorate in Computer Science | Co-author: M. Usman Tariq

## Similarities and differences between the approaches

The similarities and differences in the research differ widely on the basis of the research subject. All of the researchers are focused on proving their methodology by available techniques, tools, and methodology. The initial section

of the research reports used same methodology with the little difference. Some of the authors have used statistical approach in the methodology and literature review section as they have strong knowledge on the statistical approaches. The knowledge required for the research subject plays an important role in the

representation of the findings. The differences across the approaches can be due to the following factors:

1. Limited conceptual knowledge of the research domain
2. Domain type such as population research are more focused on data representation than the behavioral research that is focused on

using hypothesis testing

3. Knowledge of the statistical data representation and tools plays an important role in documenting the research. Authors who have less knowledge use the ordinary techniques of correlation and comparison, whereas others have used pure scientific statistical terms too.

Another notable difference among the research reports is the representation of the data. The reports which are based on theoretical framework focus on implementing the framework and then deriving the results or simulations are used to test the framework. Reports that are based on hypothesis use correlations, comparison of variables and effects of the variables through literature review for acceptance and rejection of the hypothesis depending on the aim of the researcher. In case of hypothesis, the researcher mindset plays an important role in deriving the desired output. Reports based on population studies collect the data either from the previous datasets or collecting the

new samples and documenting the finding using different sampling methods. The results in such reports can be tested again by any researcher using the same data set that should exhibit same results for a scientific research validity. The type of publication report also depends on the type of the domain, if it is a highly researched domain, then it would be providing a lot of data for simulation, testing, and hypothesis. But in case of new research domain, the findings validity can be questioned along with the methodology. Almost all the researchers focused on documenting positive findings to strengthen their research reports.

## Findings and publication reports: Research area improvements

Finding the research is an important task in writing the publication report. After the collection of data, it must be compiled into an understandable format for the research community.

**Rule 1.** The researchers should first understand the domain conceptually and

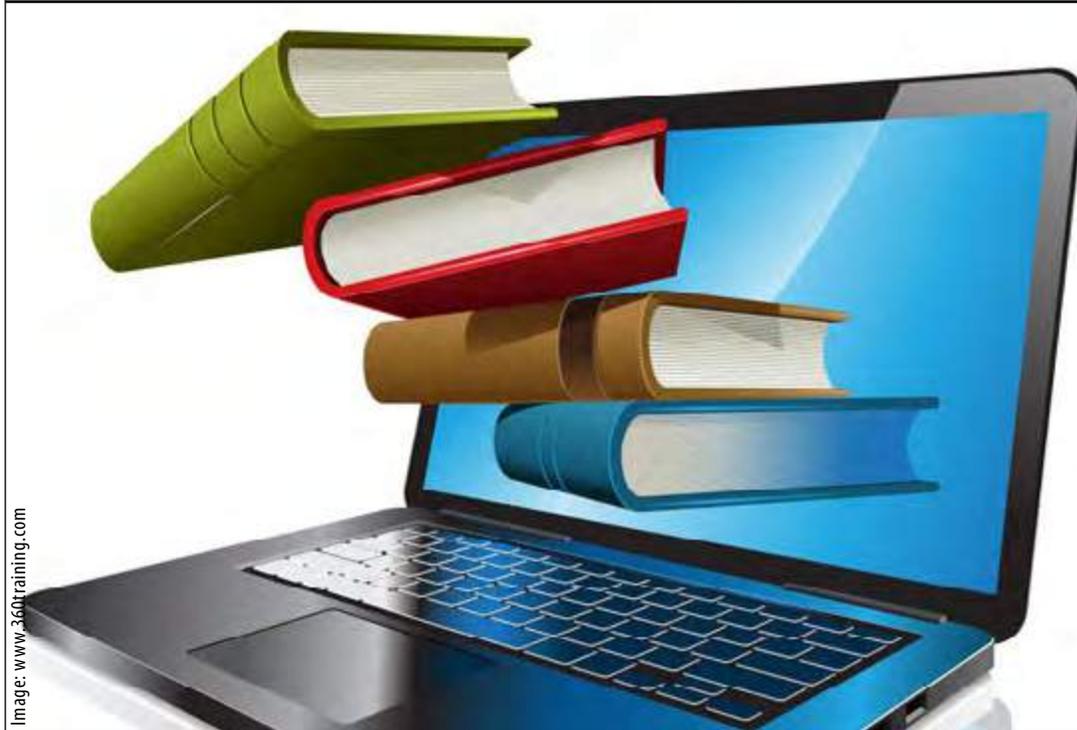


Image: www.360training.com

practically before conducting the research. A research will be complete when the findings are compiled into meaningful format. The understanding of the problem domain is must for accurate research. Without the domain knowledge, the researchers try to avoid usage of difficult representation of data and mostly end on the comparison of data that provides just high-level overview without any meaningful interpretation. If the research domain is not specialization of researcher, then proper training must be attained before conducting the research.

**Rule 2.** The findings part of the research is the crunch of the research report. Any reader can easily analyze the research validity by reading the finding and discussion section. The finding section can exhibit most of the time greater mistakes than all the other section. The representation techniques must be studied by the researchers for using the accurate finding methodology for the research domain. Such as the population studies can be categorized by statistical analysis but will not give accurate results through hypothesis. Similarly, if the research is conducted in the medical domain, then the emphasis is based on collecting samples and documenting the



findings of the samples in the form of statistical data along with graphical representations for better understanding. Researchers should select proper finding representation for their data, and this can be done by reviewing old research in the researched domain.

**Rule 3.** Researcher avoids usage of statistical tool and graphical representations in finding section of the publication reports. Also, the interpretation and selection of wrong tools result in a different image of the research. Some of the researchers have used purely statistical terms without prior explanation in the research that makes it

difficult for a reader to understand the research findings. The researchers must provide abbreviations and definitions in case of using any statistical technique in research report.

The graphical notation of the research is also an important factor to understand the research domain more easily than the tabular format. The researchers must provide a graphical notation for difficult statistical tests and computational analysis. It will make it easy for the research community to use the research in beneficial way.

**Rule 4.** It must be understood that all research domain cannot have the same data sections. Depending on the type of domain the research report should be altered accordingly. The problem in current research reports is that researchers find out the errors in the data or disadvantages of the framework but do not focus on the representation of the report

and errors in it. A proper analysis should be conducted on research writing methods for meaningful research.

**Future work and conclusion**

The findings are the important part of the research and must be represented carefully to provide the actual context of the research. The researchers should focus on providing benefit to the research community rather than using desired methodologies for desired results. The research findings is a broad area with limitation and application in every research domain. The representation techniques can be different but should be meaningful for the community.

*THE END*

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

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# Politics, politicians and logic

**A**t first sight it looks like a headline to smile: Politics, Politicians and Logic; strange relationship!

We have Politics since the emergence of human groups and it has as meaning: maintaining order and coexistence. In Greek classical culture, **Plato** and **Aristotle** wrote about the form of government which is from their thought they considered the best.

**Plato** wrote “**The Republic**” and maintains in his work the foundation for a good government should be choosing as base the men with the better education, at that time they were the philosophers. We have to remember that at that time being a philosopher meant knowing mathematics, physics, oratory and moral.

**Aristotle** wrote “**Politics**” and in his work he describes

the organization that the ruling and social classes should achieve for the welfare of all. In the case of **Plato**, the “**Republic**” also sought the welfare of all.

**Aristotle**, among many works, wrote “**The Organon**” which is the work of formal reasoning known as “Formal Logic”.

The Politics from the classic times searched the

organization of the power for the good life of the human beings. The path of Politics as a science has been long but the historical fact that determines its importance and its value is marked by the French Revolution of 1789, represented by the motto: Freedom, Equality and Fraternity.

The French Revolution marks the milestone in the history of the struggle



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

of human beings for a fair society, a society of rights, of equality and a society of fraternity.

We have had great thinkers about what society is so as to know how to solve the problems that coexistence generates, one of them is **Jean Jacques Rousseau**, 1712, Geneva, Switzerland; Ermenonville, France, 1778.

**Rousseau** wrote in 1762 “**The Social Contract**” where he develops his thesis according to which the coexistence must arise from the contract that each individual establishes with the community contributing with the best from themselves.

Another important political man we have had was **Max Weber**, Erfurt, Prussia, 1864; München, Bavaria, 1920. According to **Weber** the social sciences have a different



Image: filosofiasireciv.wordpress.com

method to the physical and natural sciences because they deal with beings that have consciousness, intentions and will so Sociology with its different method responds to what society does in their formation as a group.

Now we have in political sciences to **Giovanni Sartori**, Florence, Italy, 1924; **Norberto Bobbio**, Torino, Italy, 1909; Turin Italy, 2004; **Jürgen Habermas**, Düsseldorf, Germany, 1929; **Noam Chomsky**, 1928, Pennsylvania, United States; **Edgar Morin**, Paris, France, 1921 and many others.

The thinking of those who are currently doing political science focuses on the problem of globalization where education becomes a very important factor for all human beings to have opportunities to achieve a dignified life.

According to **Edgar Morin** Politics today includes economics, science, education, and technology; also the planet's life.

If human beings need the elements mentioned above to have a dignified life, what happens to those who are dedicated to putting into practice what Political Science says?

What do politicians do? The politicians convince with speeches everyone they can, but what do they do, what do

they offer, what do they solve, where do we go as a society and as a planet?

We see in the world society: war, education is a policy to support states, lack of health assistance, hunger in many regions, unemployment of young people due to lack of technical and scientific training required by industry. It is necessary to add that the form of production that we have is ending the life of our planet so important for the life of the human beings.

What are politicians doing? Why do they win the elections if they don't solve anything?

Here comes **Aristotle** and his Formal Logic. So many centuries and **Aristotle** is still in force!

**Aristotle** says in his book, **The Organon**: the reasoning can give us result true, if it belongs to true statements or judgments. Ah, but if it was the syllogism! Somebody will say: I saw it millions of years ago; it was at my high school!

What about our politicians? What happens to our politicians is that they don't take it into account what the Political Science says and what they preach that they are going to do are fallacies or lies. The politician statements are false so they can't result the true so they won't

solve what they say they will do. We have to remember from the Formal Logic one thing is to affirm and another is to be true what I affirm. What's happening to us today? All fallacies are generating a global crisis that will be solved when we take the time to analyze whether it is true

or false what our politicians promise.

What we need to solve this world of fallacies from the politicians is: Good education, to know what we need to grow as human beings, to have a planet that provides us the life and to know to whom

we must vote and what laws we need to have.

Don't complain about the way we live, don't complain about the politicians we have: we have to study to build a society of opportunities for all. Studying is to build the way of dignified life for me and for others.



Image: c1.staticflickr.com

Statue above the gate of Justice, Dublin Castle, Upper Yard, Dublin, Ireland.

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# Creating new pathways in the skies and on the ground

A profile of **Patricia Campos Doménech**, by the United Nations Entity for Gender Equality and the empowerment of Woman.

**G**rowing up in Onda in Castellón, a sleepy eastern town in Spain known for its sweeping landscapes, she always had a keen awareness that her interests were not the same as other girls in her neighborhood. **Patricia Campos Doménech** relished every opportunity to learn about planes, helicopters and the aerodynamics of flight, watching aircrafts fly overhead during long afternoons outside spent dreaming about her future. She also played soccer like many children, but wanted to take the lead in the soccer games, coaching other players to improve the competition and make the games more exciting. Rejecting the idea of sitting on the sidelines when the girls turned to other activities, she played soccer with the boys.

As a young woman, she was forced to think about her future and to make a decision about which career path to follow. Though there was a professional soccer league for women in Spain, she found that women

earned roughly half of what the men in similar positions took home at the end of every month. **Campos Doménech** chose to pave the way for women in the military instead, training often for 20 hours per day, to become the first female pilot in the Spanish Armed Forces, and found her place in the Navy.

After flying with the Navy for eight years, she decided that it was finally time to return to the world of soccer, missing the competitive spirit of the game and wanting to take on a new challenge. In May 2013, she became one of the first female professional European soccer coaches to coach an American team, Carlsbad United F.C.

Ever the passionate speaker, she enjoys coaching the young women, preparing them to play at the university level and eventually, professionally. She recently took her skills to the next level, and onto another challenge. She moved to Uganda to coach for **Soccer**

**without Borders**, a non-profit that specializes in coaching the younger generation in developing countries.

**What do you think have been the most important factors that have helped in getting you where you are today?**

My mother told me that YES, you can do it, you can do anything. Many people said I couldn't. My mom and my brothers have been the biggest influences I have had in getting to where I am today. I have great friends too who encourage me to keep going after things I want to do.

**What were some of the biggest obstacles you faced in becoming the first female pilot in the Navy?**

When I started, they didn't have any women flying planes. I was a VIP pilot, I flew the Royal family, military people, and people would be shocked to see me in the cockpit! I received a lot of chauvinist comments, but I didn't give them importance. I focused



Image: www.tribunaavila.com

**Patricia Campos Doménech** works at AIU as Administrative Coordinator.

on my job and tried to be as professional as I could.

**Has being a woman affected your road to where you are today, especially in your life as a coach?**

If I had to be born again, I would be born as a woman because I like to fight to win. For things that I believe in. For things that we, as women, deserve. But it is unfair that women sometimes don't have the same opportunities men have. We are all human beings. We have to have the same opportunities and the same rights. Society tells us we can't do the same things. But we know we can and we have to push for this.

I think when a woman opens a door, you open it for all other women. We are here.

We are soccer coaches, pilots, engineers. I want to open the door for other women.

**What is your main message for the younger generation? What should they learn from your experience?**

Even though they will have a lot of obstacles, they have to struggle to get what they want. Just because something is hard, it doesn't mean it is not your right. For girls, people may tell them they are supposed to be home with children. People will tell you that you can't do it, whatever it is you want to do with your life. But you have to know yourself. You have capacity to study and get any degree you want. Society can't tell you what you have to do, only you know what you have to do.

**Read more about her:** [beijing20.unwomen.org/en/news-and-events/stories/2015/10/woa-spain-patricia-campos-domenech#sthash.j3cJekJ5.dpuf](http://beijing20.unwomen.org/en/news-and-events/stories/2015/10/woa-spain-patricia-campos-domenech#sthash.j3cJekJ5.dpuf)

LEARNING

# Fighting “fake news”

Many are looking for solutions in the classroom.

Since a recent Stanford study showed that students at practically all grade levels can't determine fake news from the real stuff, the push to teach media literacy has gained new momentum. NPR Ed put out a social media call asking how educators are teaching fake news and media literacy, and they got a lot of responses. Here's a sampling from around the US:

Scott Bedley sends his fifth-graders at Plaza Vista School in Irvine, Calif., an article to read on their laptops and gives them about three minutes to make their decision —read the story carefully, examine its source and use their judgment. Those who think the article is false, stand up. The “true” believers stay in their seats.

Bedley's got a seven-point checklist his students can follow:

1. Do you know who the source is, or was it created by a common or well-known source? Example National Geographic, Discovery, etc.
2. How does it compare to what you already know?
3. Does the information make sense? Do you understand the information?
4. Can you verify that the information agrees with three or more other sources that are also reliable?
5. Have experts in the field been connected to it or authored the information?
6. How current is the information?
7. Does it have a copyright?

Read full text: [www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news](http://www.npr.org/sections/ed/2017/02/16/514364210/5-ways-teachers-are-fighting-fake-news)



# Traffic lights on the floor

Trying to keep smartphone-addicted residents safe.

Bodegraven, in the Netherlands, has put strip lights in the floor at a pedestrian crossing —meaning people who stare at their phones all day will see them, preventing them from wandering dangerously into traffic.

The lights are built by HIG Traffic Systems, a company based in the town, which hopes to sell them more widely to other towns and cities, *The Guardian* reports. Right now they're just being used at a single intersection in a trial.

A spokesperson for the company told Dutch-language site *Omroep-West*: “Smartphone use by pedestrians and cyclists is a major problem. Trams in The Hague regularly make an emergency stop because someone looks at their smartphone instead of traffic.” However, the lights have also

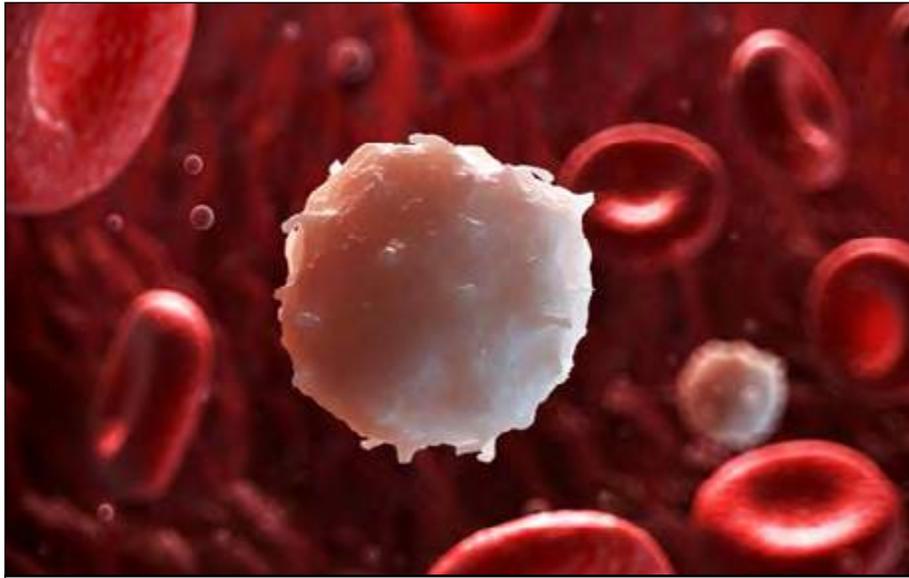
proved controversial. “It's not a good idea to help mobile phone users look at their phones,” Dutch Traffic Safety Association employee *Jose de Jong* reportedly said.

“We don't want people to use phones when they're dealing with traffic, even when walking around. People must always look around them, to check if cars are actually stopping at the red signals.”

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



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# Gene-editing therapy

## Saves lives of two baby girls with leukemia.

**W**riting in the journal *Science Translational Medicine*, a European team of researchers report that two girls have remained cancer-free 18 and 12 months after being given a novel treatment. In this case, it involved genetically engineering white blood cells to give them the ability to effectively target cancerous cells.

The team's paper notes that "molecular remissions were achieved within 28 days in both infants," an incredibly short space of time. At present, the two younglings have shown no signs of the acute lymphocytic leukemia they were once riddled with.

Without the hard work of the team at both London's Great Ormond Street Hospital and Collectis, a French

Biotech firm, these extremely young children wouldn't be around today. This technique has been used before by various drug companies, but the engineered white blood cells have been extracted from patients that are themselves undergoing treatment. In this case, the killer cells were taken from healthy donors and then engineered to attack the cancer cells in the young patients.

Although this could have caused the two girls' immune systems to negatively react to and destroy the "alien" white blood cells injected into their bodies, this wasn't the case—at least initially.

*Read full text: [www.iflscience.com/health-and-medicine/geneediting-therapy-saves-lives-baby-girls-leukemia/](http://www.iflscience.com/health-and-medicine/geneediting-therapy-saves-lives-baby-girls-leukemia/)*

# Seven questions...

## ...about technology you aren't even allowed to ask.

**A**ccording to researchers presenting at "Forbidden Research," a conference held recently at the MIT Media Lab, in Cambridge, Massachusetts, the list includes genetic gene drives, and a simple but controversial way to save Earth from rising temperatures.

**1 Can we engineer the climate?** Solar engineering could be the most important technology of the 21<sup>st</sup> century. The idea is to offset rising temperatures by releasing sulfur dioxide high in the atmosphere, which will reflect some sunlight away from Earth. *(continue reading on the link below)*

**2 Should access to scientific knowledge be totally free?** Should everyone, everywhere on Earth, have access to the fruits of publicly funded scientific research? That's the idea behind SciHub, a pirate site in Russia that has accumulated nearly 55 million papers,

many lifted from behind publishers' paywalls. *(continue reading on the link below)*

**3 Can we genetically modify an entire species?** A "gene drive" is a radical new way of using the gene-editing technology CRISPR to spread genetic traits through wild populations of animals. Think mosquitoes that can't transmit malaria, or invasive species that self-destruct. But this time, it's scientists who are objecting to the technique. *(continue reading on the link below)*

**4 Is my phone sending radio signals right now?** Do your computer and smart phone do what you tell them? Or are they stuffed with cookies, code, and alerts doing someone else's bidding?

*Read full text: [www.technologyreview.com/s/601997/seven-questions-about-technology-you-arent-even-allowed-to-ask/](http://www.technologyreview.com/s/601997/seven-questions-about-technology-you-arent-even-allowed-to-ask/)*



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# Glowing flowers



The plants and the colors in **Craig Burrows'** photos are real. All plants reflect light. Leaves reflect green, and flowers reflect red, or yellow, or whatever. But plants also fluoresce, which means when they absorb ultraviolet light, they emit longer wavelengths visible to the human eye. It's the same thing that happens with a black-light poster. "The flower literally glows," Burrows says.

Capturing that glow requires using ultraviolet-induced visible fluorescence photography, something **Burrows** discovered online three years ago. He's shot more than five dozen plants since then, including Mexican sunflowers, calla lilies, and silk floss tree flowers.

Find more photos: [www.wired.com/2017/01/craig-burrows-fluorescence-plants-glow/](http://www.wired.com/2017/01/craig-burrows-fluorescence-plants-glow/)



## Pollinating drones

Chemists from Japan's National Institute of Advanced Industrial Science and Technology designed the little drones. On the underside of a two-inch G-Force PXY CAM drone they attached animal hair, and covered it in sticky gel. When the altered machines brushed up against Japanese lilies, they were able to pick up and drop off pollen.

The journal **Chem** published a study this week about the advance. Paper co-author **Eijiro Miyako** told **Gizmodo**, "TV programs about the pollination crisis, honey bee decline, and the latest robotics emotionally motivated me. I thought we urgently needed to create something for these problems."

Read full text: [inhabitat.com/japanese-scientists-build-tiny-drone-that-pollinates-like-a-bee/](http://inhabitat.com/japanese-scientists-build-tiny-drone-that-pollinates-like-a-bee/)



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## Dark humor:

An indicative of a high IQ, according to study.

According to a new study in the journal *Cognitive Processing*, there is a strong correlation between intelligence and dark humor.

Led by the Medical University of Vienna, 156 people –men and women with an average age of 33 and from a range of educational backgrounds– were first given a generalized IQ test involving verbal and non-verbal reasoning questions. They were then asked to take a look at and react to 12 cartoons by German cartoonist **Uli Stein**, all of which had a rather bleak component to them.

One particular example features a couple being spoken to by a medical professional, with the woman in this case being pregnant. The GP then tells them “To begin with, here is the good news: your child will

always find a parking space.”

Undoubtedly, you will react differently to this than to others, but if you did giggle while questioning your moral fortitude, then you probably enjoy so-called dark humor. This type of humor has long been associated with people who are of a rather melancholic disposition, and has rarely been linked to those with higher cognitive functions.

However, this study suggests something rather interesting instead. Those that appreciated and understood the jokes the most not only had the highest IQ test results, but they also scored lower for general aggression, negative moods, and were better educated.

*Read full text: [www.iflscience.com/brain/dark-humor-is-indicative-of-a-high-iq-according-to-study/](http://www.iflscience.com/brain/dark-humor-is-indicative-of-a-high-iq-according-to-study/)*

# Depression

Why does such a debilitating condition affect so many people?

Major depressive disorder is so common that it’s estimated one in six Americans will have it at some point in their lives.

The traditional understanding is that depression is a breakdown in the way things are supposed to work in the brain –chemical imbalances.

But there’s also a theory that instead of being purely a disorder, depression might be a specific behavioral strategy that we’ve evolved –a biological adaptation that serves a purpose. As **Matthew Hutson** explains in a **Nautilus** feature on the potential evolutionary roots of depression and suicidal behavior, that purpose

might be to make us stop to understand and deal with an important problem.

With depression, **Hutson** writes, “there’s an increase in rumination, the obsessing over the source of one’s pain” along with increased analytical activity in the brain and REM sleep, which helps with memory processing. A major symptom of depression is anhedonia, the inability to get pleasure from normal activities. According to this approach, those things could be disrupting this “processing” phase.

*Read full text: [www.businessinsider.com/depression-brain-deal-with-a-problem-2017-2](http://www.businessinsider.com/depression-brain-deal-with-a-problem-2017-2)*



## Soul work

“Those of us who take the journey into self-employed soul work and engage in the process of designing and building our lives by hand know well it is a slow and winding process that takes time. Everyday, I’m reminded there are no shortcuts, no Get Out of Jail Free cards, no way to skip-the-work-needed-for-the-life-I-want-to-live. And yet, the time and patience required can be downright painful. Each day holds a new lesson in No One is Coming to Save Me. That job is mine alone.”

*Author: Kristen Roderick  
Artist: Elena Ray*

*Source: [www.facebook.com/thespirtthatmovesme/](http://www.facebook.com/thespirtthatmovesme/)*



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# Humans killed the Aral Sea

Now, it's come back to life.

Not long ago, the Aral Sea was a sea in name only. Its fish had long since vanished, and the fishing industry with them. Rusting, dilapidated fishing boats littered the arid landscape, and salt kicked up from the silt of what was once the sea floor pelted surrounding villages. The desiccation of this once great saline lake remains one of the world's great environmental disasters, yet the lake is slowly reviving.

"The water is back—it's like a fairytale," says French photographer **Didier Bizet**, who documents the turnaround in his ongoing series **Aral Dreams**. "Suddenly, in the Aral Sea, life is coming back."

The Aral Sea was once the world's

fourth-largest lake, covering 26,000 square miles on the border of Kazakhstan and Uzbekistan. But in the 1960s, the Soviet government redirected the Amu Darya and Syr Darya rivers for agricultural projects, robbing the Aral of water. It started shrinking, and the lake split in two by 1990. By 2003 the water level had fallen 72 feet, prompting the World Bank to finance construction of the \$85-million Kok-Aral Dam. The 8-mile dam, which opened in 2005, allowed more water to flow into the smaller Northern Aral Sea, increasing its volume 68 percent by 2008. Almost a decade later, the Aral is returning to life.

*Read full text: [www.wired.com/2017/02/didier-bizet-aral-dreams/#slide-1](http://www.wired.com/2017/02/didier-bizet-aral-dreams/#slide-1)*

# Potato & tapioca bags

These 'plastic' bags can become animal food on disposal!

The partial or total ban on plastic bags in several Indian cities is often lauded as a welcome move by most people. As it should be! But if you ask those who cannot afford alternatives like cloth bags (or forget to bring them to the market) –using just hands to carry eggs and vegetables home can be a juggling act. It was this problem faced by ordinary citizens that disturbed **Ashwath Hegde**, a Mangalore-born but now Qatar-based NRI entrepreneur.

After researching the problem for about four years, **Ashwath** founded EnviGreen –a company that produces 100% organic, biodegradable,

and eco-friendly bags. They look like plastic bags but are made of materials like natural starch and vegetable oil derivatives. If placed in a glass of water at normal temperature, an EnviGreen bag dissolves in a day. And when placed in a glass of boiling water, it dissolved in just 15 seconds! These bags take less than 180 days to biodegrade naturally once discarded. So users can throw them away without worrying about harming the environment. The bags are even edible and will cause no harm to animals if ingested.

*Read full text: [www.thebetterindia.com/77202/envigreen-bags-organic-biodegradable-plastic/](http://www.thebetterindia.com/77202/envigreen-bags-organic-biodegradable-plastic/)*



**Eco Tip:** Turn your computer off at the end of the day. If you put it to "sleep", it's still sucking up energy. **Change your life, get sustainable, visit MyAIU Knowledge**



# Famine in South Sudan

Get informed, there is always a way to help!

**F**amine has been formally declared in parts of South Sudan, the **United Nations** said recently, warning that war and a collapsing economy have left some 100,000 people facing starvation there and a further 1 million people are classified as being on the brink of famine.

“Famine has become a tragic reality in parts of South Sudan and our worst fears have been realised,” said **Serge Tissot**, the Food and Agriculture Organization (FAO) Representative in South Sudan, in a news release issued jointly with the United Nations Children’s Fund (UNICEF) and the World Food Programme (WFP).

“Many families have exhausted every means they have to survive,” he stated, explaining that these people are

predominantly farmers who have lost their livestock, even their farming tools.

Famine is currently affecting parts of Unity State in the northern-central part of the country. A formal famine declaration means people have already started dying of hunger.

The situation is the worst hunger catastrophe since fighting erupted more than three years ago between rival forces. The three UN agencies warned that urgent action is needed to prevent more people from dying of hunger.

The total number of food insecure people is expected to rise to 5.5 million at the height of the lean season in July if nothing is done to curb the severity and spread of the food crisis.

*Read full text: [www.un.org/apps/news/story.asp?NewsID=56205#.WKxviRjMyu4](http://www.un.org/apps/news/story.asp?NewsID=56205#.WKxviRjMyu4)*

# The vaquita porpoise needs you

Only 30 of the “panda of the sea” are left on earth.

**T**he vaquita porpoise (*Phocoena sinus*) is considered by most to be the rarest and most-endangered species of marine mammal in the world. In January 2017, the population size of the vaquita was thought to be <50, based on the results of a 2015 vessel survey and acoustic study. It is the smallest of only seven species of true porpoises, and is the only one that lives in warm waters of the eastern Pacific Ocean. It is found in a tiny area in the extreme northern Gulf of California, near Baja California, Mexico.

The small population of the Vaquita has plummeted, as illegal gillnets set for fish and shrimp kill more porpoises than are born. The nearly-invisible gillnets trap vaquitas and they drown. The very perilous situation has been

recognized by the International Union for Conservation of Nature (IUCN), which lists it as Critically Endangered.

Unlike some endangered species that have no place left to live in the wild, the vaquita’s home in the Gulf of California is clean and healthy. The only real problem is the gillnets that entangle and kill vaquitas there. If the fishing practices can be modified to be ‘vaquita-safe’ in the small area where they live, the species will likely recover. Gillnets need to be eliminated in the species’ range, and capturing at least some individuals may be the only way to prevent extinction in the next year or two. With your help, we can still save the vaquita.

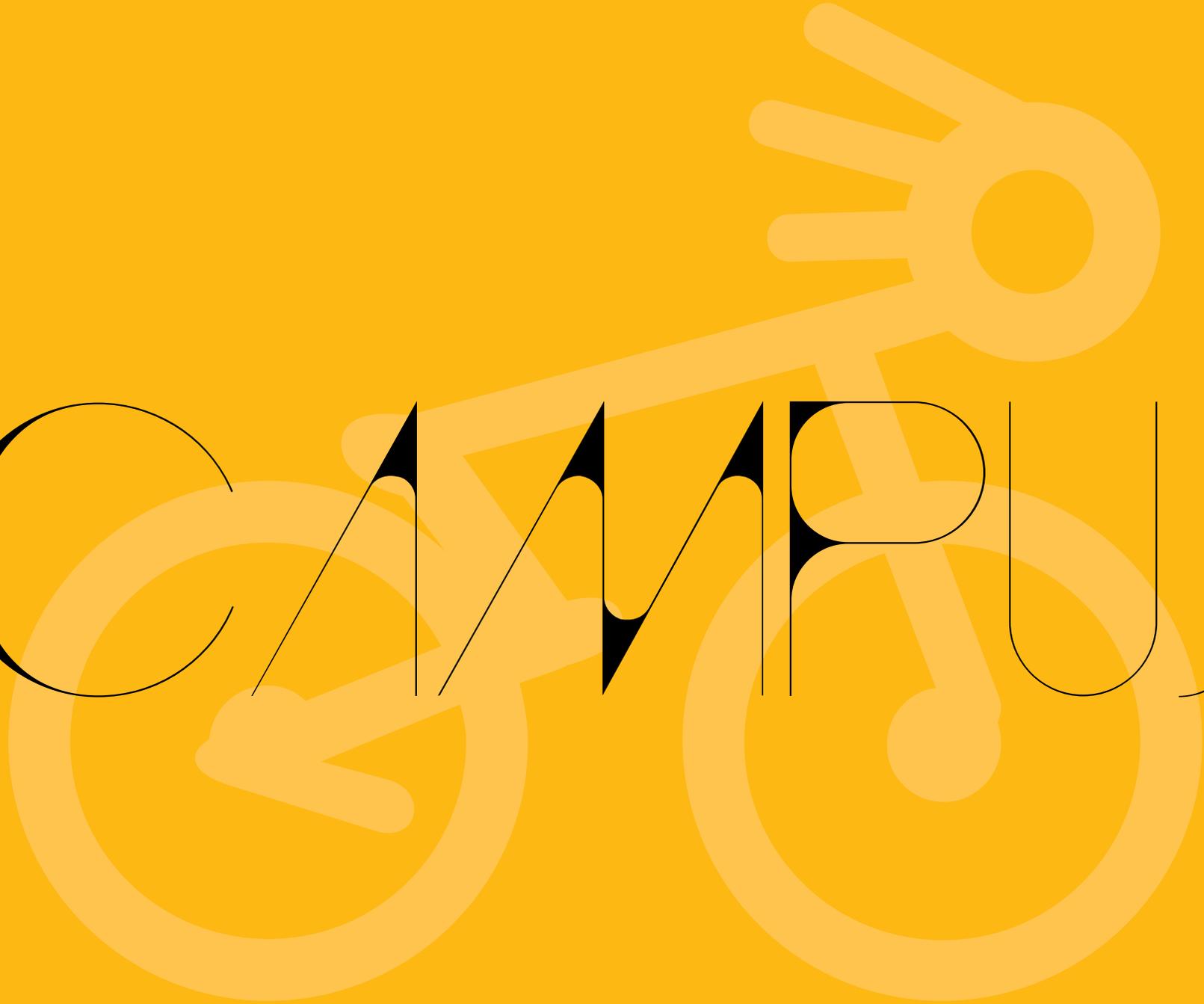
Visit [www.vivavaquita.org](http://www.vivavaquita.org) and take action!



Image: vanguardia.com.mx

Get a better knowledge about our rights and the way we can use them on a daily basis to prevent any abuse or limitations of them. Visit MyAIU Human Rights.

CAMPUS



# Why does emotional maturity matter?

Our unresolved, unacknowledged feelings can lead us into anxiety, arguments and worse.



says University of California-Santa Barbara sociologist **Thomas Scheff**, a proponent of emotional education. Our emotions can give us valuable information about the world, but we're often taught or socialized not to listen to them. Just as dangerous, **Scheff** says, is the practice of hiding one emotion behind another. He has found that men, in particular, tend to hide feelings of shame under anger, aggression and, far too often, violence.

How does one go about teaching emotions? One of the most prominent school programs for teaching about emotions is RULER, developed in 2005 by **Marc Brackett**, **David Caruso** and **Robin Stern** of the Yale Center for Emotional Intelligence. The multiyear program is used in more than 1,000 schools, in the US and abroad, across grades K-8. The name, RULER, is an acronym for its five goals: recognizing emotions in oneself and others;

understanding the causes and consequences of emotions; labeling emotional experiences with an accurate and diverse vocabulary; and expressing and regulating emotions in ways that promote growth.

As a strategy, children are taught to focus on the underlying theme of an emotion rather than getting lost in trying to define it. When an emotion grips you, explains **Stern**, understanding its thematic contours can help "name it to tame it." Even though anger is experienced differently by different people, she explains, "the theme underlying anger is the same. It's injustice or unfairness. The theme that underlies disappointment is an unmet expectation. The theme that underlies frustration is feeling blocked on your way to a goal. Pinning down the theme can "help a person be seen and understood and met where she is," says **Stern**.

RULER's lessons are woven into all classes and subjects. So, for example, if "elated" is the emotional vocabulary word under discussion, a teacher would ask students in

an American history class to link "elated" to the voyage of **Lewis and Clark**. Instruction reaches beyond the classroom, too; kids are prompted to talk with their parents or caregivers about when they last felt elated. Researchers at the Yale Center for Emotional Intelligence has found RULER schools tend to see less-frequent bullying, lower anxiety and depression, more student leadership and higher grades. So why isn't emotional education the norm rather than the exception?

Surprising fact: While scientists and educators agree on the need to teach emotions, they don't agree on how many there are and what they are. *Read full text: [ideas.ted.com/should-emotions-be-taught-in-schools/](http://ideas.ted.com/should-emotions-be-taught-in-schools/)*



Research has found that **R**people who are emotionally skilled perform better in school, have better relationships, and engage less frequently in unhealthy behaviors. Plus, as more and more jobs are becoming mechanized, so-called soft skills—which include persistence, stress management and communication—are seen as a way to make humans

irreplaceable by machine. There has been a growing effort in American schools to teach social and emotional learning (SEL), but these tend to emphasize interpersonal skills like cooperation and communication.

Kids are often taught to ignore or cover over their emotions. Many Western societies view emotions as an indulgence or distraction,

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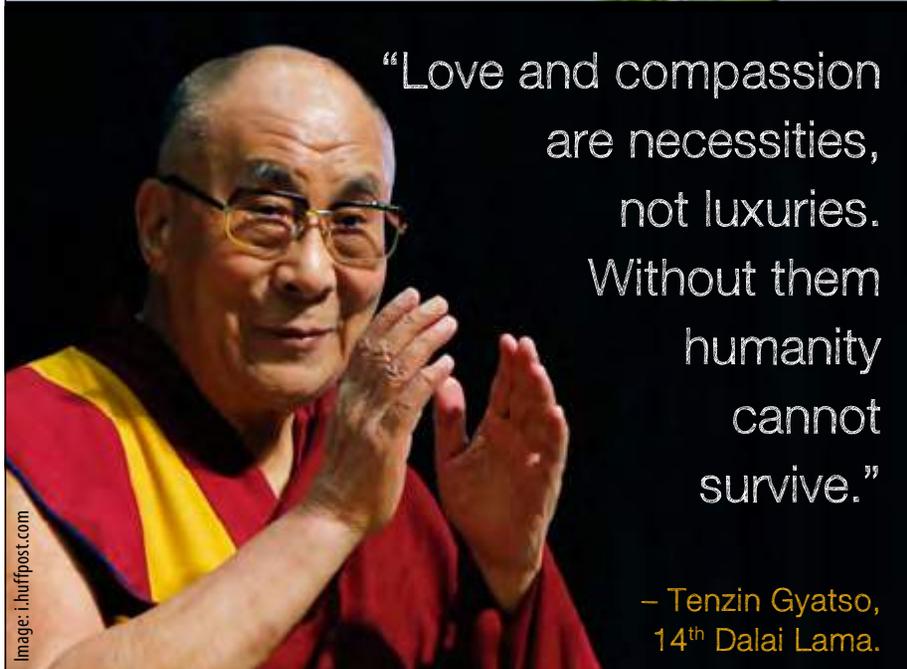
Jingoo. Bird-cage speaker light. Designed by Sean Chen and Lotta Tu. [store.moma.org](http://store.moma.org)



Bondic. Liquid plastic welder, Dries by using the attached UV light, which hardens the substance in seconds. [www.thegrommet.com](http://www.thegrommet.com)

# 6 ways to deepen your compassion when helping other people

by Kavetha Sundaramoorthy



“Love and compassion are necessities, not luxuries. Without them humanity cannot survive.”

– Tenzin Gyatso, 14<sup>th</sup> Dalai Lama.

Image: i.huffpost.com



Life hack No. 362: Before you throw away a post-it, run it between the keys on your keyboard to collect crumbs and fluff.

1. Listen without formulating replies in our mind.
2. Respond to the emotion, not the actual words.
3. Remember the whole person.
4. Put yourself in that situation mentally.
5. You will fail sometimes, so forgive yourself.
6. Get your own support system.

**BACHELOR'S DEGREE IN**  
**Visual & Performing Arts**  
**SCHOOL OF SOCIAL AND HUMAN STUDIES**



The Bachelor of **Visual and Performing Arts** (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 **Visual and Performing Arts** (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 **Visual and Performing Arts** (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: [aiu.edu/CourseCurriculum.html](http://aiu.edu/CourseCurriculum.html)

**Core Courses and Topics**

- Digital Arts
- Video
- Multimedia
- Multimedia Design
- Painting
- Printmaking
- Photography
- Sculpture
- Drawing
- Graphic Information Design
- Music of the World

- Cultural Anthropology
- Western Art
- Aesthetics
- Writing for Artists

**Orientation Courses**

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

**Research Project**

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

**Publication.** Each Bachelor of **Visual and Performing Arts** 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)  
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 Honolulu, HI 96813  
 800-993-0066 (Toll Free in US)  
 808-924-9567 (Internationally)

ABOUT US

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

### Accreditation



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

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

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

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

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

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

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



### The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by AIU. The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. AIU is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

### Mission & Vision

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

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

### Organizational Structure

Dr. Franklin Valcin PRESIDENT/ACADEMIC DEAN	Dr. José Mercado CHIEF EXECUTIVE OFFICER	Dr. Ricardo González PROVOST
<b>Ricardo González</b> CHIEF OPERATION OFFICER	<b>Kingsley Zelee</b> IT COORDINATOR	<b>Nadia Gabaldon</b> STUDENT SERVICES SUPERVISOR
<b>Ofelia Hernandez</b> DIRECTOR OF AIU	<b>Felipe Gomez</b> DESIGN DIRECTOR	<b>Monica Serrano</b> REGISTRAR OFFICE
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<b>Clara Margalef</b> DIRECTOR OF SPECIAL PROJECTS OF AIU	<b>Ma. Cristina Blazquez</b> HUMAN RESOURCES	<b>Patricia C. Domenech</b> ADMINISTRATIVE COORDINATOR
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<b>Rosie Perez</b> FINANCE COORDINATOR	<b>Jhanzaib Awan</b> ASSISTANT PROGRAMMING	<b>Arturo Vejar</b> ACADEMIC TUTOR
<b>Linda Collazo</b> STUDENT SERVICES COORDINATOR	<b>Roberto Aldrett</b> COMMUNICATIONS COORDINATOR	<b>Arhely Espinoza</b> ACADEMIC TUTOR
	<b>Chris Benjamin</b> HOSTING SERVER	<b>Paulina Garcia</b> ACADEMIC ASSISTANT

FACULTY AND STAFF PAGE: [www.aiu.edu/FacultyStaff.html](http://www.aiu.edu/FacultyStaff.html)

**School of Business and Economics**

**School of Social and Human Studies**



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

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

Degree programs are designed for those students whose professional

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

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

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

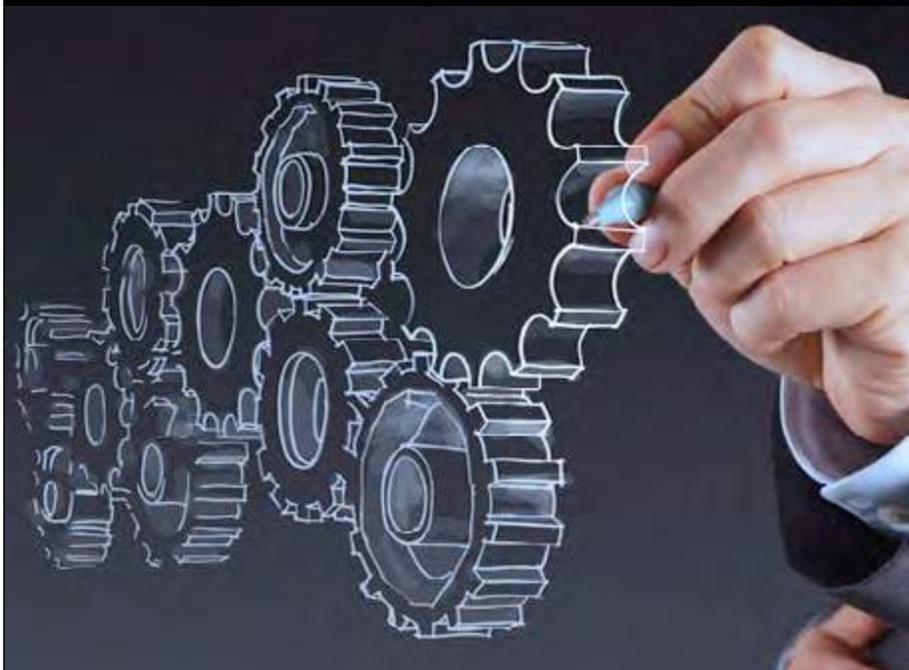
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public,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

organizations in an ever expanding global community.

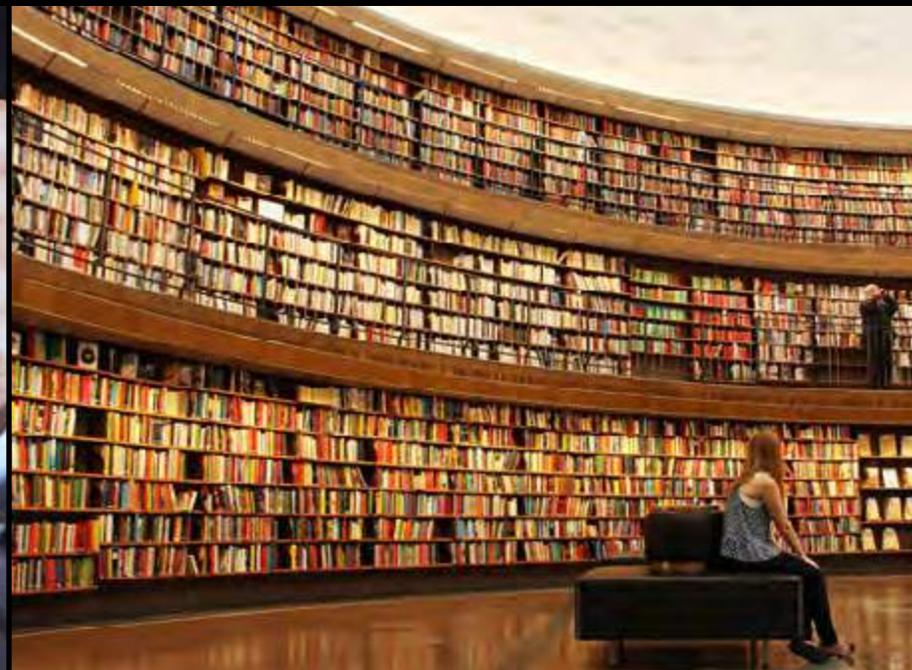
Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.

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

### School of Science and Engineering



### 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.

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