

CAMPUS *mundi*

Accra, capital of Ghana, served as the capital of the British Gold Coast between 1877 and 1957 and has since transitioned into a modern metropolis. The city's architecture reflects this history, ranging from 19th-century colonial architecture to modern skyscrapers and apartment blocks.

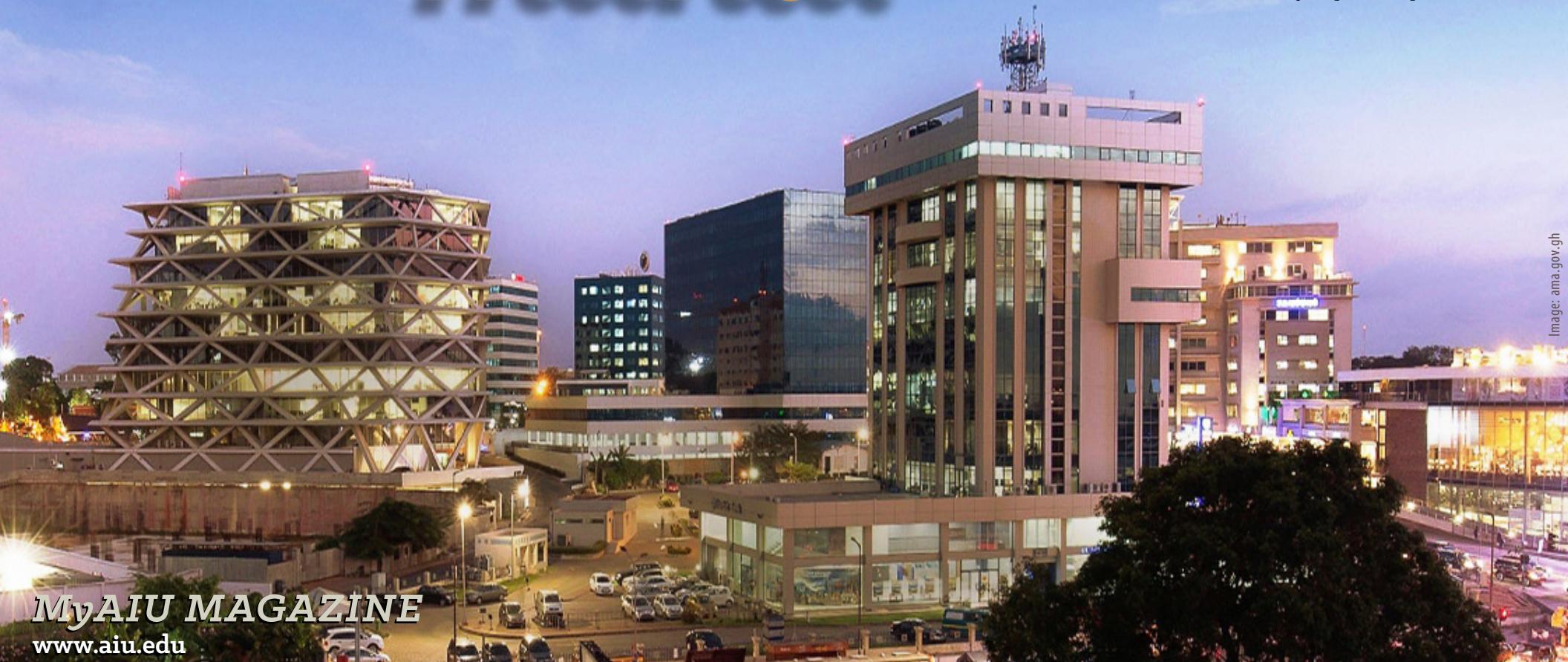


Image: am.gov.gh

MyAIU MAGAZINE
www.aiu.edu

AIU News + Essays + Study tips + Education + Culture + Science
+ Technology + Art + Design + Body + Mind + Spirit + Environment +
Human rights + Animal Rights + Renewal Energy + About AIU

Contents

Directory

Dr. Franklin Valcin
PRESIDENT /
ACADEMIC DEAN

Dr. José Mercado
CHIEF EXECUTIVE
OFFICER / CHAIRMAN OF
THE BOARD OF TRUSTEES

Ricardo González, PhD
PROVOST

Dr. Ricardo González
CHIEF OPERATION
OFFICER AND
MKT DIRECTOR

COORDINATION &
GENERAL TEXT SELECTION
Roberto Aldrett

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

Campus Mundi
MY AIU MAGAZINE
Year 7, #74
January 2020
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!

Mailbox

aiumagazine@aiu.edu



In touch

AIU News

- 4 Notes
6 Graduates of the month

Student Space

- 8 Testimonials
9 Essay by Foster S. Nanewortor
12 Essay by Rosa Hilda Lora
14 Study tips by Edward Lambert

Learning

16 Education + Culture

Physics professor goes viral /
Just how much wisdom

17 Science + Technology

Scars of nuclear tests / Bubble subs arise

18 Art + Design

Tatiana Bilbao / Cubic clock

19 Body + Mind + Spirit

Fall asleep instantly / The 12 rules

20 Environment

Solar power on a rainy day? /
Edible coffee cups

21 Human + Animal Rights

Winter 'Shelter Bus' / Rabbits in danger

Campus

23 Communication

Worried about 5g's health effects?
Don't be.

24 Be wise & have fun

Quote: Anand Kumar
Lovely logics 2
Earos
Sweet little rain
Amuseable plush pals

25 Programs at AIU

Master of Renewal Energy

About us

AIU: Who we are

- 27 General information
Accreditation
The AIU difference
Mission & Vision
Organizational Structure
28 School of Business and Economics
School of Science and Engineering
29 School of Social and Human Studies
Online Library Resources
30 Education on the 21st century
AIU service

IN
TOUCH

Book published



NOVEMBER 22, 2019. One of our graduates, **Wisdom Yao Dornyo**, has published a book based on the doctoral dissertation he submitted at AIU, "**Value Mechanics in Value Science and Theory: The Discovery, Verification, and Justification of the Model of Universality of Value and its Sensitivity**".

Abstract: The introduction to value sensitivity was much digested to serve its intended reason as the core fundamental to support the superstructure of the thesis. The model of flexibility also known as the model of universality

was hypothesized and tested through various experiments with figures and found to rationally agreeing with value cores and characteristics of a system. The essence of language as a structure very important to everything as well as waves are concerned was outlined. Waves is everything we could see and hear and touch, thus, also, wave is sound, light, heat, the unseen, and this is digital. The model of universality was used to better understand **Amdahl**, **Gustafson-Barsis**, etc. with their theoretical system speed-up latency theories. The model of universality was further pursued to arrive at an expression for value as $v = -n^2$,

where n is the number of trials to enhance a system and v is value. In fact, there is seemingly numerous approaches to establishing a mechanics of value which is a whole subject that could be studied as a program. Further research on value and its sensitivity lies ahead.

Find his published book, on **Amazon** <https://www.amazon.es/Forerunning-Value-Mechanics-Science-Theory/dp/6200297436> and **MoreBooks!** <https://www.morebooks.de/store/es/book/forerunning-value-mechanics-in-value-science-and-theory/isbn/978-620-0-29743-3>

Wisdom Yao Dornyo has completed a Doctorate program in Information Technology & Management at **Atlantic International University**.

Article approved



DECEMBER 17, 2019. The article titled "**Optimization of Process Variables for Laboratory Scale Production of Oleochemical Product Sheaolein Ethylester through Transesterification**" written by our Academic Advisor **Dr. Mohammad Shahidul Islam**, has been approved to be published in the **Academia Journal of Scientific Research**.

Abstract: Sheaolein is a fractionated product of shea butter extracted from African shea nut. Extensive herbal properties of sheaolein have made it an attractive ingredient in cosmetic industries. Sheaolein is highly viscous, semi-solid at room temperature and causes problems in oil transfer system. Transesterification of sheaolein is one of the ways of reducing its viscosity through splitting off its glycerol backbone. For this purpose, transesterification of sheaolein with ethanol in the presence of KOH catalyst was carried out in this study.

Process variables: **(1)** reaction time, **(2)** catalyst concentration and **(3)** stirring speed were optimized to obtain better phase separation and higher yield of ethylester production. Kinetic modeling and simulation were carried out to aid process optimization. It was observed that 10-30 min reaction time, 1-1.5% KOH catalyst by weight of sheaolein oil and 500 rpm stirring speed gave better phase separation between ethylester and glycerol phases; and produced an ethylester yield of 87.92%. Production of intermediate by-products is also low at these process conditions. The results of this study will enable production of high quality oleochemical product ethylester from sheaolein in continuous industrial scale transesterification process.

Read the article here: <https://www.academiapublishing.org/journals/ajsr/pdf/2019/Oct/ShahidulIslam%20et%20al.pdf>

Dr. Mohammad Shahidul Islam has completed a Doctorate program in Chemical Engineering at **Atlantic International University**.



Article published in OAJ



NOVEMBER 26, 201. One of our graduates, **Djerandouba Yotobumbeti**, has published an article titled, "**Evaluation of the effectiveness of community health workers in the fight against malaria in the Central African Republic (2012–2017)**," by Transactions of the Royal Society of Tropical Medicine

and Hygiene in the **Oxford Academic Journal**.

Summary: This last decade's ongoing conflict in the Central African Republic (CAR) has led to gradual and continuous destruction of health services. With severe gaps in qualified health professionals, community health workers (CHWs) have become essential to ensuring health care access to the affected population. This

article aims to evaluate the effectiveness of a 10-y CHW program in the CAR.

Find more information here: <https://academic.oup.com/trstmh/advance-article-abstract/doi/10.1093/trstmh/trz104/5613050?redirectedFrom=fulltext>

Djerandouba Yotobumbeti has completed a Doctorate program in Public Health at **Atlantic International University**.

11TH INTERNATIONAL CONFERENCE ON Sport & Society



Call for Papers

This Conference will be held **18–19 June 2020** at the University of Granada in Granada, Spain.

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, focused discussions, innovation showcases, virtual posters, or virtual lightning talks.

2020 Special Focus:
“Playful minds: physical activity, social potential and cultural settings.”

Theme 1:
Sporting cultures and identities

Theme 2:

Sport and health

Theme 3:

Sports education

Theme 4:

Sports management and commercialization

Become a Presenter:

1. Submit a proposal
2. Review timeline
3. Register

Regular registration deadline

18 May 2020

Late registration deadline

18 June 2020

Visit the website:

<https://sportandsociety.com>

Appointed Secretary of Youth



DECEMBER 6, 2019. One of our graduates, Dr. Patricio Bakale, was recently appointed Secretary of State for Youth in Equatorial Guinea.

Patricio Bakale has completed 3 programs —a Bachelor's, a Master's and a Doctoral Degree— in Sports Sciences at Atlantic International University. Congratulations!



15TH INTERNATIONAL CONFERENCE ON Interdisciplinary Social Sciences



Call for Papers

This Conference will be held **20–22 July 2020** at the National and Kapodistrian University of Athens in Athens, Greece.

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, focused discussions, innovation showcases, virtual posters, or virtual lightning talks.

2020 Special Focus: “Reflecting on Community Building: Ways of Creating and Transmitting Heritage.”

Theme 1: Social and community studies. **Theme 2:** Civic and political studies.

Theme 3: Cultural studies.

Theme 4: Global studies.

Theme 5: Environmental studies.

Theme 6: Organizational studies. **Theme 7:** Educational studies. **Theme 8:** Communication.

Become a Presenter:

1. Submit a proposal
2. Review timeline
3. Register

Regular registration deadline

20 January 2020

Late registration deadline

20 July 2020

Visit the website:

<https://thesocialsciences.com>

FIND MORE NEWS FROM AIU FAMILY

Latest News: www.aiu.edu/news.aspx

News Archive: aiu.edu/aiu2016/DownloadCenter.html



David Mbangu Da Costa
BACHELOR OF EDUCATION
PEDAGOGY
ANGOLA

Maria Fabiana Vassallo
BACHELOR OF PSYCHOLOGY
HUMANISTIC AND SCIENCE
ARGENTINA

Tomás Jeremías Bianchi
BACHELOR OF ARTS
PHILOSOPHY
ARGENTINA

Altonya D. Ferguson
ASSOCIATE OF BUSINESS ADMINISTRATION
ACCOUNTING
BAHAMAS

This month we have graduates from: Angola · Argentina · Bahamas · Cameroon · Canada · Colombia · Democratic Republic of Congo · Equatorial Guinea · France · Ghana · Guatemala · Liberia ·

Aloumedjo Zam Thierry Farrel
DOCTOR OF ARTS
HUMAN RESOURCES
CAMEROON

Ronald Joseph Laybolt
DOCTOR OF BUSINESS ADMINISTRATION
PROJECT MANAGEMENT
CANADA

Yvonne Bessem Ojong-Fossung
DOCTOR OF SCIENCE
PUBLIC HEALTH AND MEDICAL INFORMATICS
CANADA

Claudia Elena Vasquez Gutierrez
BACHELOR OF BUSINESS ADMINISTRATION
PUBLIC ACCOUNTING
COLOMBIA

Margarita Maria Villegas Vidal
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
COLOMBIA

Bukasa Musangu Ronsard
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DEMOCRATIC REPUBLIC OF CONGO

David Lomboto Bosilaito
DOCTOR OF PHILOSOPHY
EDUCATION
DEMOCRATIC REPUBLIC OF CONGO

Orestes Luis Hernández Quiñones
DOCTOR OF SCIENCE
PSYCHOLOGY
EQUATORIAL GUINEA

Lorenza Campanet Segorbe
BACHELOR OF SOCIAL AND HUMAN STUDIES
PEDAGOGY
EQUATORIAL GUINEA

Mbarga Guy Fabien II
MASTER OF SCIENCE
INFORMATION SECURITY MANAGEMENT
FRANCE

Margaret Maku Hammond BACHELOR OF SCIENCE PUBLIC ADMINISTRATION GHANA	Alphonse Kee Domki Ali BACHELOR OF BUSINESS AND ECONOMICS PUBLIC POLICY PAPUA NEW GUINEA	Jose Adolfo Herrera Acevedo DOCTOR OF BUSINESS ADMINISTRATION BUSINESS ADMINISTRATION USA	Gaetane Claude Garcon BACHELOR OF SCIENCE PROJECT MANAGEMENT USA	Davison Mange MASTER OF SCIENCE BEHAVIORAL ECONOMICS ZIMBABWE
Daniel Frimpong BACHELOR OF SCIENCE INFORMATION TECHNOLOGY GHANA	Rosa Maria Arrunátegui Del Rosario BACHELOR OF SCIENCE PSYCHOLOGY LEARNING AND FAMILY COUNSELING PERU	Auristela Anabel Urieta Serrano DOCTOR OF PHILOSOPHY APPLIED LINGUISTICS FOR LANGUAGE TEACHING USA	Kapya A. Kapalaula BACHELOR OF EDUCATION COACHING ZAMBIA	Thomas Munyaradzi Chikadaya MASTER OF SCIENCE STATISTICS ZIMBABWE
Rita Kuku Moshe BACHELOR OF SCIENCE COMPUTER SCIENCE GHANA	Alfredo Jose F. Bustamante Nicholson DOCTOR OF SCIENCE MANAGEMENT AND INDUSTRIAL PRODUCTION PERU	Francisco Sánchez-Rodríguez DOCTOR OF PHILOSOPHY ANGLO-AMERICAN LEGAL SYSTEM PUERTO RICO	Godfrey Ngirishi BACHELOR OF SCIENCE PUBLIC HEALTH ROMANIA	
Edgar Leonel Marquez Arrecis BACHELOR OF BUSINESS ADMINISTRATION MANAGEMENT GUATEMALA			Desmond John BACHELOR OF SCIENCE MECHANICAL ENGINEERING SIERRA LEONE	
Jorge Francisco Retolaza DOCTOR OF SCIENCE PUBLIC ADMINISTRATION AND PUBLIC POLICIES GUATEMALA			Elsa Veronica Jimenez Marquez BACHELOR OF BUSINESS ADMINISTRATION MANAGEMENT SPAIN	
Henson S. King BACHELOR OF BUSINESS ADMINISTRATION PROCUREMENT AND SUPPLY CHAIN MANAGEMENT LIBERIA			Joel David George BACHELOR OF SCIENCE OPERATION MANAGEMENT TRINIDAD AND TOBAGO	
Benson Malunga Phiri BACHELOR OF SCIENCE INTERNATIONAL RELATIONS MALAWI			Cathian Alphonse DOCTOR OF PHILOSOPHY HUMAN RESOURCE MANAGEMENT TRINIDAD AND TOBAGO	
Christopher Tunde Olaniran BACHELOR OF SCIENCE SOLAR ENERGY NIGERIA			Guillermo Moises Lockward Mendez BACHELOR OF SCIENCE PSYCHOLOGY USA	
Augustine Nwaulune DOCTOR OF PHILOSOPHY ENGINEERING MANAGEMENT NIGERIA				
Alaku, Anthony Nnanna DOCTOR OF PHILOSOPHY ECONOMICS AND PUBLIC POLICY NIGERIA				



Image: www.smilebox.com

FIND MORE GRADUATES**Gallery:** aiu.edu/Graduation/grids/currentgallery.html**Interviews:** www.aiu.edu/Graduation/grids/interviews.html

FIND MORE TESTIMONIALS FROM AIU STUDENTS HERE: www.aiu.edu/Testimonials.aspx

Naomi Alethia Pottinger
Doctor of Educational Leadership
and Administration
October 9, 2019

“I embarked on a Doctorate of Philosophy in Educational Leadership and Administration at AIU on January 19, 2017.

My first assignment was to write and submit a motivational letter. Upon performing this activity I was offered a chance to embark on my study after taking care of my requisite financial obligations.

I was then requested to submit a biography of my educational journey along with a detailed curriculum vitae. These documents were graded and I was then requested to produce a course outline. This document included a number of courses ...

I also engaged in open courses from the University which I found interesting and educational.

I thoroughly enjoyed the experience as I learnt to be more tolerant and resilient as I was given the autonomy by the university to learn using the constructivist approach as proposed by Jerome Bruner (1986, 1990, 1996).

I am a proud alumni of AIU.

Read full text: <https://www.aiu.edu/spanish/Testimonialdetail.html?ItemID=1593&rcid=74&pcid=64&cid=74>



Zaine Florent Bertrand
Doctorate of English Literature
November 13, 2019

“I am writing with reference to my experience here at AIU. I have been studying here since October 2016 and have learnt many great things. The AIU is a big place for learning and improving one's professional experience. The training and courses are accurate and help meet the current need for the 21st century. One of the most important thing at AIU is that everything you do is connected to real life. You cannot learn only about theories or things without connecting them to your professional background. This is really a good thing.

I learned many thing while studying at AIU. As the university motto mentioned it is “A New Age for Distance Learning.” The academic services are really excellent and you will easily find someone here to help you solve your difficulties or to advise you on your journey as a student. It is much easier to learn at AIU since it has relevant academic people who provide outstanding services. The AIU is a great place for it encourages people to learn wherever they are and in a well indicated period ...

Read full text: <https://www.aiu.edu/Testimonialdetail.html?ItemID=1598&rcid=73&pcid=63&cid=73>



Greta Singh Shiwegobind
Bachelor of Business Administration
November 22, 2019

“Throughout my time of Business Administration at ‘Atlantic International University’, I had countless opportunities to develop analytical skills, leadership and proactive thinking thought various programs. These attributes were the key reasons because of which I was successful in securing a Bachelor Degree in Business Administration. An enormous thanks to all my faculty members and friends for this amazing journey at AIU. My sincere appreciation and gratitude to the Career Advancement and Networking Department for their support and encouragement, this would not be possible without them. Overall the experience was once in a lifetime one, which I enjoyed each and every aspect of the entire program. Again a Big thank you to each and every person involved in this process.



Image: www.intelligenthq.com



Fabian Bergen
Bachelor of Mechanical Engineering
December 6, 2019

“Due to my very busy work schedule I wasn't able to attend a classroom program for a Bachelor of Science degree. The AIU online course gave me the opportunity to pursue my goal through program that was flexible and convenient for my schedule.

The program also gives you the opportunity to select your own focus career fields, for study. Seeing that I'm mostly busy with project management, I got the chance to select a lot of the courses that highlight the project management and general management fields. The program was flexible, great electronic feedback/ communication with the tutor and advisor.

After almost 2 years of study, I am very proud to say that I have completed my studies at AIU, in the field of Mechanical Engineering and, therefore, achieved one of my goals in becoming a Bachelor of Science graduate. I would recommend this training to anyone who struggles with their time schedule, but still wants to achieve their goal in receiving their Bachelor of Science degree. ...

Reasons for living and gender as determinants of adolescent suicidal ideation in Ghana

Foster S. Nanewortor | Doctor of Psychology | Part 2/2



Image: www.unicef.org

Results

Reasons for living And suicidal ideation

Hypothesis 1 stated that there would be a significant

negative relationship between reasons for living and suicidal ideation. This hypothesis investigated the relationship between overall Reasons for

Living as well as the subscales of Reasons for living and Suicidal Ideation. The correlation coefficients between the overall Reasons for Living, as

the subscales of Reasons for Living, and suicidal ideation have been computed and presented in Table 3 below.

From the Table 1 it can be seen that the correlation coefficient observed between Overall Reasons for Living and Suicidal Ideation was significant [$r(381) = -0.505$, $p = 0.001$]. Since the correlation coefficient is negative it means that the stronger the overall Reasons for living of the respondents, the weaker their suicidal ideation and vice versa. The implication of this is that hypothesis 1 which stated that there would be a significant negative relationship between reasons for living and suicidal ideation was supported.

Hypothesis 2 stated that all

subscores on Reasons for Living Scale (Future Optimism, family alliance, Fear of death by suicide, Peer acceptance and Support, and Self-acceptance) would significantly predict adolescent suicide ideation, was partially supported. (SEE TABLE 1)

From Table 1, it is observed that all the five (5) subscores of the Reasons for Living Scale were found to have significant negative relationship with suicidal ideation. This means that the five reasons for living protect against suicidal ideation. A significant negative relationship was observed between Future optimism and Suicidal Ideation [$r(381) = -0.343$, $p = 0.001$]. The relationship observed between Family Alliance and suicidal ideation was negative and significant [$r(381) = -0.340$, $p = 0.001$]. Again, a significant negative relationship was observed between Peer Acceptance-and-Support and suicidal

TABLE 1: Summary of Correlations of Overall Reasons for Living, as well as the Subscales of Reasons for Living scale, and Suicidal Ideation ($n=381$)

Variable	Suicidal Ideation	Reasons for Living
Overall Reasons for Living	-.505*	-
Subscales:		
1. Family Alliance	-.340*	.705*
2. Suicide-Related Concerns	-.346*	.694*
3. Self-Acceptance	-.477*	.715*
4. Peer-Acceptance and Support	-.266*	.700*
5. Future Optimism	-.343*	.556*

* $P<0.01$

ideation [$r(381) = -0.266, p = 0.001$]. Furthermore, the correlation between Suicide related concerns and suicidal ideation was negative and significant [$r(381) = -0.346, p = 0.001$]. Finally, a significant negative relationship was observed between Self-Acceptance and suicidal ideation [$r(381) = -0.477, p = 0.001$]. Among five subscales of Reasons for living, Self-Acceptance had the highest correlation coefficient with suicidal ideation than other subscales (reasons for living). The negative correlation coefficients observed implies that the stronger the adolescents' reasons for living the weaker their suicidal ideation and vice versa. In order words, adolescents are less likely to contemplate suicide when they have stronger reasons to stay alive.

In order to determine the extent to which each of the five reasons for living predicts suicidal ideation, the subscale scores for the reasons for

living scale were entered into a Multiple Regression model and the results obtained is presented in Table 2.

(SEE TABLE 2)

The results indicated that the reasons for living were significant in predicting suicidal ideation [$F(5,377) = 34.41, p = 0.001$]. The overall model (all the five reasons for living) predicted 29.4% variation in suicidal ideation. However, when the five reasons for living were considered individually, it was found that Family Alliance ($\beta = -.113, p < 0.05$), Suicide-related concerns ($\beta = -.173, p < 0.01$), Self-Acceptance ($\beta = -.306, p < 0.01$), and Future optimism ($\beta = -.128, p < 0.05$) were significant in predicting suicidal ideation. Self acceptance emerged as the strongest reason for living that predicts suicidal ideation. Peer acceptance and support did not account for significant variance in suicidal ideation ($\beta = -.022, p > 0.05$). This means that while family alliance,

suicide-related concerns, self-acceptance and future optimism significantly predicted suicidal ideation, peer acceptance and support did not. An important thing to note from Table 4 is that all beta values observed for all the reasons for living were negative, indicating that an increase in the five reasons for living reduces suicidal thoughts in adolescents. The implication of this is that; the hypothesis 1 (b) which stated that all subscales on Reasons for Living Scale (Future optimism, Family alliance, Fear of death by suicide, Peer acceptance and Support, and Self acceptance) would significantly predict adolescents'suicide ideation was partially supported.

The influence of Gender on Reason for Living (RFL) and Suicidal Ideation

The hypothesis 3 predicted that gender would moderate the relationship between reasons for living and suicidal ideation. This was to investigate whether gender of the adolescents would influence the relationship between RFL and Suicidal ideation. The Hierarchical Multiple Regression was used in testing this hypothesis and the results obtained were summarized in Table 3 below.

(SEE TABLE 3)

TABLE 2: Summary Multiple Regression Analyses of the predictive strength of Reasons for Living Subscales and Suicidal Ideation

Reasons for Living (Sub-scales)	B	SE B	β
(Constant)	46.921	4.885	
1. Family Alliance	-.137	.061	-.113*
2. Suicide-Related Concerns	-.167	.045	-.173**
3. Self-Acceptance	-.485	.084	-.306**
4. Peer-Acceptance and Support	-.025	.056	-.022
5. Future Optimism	-.353	.136	-.128*
$R^2 = .294, * p < 0.05, ** p < 0.01$			

TABLE 3: Summary of results on the Moderation role of the Gender on the Relationship between Reasons for Living and Suicidal Ideation

Model	Variables	B	SE	β
1	(Constant)	38.886	2.836	
	Reasons For Living	-.197	.017	-.505**
2	(Constant)	38.273	2.846	
	Reasons For Living	-.193	.017	-.496**
	Sex of Respondents	-.651	.351	-.082
3	(Constant)	37.171	2.860	
	Reasons For Living	-.186	.017	-.477**
	Sex of Respondents	-.679	.349	-.086*
	Sex X RFL	-.900	.357	-.112*

$\Delta R^2 = .255$ for step 1; $\Delta R^2 = .007$ for step 2; $\Delta R^2 = .012$ for step 3. * $p < .05$, ** $p < 0.01$

Model 1 showed that reasons for living (RFL) accounted for 25.5% variance in suicidal ideation. It can be observed that RFL had a significant influence on suicidal ideation [$F(1,381) = 130.66, p = 0.001$], ($\beta = -.505, p = 0.001$). This means that an increase in RFL is associated with a decrease in the level of suicidal ideation among adolescents. The results also showed that the interaction between RFL and Gender (Model 3) was significant [$F(1,380) = 47.73, p < 0.01$], ($\beta = -.112, p < 0.05$). This implies that gender significantly moderate the relationship between RFL and suicidal ideation. Model 3 showed that the interaction between sex of the respondents and RFL accounted for only 1.2% variance in suicidal ideation. The conclusion that is drawn from this result is that hypothesis 6 which stated

that gender would moderate the relationship between reasons for living and suicidal ideation was confirmed.

Discussion

Reasons for living (RFL) and suicidal ideation (SI)

The results obtained have indicated that higher scores on RFL were significantly associated with lower scores on suicidal ideation. Also as predicted by the hypotheses (1 b), all the five RFL that were investigated: family alliance, peer acceptance and support, fear of death by suicide and self-acceptance and future optimism were found to correlate negatively with SI. This means that the stronger each of these reasons to stay alive are, the weaker the thoughts about ending their own lives. This is because RFL serve as protective factors against SI.



For instance, when adolescents have strong optimism about the future, they would not desire to commit suicide. Also, when they have a stronger sense of family alliance and strong fear of death by suicide, their thoughts of committing suicide would be less. More detailed examination of the five reasons for living, self-acceptance was strongest in predicting SI. Also it was found that even though higher sense of peer acceptance and support protected against suicidal ideation, it does not significantly predict suicidal ideation. The current findings are consistent with several previous studies (EG. KWOK

& SHEK, 2010; MALONE, ET AL., 2000; NORHAYATI, AMIT, CHE DIN, & ONG, 2017).

Gender differences in suicidal ideation

It was predicted that the gender of the participants would moderate the relationship between reasons for living and suicidal ideation. Results obtained showed that the moderation effect of gender on the relationship between RFL and suicidal ideation was significant. This means that the result confirmed the predictions made by the stated hypothesis. The results have also established that gender as an independent factor

influences suicidal ideation. In fact it was established that male adolescents reported higher suicidal ideation than female adolescents. Also females have higher reasons for living than males. Furthermore, RFL and suicidal ideation were found to have significant inverse relation. Since a significant relationship was observed between RFL and suicidal ideation and gender was observed to independently influence RFL and suicidal ideation, it is conspicuous that gender as an independent factor would have significant moderation effect on that relationship.

The higher reasons for living that was reported by females than males can probably explain why males are more successful at suicidal behaviors than females. The present findings are consistent with previous studies (EG. ESHUN, 2003; LUO, WANG, WANG, & CAI, 2016; NWOSU & ODESANMI, 2001; SUKHAI, HARRIS, MOORAD, & DADA, 2010).

Conclusion

Suicide remains a major public health concern worldwide. The current study is imperative since it aids in understanding the dynamics of suicidal ideation in relations to factors that leave the individual vulnerable and

prone to suicidal behaviors, and factors that protect the individual against suicide. It is explicit from the findings of the study that stronger reasons for living are likely to predict lower suicidal thoughts in adolescents. Among the five reasons for living that were investigated, family alliance, sense of self acceptance, fear

of death by suicide and future optimism are significantly stronger in protecting Ghanaian adolescents against suicidal ideation than peer acceptance and support. Suicide can therefore be prevented when management strategies consider reasons for living in adolescents.

THE END

REFERENCES. Batigun, A. (2005). Suicide Probability: A Study on Reasons for Living, Hopelessness and Loneliness. *Turkish Journal of Psychiatry*, 16(1). | DeLeo, D., Bertolote, J., & Lester, D. (2002). Self-directed violence. In D. L. Krug EG, World Report on Violence and Health (pp. 185–212.). Geneva: World Health Organization. | Eshun, S. (2003). Sociocultural Determinants of Suicide Ideation: A Comparison Between American and Ghanaian College Samples . *Suicide and Life-Threatening behaviour*, 3 (2); 165-171. | Jordan, J. (2001). Is suicide bereavement different? A reassessment of the Literature. . *Suicide and Life-Threatening Behavior*, 31 (1): 91-102. | Kwok, S., & Shek, D. (2010). Hopelessness, parent-adolescent communication, and suicidal ideation among Chinese adolescents in Hong Kong . *Suicide Life Threat Behav* , 40(3):224–233. | Lewinsohn, P., Rohde, P., Seeley, J., & Baldwin, C. (2001). Gender differences in suicide attempts from adolescence to young adulthood. *J Am Acad Child Adolesc Psychiatry*, 40(4):427-434. | Luo, X., Wang, Q., Wang, X., & Cai, T. (2016). Reasons for living and hope as the protective factors against suicidality in Chinese patients with depression: a cross sectional study. *BMC Psychiatry*, 16:252 DOI 10.1186/s12888-016-0960-o. | Malone, K. M., Oquendo, M. A., Haas, G., Ellis, S. P., Li, S., & Mann, J. J. (2000). Protective Factors Against Suicidal Acts in Major Depression: Reasons for Living. *American Journal of Psychiatry*, 157:1084-1088. | Norhayati, I., Amit, N., Che Din, N., & Ong, H. C. (2017). Gender differences and psychological factors associated with suicidal ideation among youth in Malaysia. *Psychol Res Behav Manag*, 10: 129–135 | Nwosu, S., & Odesanmi, W. (2001). Pattern of suicides in Ile-Ife, Nigeria. *West African Journal of Medicine* , 20(3): 259-62. | Ramsden, E., & Wilson, D. (2014). The Suicidal Animal: Science and the Nature of Self-Destruction. Past & Present , 201–242, https://doi.org/10.1093/pastj/gtu015. | Sukhai, A., Harris, C., Moorad, R., & Dada, M. (2010). Crime Suicide by self-immolation in Durban, South Africa: a five-year retrospective review. *Journal of Forensic Medical Pathology*, 23(3): 295-298. | World Health Organization. (1999). Figures and facts about suicide. Geneva: WHO. | World Health Organization. (2009, 11 15). Suicide prevention in different cultures. Retrieved from http://www.who.int: http://www.who.int/mental_health/prevention/suicide/wspd_2009_statement.pdf | Young, I., Iglewicz, A., Glorioso, D., Lanouette, N., Seay, K., Ilapakurti, M., & Zisook, S. (2012). Suicide bereavement and complicated grief. *Dialogues Clin Neurosci* , 14(2): 177–186. | Zampora, J., Seburn, L., Brackenbury, J., & Tagalik, S. (2005). A Report on Availability and Accessibility of Information on Mental Health and Suicide Prevention Issues in Nunavut. Centre of Excellence for Children and Adolescents with Special Needs. Arviat: Nunavut, Canada.

Publications by Students: aiu.edu/StudentPublication.html



Looking for a horizon

We are in days close to 2020 of the Gregorian calendar and many have the idea that with a number that looks special we will have a different future than what the past years have been. 2020 and the world will be different.

2020, a new year and sure things will be different.

What is the reason to expect them to be different?

We are witnessing the social discontent that seems to grow and move from this country to the other.

We see our planet mourn from one region to another because now it's a hurricane here, in a few days a typhoon

in Asian countries, later huge snowfall in other countries, fires here or floods there.

What is notorious is that in the face of so many difficulties, in what seems all together, humanity wants new situations to arise for all.

Everyone seems to want a new dawn of our planet and

the society that inhabits it.

Everyone is looking for a horizon, a future of opportunities for all, of well-being for all. The question is where does everything that is living come from?

If we look at the history of mankind, it seems that the same situations have always

occurred: human beings taking off property through wars, through violence and also natural disasters.

The question that should be asked is: What do human beings do so that everything seems to remain the same?

Making an analysis of the Social History of Humanity we see that progress is made in terms of science, progress is made in terms of technology, progress is being made in marketing, but well-being seems to be that it's buying and buying more and more sophisticated goods.

How to find that horizon we want, that we need to feel that life is the most beautiful thing we have?

It's not about doing science and more science because our History as human beings is that we are good for that job:

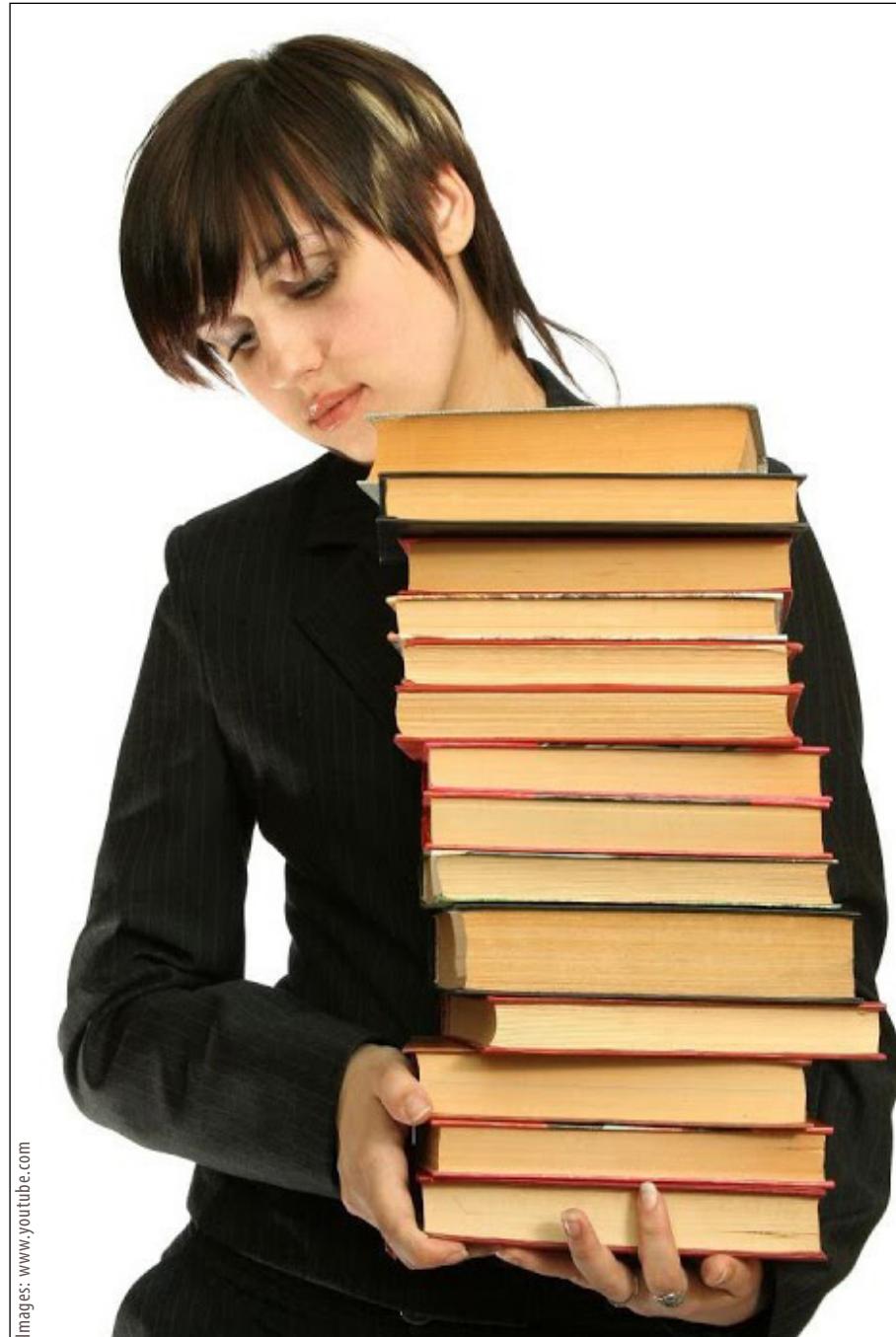


By Dr. Rosa Hilda Lora M.
Advisor at AIU | rosa@aiu.edu

<p>doing science.</p> <p>What we need is to look for another way, another thought of who we are as human beings. So much intelligence dedicated to science and material well-being; why we don't apply it to generate a society where there is abundance for all.</p> <p>How to find the path where other human beings exist?</p> <p>It seems that we have to think about the race for goods and see how to create the necessary elements so that well-being reaches as soon as human beings are born on the face of our planet.</p> <p>We need all human beings to be equal, that everyone has a chance of the goods they need to have a satisfying life.</p> <p>We have to work to stop the crazy race in which we are: science to make technology and technology and science for products for the market, information to generate needs and discontent that to lack those products is to be unhappy.</p> <p>Science and science also to create weapons</p> <p>This 2020 that begins we must be creating the basis for a horizon of hope of well-being for 90% of the world population that is out of wealth.</p> <p>We must work on all the lines that constitute our social life, our economic life, our life of learning to build a better world.</p> <p>We must be messengers</p>	<p>of change in each of our activities.</p> <p>Where can we generate the horizon of well-being for many human beings who want to have an enriching life?</p> <p>A horizon is built on education, on health, on the quality of work, on the welfare of health and even on the well-being of recreation.</p> <p>A horizon is that all human beings can believe that they'll achieve a life in which they can develop their skills.</p> <p>A horizon is that there are social security guarantees; the same justice for all.</p> <p>A horizon is that the father can believe that his children will reach higher goals than he had.</p> <p>A horizon is that it's believed that what is produced in a country will benefit everyone.</p> <p>A horizon is that medical care benefits everyone; that human beings don't die because there is not enough health care.</p> <p>A horizon is that parents don't have to put their children to work while they are minors so that they can obtain a food.</p> <p>A horizon is that human beings can achieve the necessary education to obtain a job that allows them to live or that can be dedicated to being entrepreneurs.</p> <p>A horizon is to sleep and</p>	<p>know that you have the social organization necessary for governments to do what they must do for the welfare of the governed.</p> <p>A horizon is to know that when you reach the mature age you will have the necessary social security.</p> <p>We are living in such a way that citizens don't know what governments are for. It seems that there is no order on the planet.</p> <p>We have to work each of us to build the necessary</p>	<p>elements so that each human being upon waking up every sunrise has the security horizon to be happy.</p> <p>It is said that there is better assistance for health, work, housing and education, what is needed is that it reaches everyone.</p> <p>We have to become aware that the horizon has to be for every human being that inhabits this planet.</p> <p>We need to change our welfare mentality; a beautiful and safe horizon is not</p>	<p>material goods.</p> <p>The safety and welfare horizon is the inner peace.</p> <p>We have to aware also that every human being is a boat companion because each one has the same rights.</p> <p>We have to build the horizon we need!</p> <p>We can, we only have to want!</p> <p>According to Einstein: "If you look for different results don't do the same".</p>
---	--	--	---	---



BIBLIOGRAPHY. Deaton, A. (2015). El Gran Escape. Salud, riqueza y los orígenes de la desigualdad. México: FCE.



Images: www.youtube.com

STUDY TIPS

Scanning

Edward Lambert | AIU Academic Coordinator

Some students do not have a lot of time to study. They feel like they have to read their books fast. These students do not read slowly. They use a reading method called scanning. Do you ever scan the reading material to read quicker? If so, there is a way to improve your scanning. Let's talk about scanning as you read.

Each student is unique and unrepeatable at AIU. Some students study better if they read fast. Some students study better if they read slower. It all depends on how your mind assimilates and comprehends information to be used later. So it is not wrong to scan your books as you read, as long as you are able to recall and use the information after.

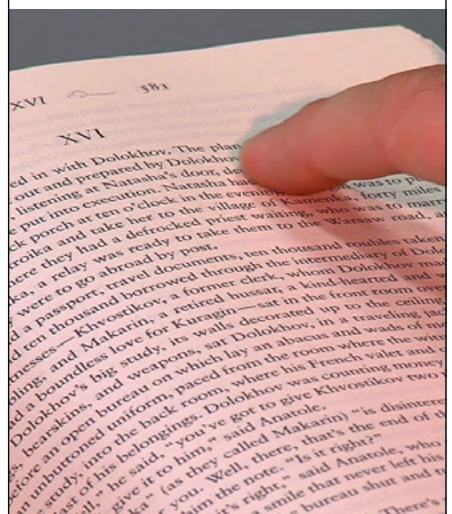
Normally the goal of scanning is to locate certain topics or facts in the reading material. So, you have to know what you are looking for. However, as you scan your book, you will find an interesting topic. Then you can slow down and read more carefully that section of the book.

You can also scan to answer a specific question. You scan for specific key words related to your question. When you find the section where the

answer is, then you can slow down and read more carefully.

You must have some precaution with scanning. It actually requires a more intense type of concentration and can be tiring. You also have to be careful of not allowing your attention to wander, because the mind is not deeply involved in the reading material.

So, the best way to use scanning is to find information that is relevant and interesting to you. Then slow down and read that section more carefully.



LOVING



Physics professor goes viral

Because he really puts the effort into his classes.

A video montage of a physics professor has gone viral, because he really puts the effort into his classes.

Last week (Dec 9–13), physics student **Erica** (*its_riccaa* on Twitter) tweeted a montage of the experiments her professor at Tidewater Community College in Virginia Beach performed this semester, all in the name of educating his students. Dr. **David Wright** –in his 70s– does everything from sitting on a skateboard and propelling himself using a fire extinguisher to bringing in and then lying on a bed of nails to demonstrate force per unit area.

Erica tweeted out the video under the caption “Y'all need to see this video collage of all the crazy things my

Physics Professor did this semester”. It has since received nearly half a million retweets. People are big fans, and wish they'd had a physics teacher so invested in his work and able to make the subject fun.

He has since learned of his viral fame via email and taken it humbly, writing to **Erica**: “Thank you very much for sharing that with me. It was an amazing semester, because I had amazing students”. He has also been interviewed by WTKR, where you can see even more of his fun experiments. If only all teachers were like this, or had the adequate funding ...

Read full text and watch videos: <https://www.iflscience.com/physics/physics-professor-goes-viral-because-he-really-puts-the-effort-into-his-classes/>

Just how much wisdom

...is there in the scientific crowd?

If science is an objective means of seeking truth, it's also one that requires human judgments ...

Psychologist **Eric Uhlmann** at INSEAD in Singapore, had previously spearheaded a study that gave a single data set to 29 research teams and asked them to use it to answer: “Do soccer referees give more red cards to dark-skinned players than light-skinned ones?” ... The red card study showed how decisions about how to analyze data could influence the results, but **Uhlmann** also wondered about the many other decisions that go into a study's design. So he initiated this latest study, an even larger and more ambitious one, which will be published in

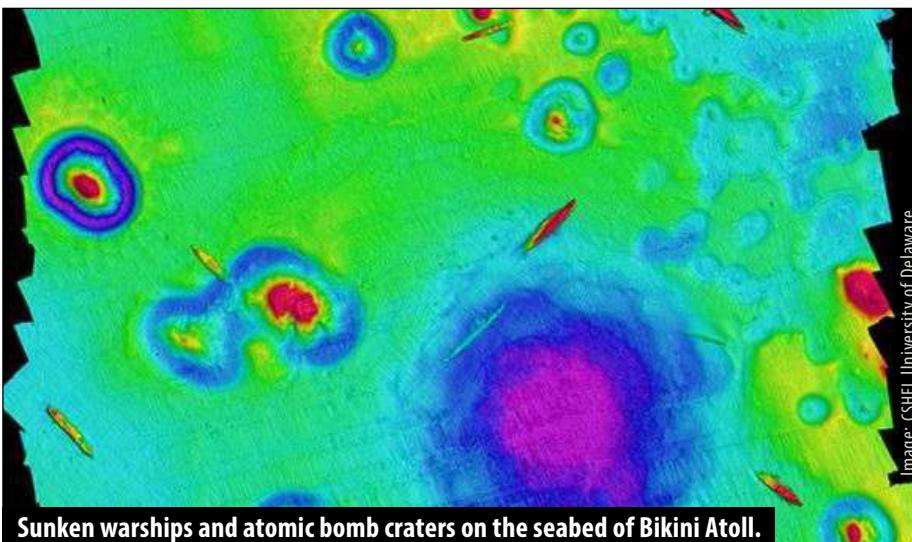
The Psychological Bulletin. The project started with five hypotheses that had already been tested experimentally but on which results had not yet been published.

Aside from the hypothesis about implicit associations described above, these concerned things like how people respond to aggressive negotiating tactics or what factors could make them more willing to accept the use of performance-enhancing drugs among athletes. **Uhlmann** presented the same research questions to more than a dozen research teams without telling them anything about the original study

... *Read full text: <https://www.wired.com/story/200-researchers-5-hypotheses-no-consistent-answers/>*



Image: www.godisagift.com



Sunken warships and atomic bomb craters on the seabed of Bikini Atoll.

Scars of nuclear tests

Stunning seabed maps reveals some at Bikini Atoll.

In the early days of the Cold War, the Bikini Atoll in the Marshall Islands was pummeled with 22 of the US's newly developed nuclear bombs. Even today ... the scars of this unimaginable power and destruction can still be seen in the geology of the seafloor.

A team of oceanographers, geologists, and marine archaeologists have recently turned their expertise towards the Bikini Atoll coral reef and carried out a comprehensive acoustic survey of the former nuclear bomb test sites.

Presenting their findings ... their work has revealed the craters and deep pits left by the detonation of various nuclear bombs, along with the dozens of shipwrecks that fought in the Second World's Pacific theatre and were sunk during post-war atomic tests.

"Bikini was chosen because of its idyllic remoteness and its large, easily accessible lagoon," survey team-leader Dr. Art Trembanis from the University of Delaware told reporters at the AGU meeting, according to BBC News. ...

The Bikini Atoll might have been chosen as the target for the atomic tests because of its remoteness, but many of the other nearby Marshall Islands were inhabited at the time. As a result, US authorities forced hundreds of Micronesian inhabitants of the atoll to "temporarily relocate," although parts of the Marshall Islands are still more radioactive than Chernobyl and over 660 islanders were irradiated. ...

Read full text: <https://www.iflscience.com/environment/stunning-seabed-maps-reveals-the-scars-of-nuclear-tests-at-bikini-atoll/>

Bubble subs arise

Giant plastic spheres are making the depths of the ocean.

Bruce H. Robison, a marine biologist at the Monterey Bay Aquarium Research Institute, began prowling the deep Pacific in a revolutionary craft in 1985. It was a giant bubble of clear plastic that gave its occupant stunning panoramic views, instead of requiring them to peer through a porthole.

"It was absolutely transformative," Dr. Robison said recently. "The profusion of life was so much greater than what I had imagined." The dark sea was alive: glowing, flashing, shimmering. "It was amazing to see all this bioluminescence and realize it's a major form of communication," he said. "It really changes your perspective."

Three-plus decades later, bubble craft have gone mainstream, and thousands

of people are experiencing that deep-sea vista. While Elon Musk and Jeff Bezos advance space travel, another set of entrepreneurs is going in the opposite direction, seeking to expand the exploration of inner space. Fans of the undersea craft sometimes call these new submersibles inner spaceships.

"They keep reaching deeper and deeper," said Will Kohnen, who tracks development of bubble craft for the Marine Technology Society, a professional group. Much of the activity, he added, arises from growing concern about the ocean's health: "People want to see it firsthand. It's all about connecting with the ocean." ... *Read full text: <https://www.nytimes.com/2019/11/18/science/bubble-submarines-sea-exploration.html>*



Tatiana Bilbao

We banned renders from the design process.

Mexican architect Tatiana Bilbao refuses to produce computer visualisations of designs still in progress. She says that making collages helps her to develop more exciting buildings.

Bilbao's work is currently on show at the Louisiana Museum in Denmark. The exhibition doesn't contain any computer renderings; instead designs for projects such as *Casa Ajijic* and *Vivienda Popular* are shown through models, sketches and collages.

The architect doesn't like finalised images as they can become obstacles in the creative process. She prefers collage as she believes it fosters a more collaborative approach to design.

"I want my architecture to be a platform for anyone to create their own way of living," she told *Dezeen*. "I think a collage accepts all of those personalities, diversities and complexities that are not only my ideas."

"A collage also accepts processes, it accepts mistakes," she continued. "I like to think that our buildings are the same." ...

Read full text: <https://www.dezeen.com/2019/12/04/tatiana-bilbao-banned-renders-architecture-interview/>



Find support for your own unique art and design projects, or support other creative projects at [MyAIU Research](#)



Cubic clock

Becomes a cube twice each day.

A clock that is designed in the shape of a slanted cube thanks to a sliced-off vertex that allows the clock to balance on its corner. The long and the short hands overlap one another 22 times throughout the day, but only at noon and midnight they will meet in the vertical-upright position and will complete the cube's shape, as if time is reset after completing a twelve-hour cycle. The functionality of the clock is created by removing and cutting elements of the cube, rather than adding unnecessary parts and materials, resulting in a clock that reveals its true form, only twice in a day.



Source: <http://www.nendo.jp>



Fall asleep instantly

You just need to do these 3 things before bed.

1 Stay off social media (and out of arguments). Strong feelings are an even more effective pick-me-up than strong coffee. So before bed, avoid anything that will rile you up emotionally. That means saving contentious conversations for the morning, and staying off social media before bed. "Recent research suggests that social media may be inherently stimulating, and therefore an impediment to falling asleep," reports **Mark Heid**, "social media may be a potent sleep repellent."

2 Grab a book. Reading before bed is popular for a reason. "It's a *cliche*, but reading doesn't involve a lot of visual stimulation, it's not social, and it doesn't require much light," **Michael Grandner** says. That combination of qualities makes a book an ideal sleep aid.

3 Schedule empty time into your evening. These days, many of us go full on from the moment our alarm rings until the moment we climb into bed. That might be productive, but it's not how your brain is designed to work. "For most of human history, people had a lot of free time when their brains weren't engaged or distracted," **Grandner** notes. We need time to process and reflect on our days so our brains can quiet down, even if it's just 10 minutes of folding the laundry or walking the dog. Skip this essential step in the evening and your mind will be racing too fast at bedtime for you to be able to get to sleep. ...

Read full text: <https://www.inc.com/jessica-stillman/do-these-3-things-before-bed-to-become-one-of-those-people-who-fall-asleep-instantly.html>

Live a better life learning how to keep your body, mind and soul balanced. Visit regularly **MyAIU Body / MyAIU Mind / MyAIU Spirit and MyAIU Energy**.

The 12 Rules

of Native American philosophy.

1 Wholeness. All things are interrelated. Everything in the universe is part of a single whole.

2 Change. There are two kinds of change. The coming together of things, and the coming apart of things. Both kinds of change are necessary.

3 Change occurs in cycles or patterns. They are not random or accidental changes.

4 The physical world is real. The spiritual world is real. They are two aspects of one reality. There are separate laws which govern each.

Breaking of a spiritual principle will affect the physical world and visa versa. A balanced life is one that honors both.

5 People are physical and spiritual beings.

6 People can acquire new gifts, but they must struggle to do so. The process of developing new personal qualities may be called "true learning."

7 There are four dimensions of true learning. A person learns in a whole and balanced manner when the mental, spiritual, physical, and emotional dimensions are involved in the process.

8 The spiritual dimension of human development has four related capacities:

- The capacity to have and to respond to dreams, visions, ideals, spiritual teachings, goals and theories.
- The capacity to accept these as a reflection of our unknown or unrealized potential.
- The capacity to express these using symbols in speech, art, or mathematics.
- The capacity to use this symbolic expression towards action directed at making the possible a reality.

9 People must actively participate in the development of their own potential.

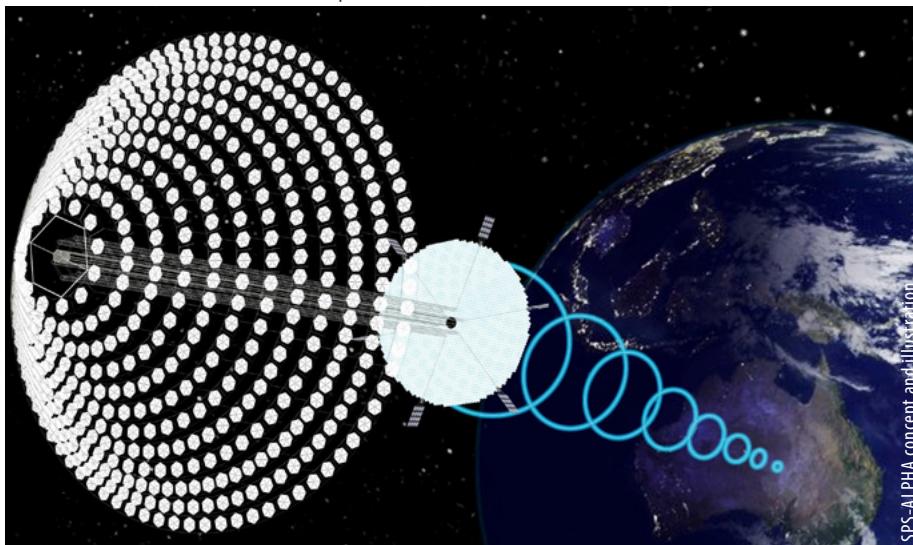
10 A person must decide to develop their own potential. The path will always be there for those who decide to travel it.

11 Any person who sets out on a journey of self-development will be aided. Guides, teachers, and protectors will assist the traveler.

12 The only source of failure is a person's own failure to follow the teachings.

Source: <https://www.facebook.com/TheGreatSpirit.God>





Solar power on a rainy day?

Just beam it from space.

Since the idea for space solar power first cropped up in Isaac Asimov's science fiction in the early 1940s, scientists and engineers have floated dozens of proposals to bring the concept to life, including inflatable solar arrays and robotic self-assembly. But the basic idea is always the same: A giant satellite in orbit harvests energy from the sun and converts it to microwaves or lasers for transmission to Earth, where it is converted into electricity. The sun never sets in space, so a space solar power system could supply renewable power to anywhere on the planet, day or night, rain or shine.

Like fusion energy, space-based solar power seemed doomed to become a technology that was always 30 years away. Technical problems kept

cropping up, cost estimates remained stratospheric, and as solar cells became cheaper and more efficient, the case for space-based solar seemed to be shrinking. ...

In 2005, Mankins left NASA to work as a consultant, but he couldn't shake the idea of space solar power. He did some modest space solar power experiments himself. . . . The result was SPS-ALPHA, which Mankins called "the first practical solar power satellite." The idea, says Mankins, was "to build a large solar-powered satellite out of thousands of small pieces." His modular design brought the cost of hardware down significantly, at least in principle. ... *Read full text: <https://www.wired.com/story/how-to-get-solar-power-on-a-rainy-day-beam-it-from-space/>*

SPS-ALPHA concept and illustration

Edible coffee cups

Air New Zealand trials some, to combat waste.

New Zealand's national airline says it is trialling edible coffee cups in a bid to reduce the amount of waste on board its planes. The cups, by local company Twiice, are made from vanilla-flavoured biscuits—and are apparently "leak-proof".

Air New Zealand, which serves more than eight million cups of coffee a year, said it wanted to reduce the amount of waste sent to landfills. But some said a change in cups was not a big enough environmental commitment. In a statement, Air New Zealand said the coffee cups were being tested "in the air and on the ground" as part of its efforts to find "innovative ways to meet sustainability challenges".

"The cups have been a big hit with

the customers who have used these, and we've also been using the cups as dessert bowls," Air New Zealand's Niki Chave said. Jamie Cashmore, the co-founder of Twiice, said the cups "could have a really positive impact on the environment".

In the UK, some 2.5 billion coffee cups are estimated to be thrown away each year and only 0.25% of them are recycled. Air New Zealand said the trial of edible cups followed a recent switch to compostable cups made of paper and corn, used in all of its aircraft and lounges. But some social media users said the airline needed to change more than coffee cups if it wanted to help the environment. ... *Read full text: <https://www.bbc.co.uk/news/world-asia-50672553>*



Eco Tip: Consider only buying ethical, sustainable and/or second hand garments. Change your life, get sustainable. Visit MyAIU Knowledge



Winter 'Shelter Bus'

It is for the homeless in Toronto, Canada.

Park 'n' sleep. Perchance to dream. Definitely to warm up and rest a while. ... What was once a transit bus, and most recently a coach for travelling hockey players in Quebec City, took to Toronto's downtown streets on Tuesday evening (Dec 3).

The "Shelter Bus" it's called —retrofitted with 20 sleeping spaces, a lounge area, kitchenette, washroom and bumper-to-bumper compassion.

From 8 p.m. to at least 8 a.m., throughout the winter, the full-size vehicle will pick up homeless and transients, the hungry and the shivering, in an undertaking so straight-up sensible one wonders why nobody ever thought about it before.

"We recognize that homelessness

in particular is a critical issue here in Toronto during the winter months," says Zubair Afzal, president of Ahmadiyya Muslim Youth Association, Canada's largest Muslim youth organization, with chapters across the country and headquartered in Toronto. "The weather can be extremely cold, especially at night.

"The shelter bus will be travelling through downtown Toronto every night for the next three months, to pick up homeless individuals who do not have any shelter. And provide them with hot meals as well..." ...

Read full text: <https://www.thestar.com/opinion/star-columnists/2019/12/03/torontos-winter-shelter-bus-for-the-homeless-is-as-sensible-as-it-is-kind.html>

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.

Rabbits in danger

...along with 30,000 other animals, birds and plants.

Rabbit —more precisely the European Rabbit, found in Portugal, Spain and France— is in danger of extinction, along with over 30,000 animal, bird and plant species.

The age-old expression "breeding like rabbits" has fallen foul of the scourge of RHD (Rabbit Haemorrhagic disease) a virus that originated in China in the early 80s, and arrived in Europe a few years later.

The situation saw European rabbits entering the 'Red List of Endangered Species' over a decade ago, under the classification "almost threatened". But now a new spike in the virus has wiped out around 70% of the rabbit population, leading to the species becoming

yet another that is "threatened by extinction". And because other species —particularly the Iberian Lynx and Iberian Imperial Eagle— survive largely on a diet of rabbit, their survival too is now much more precarious.

In its latest statement, the IUCN describes the situation today as a "biodiversity crisis" in which climate change is "adding to the multiple threats" that species face. "We need to act urgently and decisively to curb the crisis", says the statement, which in fact has some 'good news'; in that efforts to 'save' 10 species —eight birds and two fish ...

Read full text: <https://www.portugalresident.com/rabbit-now-in-danger-of-extinction-along-with-30000-other-animals-birds-and-plants/>



CAMPUS

Worried about 5g's health effects? Don't be.

There's little reason to think 5G frequencies are any more harmful than other types of electromagnetic radiation, like visible light.



Even as carriers around the world race to build 5G networks, some government officials are reaching for the throttle, citing fears that the new generation of wireless technology could pose health risks. Earlier this year the Portland, Oregon, city council passed a resolution asking the Federal Communications Commission to update its research into potential health risks of 5G. ...

"The impending rollout of

5G technology will require the installation of hundreds of thousands of 'small cell' sites in neighborhoods and communities throughout the country, and these installations will emit higher-frequency radio waves than previous generations of cellular technology," US representative Peter DeFazio (D-Oregon) wrote in a letter to the FCC echoing concerns about the new technologies involved with 5G.

There are real concerns about the way 5G is being deployed in the US, including security issues, the potential to interfere with weather forecasting systems, and the FCC steamrolling local regulators in the name of accelerating the 5G rollout. But concerns over the potential health impacts of 5G are overblown. ...

Few 5G services will use higher frequencies in the near term, and there's little reason to think these frequencies are any more harmful than other types of electromagnetic radiation such as visible light.

Most concerns about health impacts from 5G stem from millimeter-wave technology, high-frequency radio waves that are supposed to deliver much faster speeds. The catch is that millimeter-wave transmissions are far less reliable at long distances than transmissions using the lower frequencies that mobile carriers have traditionally used. To provide reliable, ubiquitous 5G service over millimeter-wave frequencies, carriers will need a larger number of smaller access points.

That's led to two fears: That the effects of millimeter-wave signals might be more dangerous than traditional frequencies; and that the larger number of access points, some potentially much closer to people's homes, might expose people to more radiation than 4G services.

But millimeter waves aren't the only, or even the main, way that carriers will deliver 5G service. T-Mobile offers the most widespread 5G service available today. But it uses a band of low frequencies originally used for broadcast television. Sprint, meanwhile, repurposed some of the "mid-band" spectrum it uses for 4G to provide 5G. Verizon and AT&T both offer millimeter-wave-based services, but they're only available in a handful of locations. The wireless industry is focused more on using mid- and low-band frequencies for 5G, because deploying a massive number of millimeter-wave access points will be time-consuming and expensive. In

other words, 5G will continue using the same radio frequencies that have been used for decades for broadcast radio and television, satellite communications, mobile services, Wi-Fi, and Bluetooth.

Even when carriers roll out more millimeter-wave coverage, you still won't need to worry much. Radio waves, visible light, and ultraviolet light are all part of the electromagnetic spectrum. The higher-frequency parts of the spectrum, including x-rays and gamma rays, are what's known as "ionizing radiation." This is the scary kind of radiation. It can break molecular bonds and cause cancer. Millimeter waves and other radio waves, along with visible light, are considered non-ionizing, meaning they don't break molecular bonds. They are higher frequency than traditional broadcast frequencies, but they're still below the frequency of visible light and far below ionizing radiation such as shortwave ultraviolet light, x-rays, and gamma rays. ...

Read full text by Clint Finley: <https://www.wired.com/story/worried-5g-health-effects-dont-be/>

"Then I thought that there are so many kids out there like me, who give up on studies because they don't have the financial support. My mother used to make 'papad' and I would go around selling it. We made a living out of that. Then I started keeping these kids at home and teaching them."

—Anand Kumar. 1973— Indian educator and a mathematician best known for his Super 30 programme, which coaches underprivileged students for IIT-JEE.

Image: www.indiatoday.in

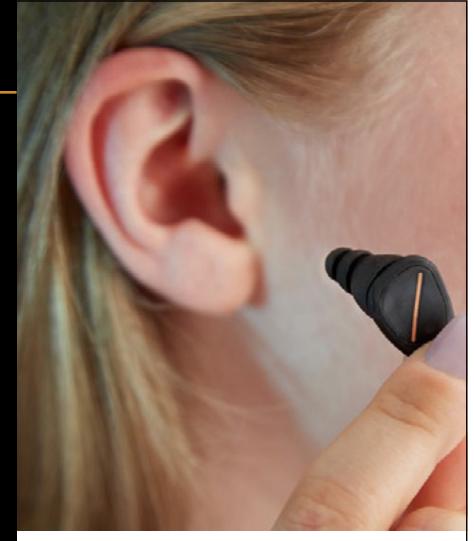


Sweet little rain. Apart from your regular cup of latte, Mellower Coffee Singapore also serves this signature creation. The concept is that, by suspending a fluff ball of cotton candy over a cup of Americano, the heat would slowly melt the cotton candy and caused it to drip into the drink. www.mellowercoffee.com

Lovely logics 2

1. No one is the reason of your happiness except yourself.
2. Don't compare your life with that of others.
3. Stop thinking too much, it's all right not to know all the answers.

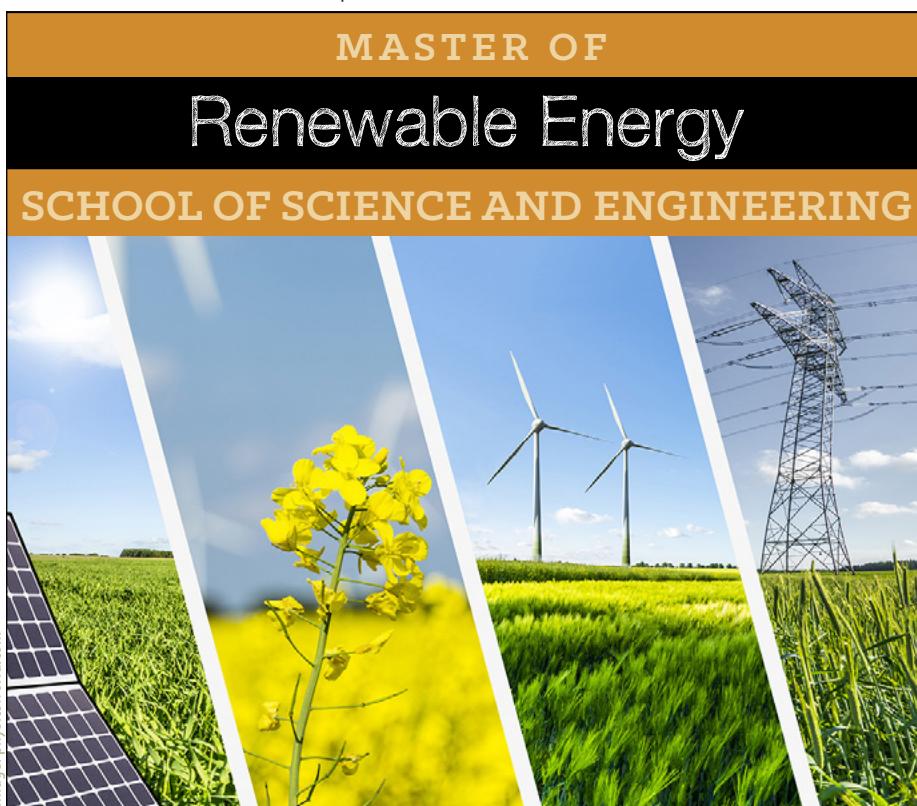
Source: www.elephantjournal.com



Earos. These acoustic ear filters lower sound to a safer level while letting you enjoy clear music, conversations and more. www.thegrommet.com



Amuseable plush pals. Teddy bears are so passé. Quirky, kooky and so kawaii (that's Japanese for cuteness), these anthropomorphic plant pals have one purpose: to cuddle with your little ones. By Jellycat. store.moma.org



The Master of Renewable Energy (MS) program helps students develop practical skills and knowledge required to critically evaluate alternative energy sources, and provide applied solutions to the energy demand. The major is decidedly interdisciplinary in nature, focusing on the underlying natural processes relating to renewable energy and employing the scientific method. The Master of Renewable Energy (MS) 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 **Master of Renewable Energy (MS)** curriculum is designed individually by the student and academic advisor. It specifically addresses strengths and weaknesses with respect to market opportunities in the student's major and intended field of work. Understanding that industry and geographic factors

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

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

Core Courses and Topics

- Introduction to renewable energy
- Solar thermal energy
- Solar photovoltaics
- Global change
- Bioenergy
- Geothermal energy
- Hydroelectricity
- Tidal power
- Natural resource management
- Wind energy
- Wave energy
- Orientation courses
- Communication & investigation
- Organization theory
- Experiential learning
- Academic evaluation

Professional evaluation
Development of graduate study

Job description

The move to renewable has been stimulated by recent technology developments and growing concerns over the sustainability and impact of conventional fuel usage on our environment, the prospect of producing clean, sustainable power in substantial quantities from renewable energy sources arouses interest world-wide. Jobs in the Renewable Energy field vary according to the technology being used; for example, wind power, solar power, and bio-energy. But by far the fastest growing sector for renewable energy jobs is in the area of wind energy.

Research Project

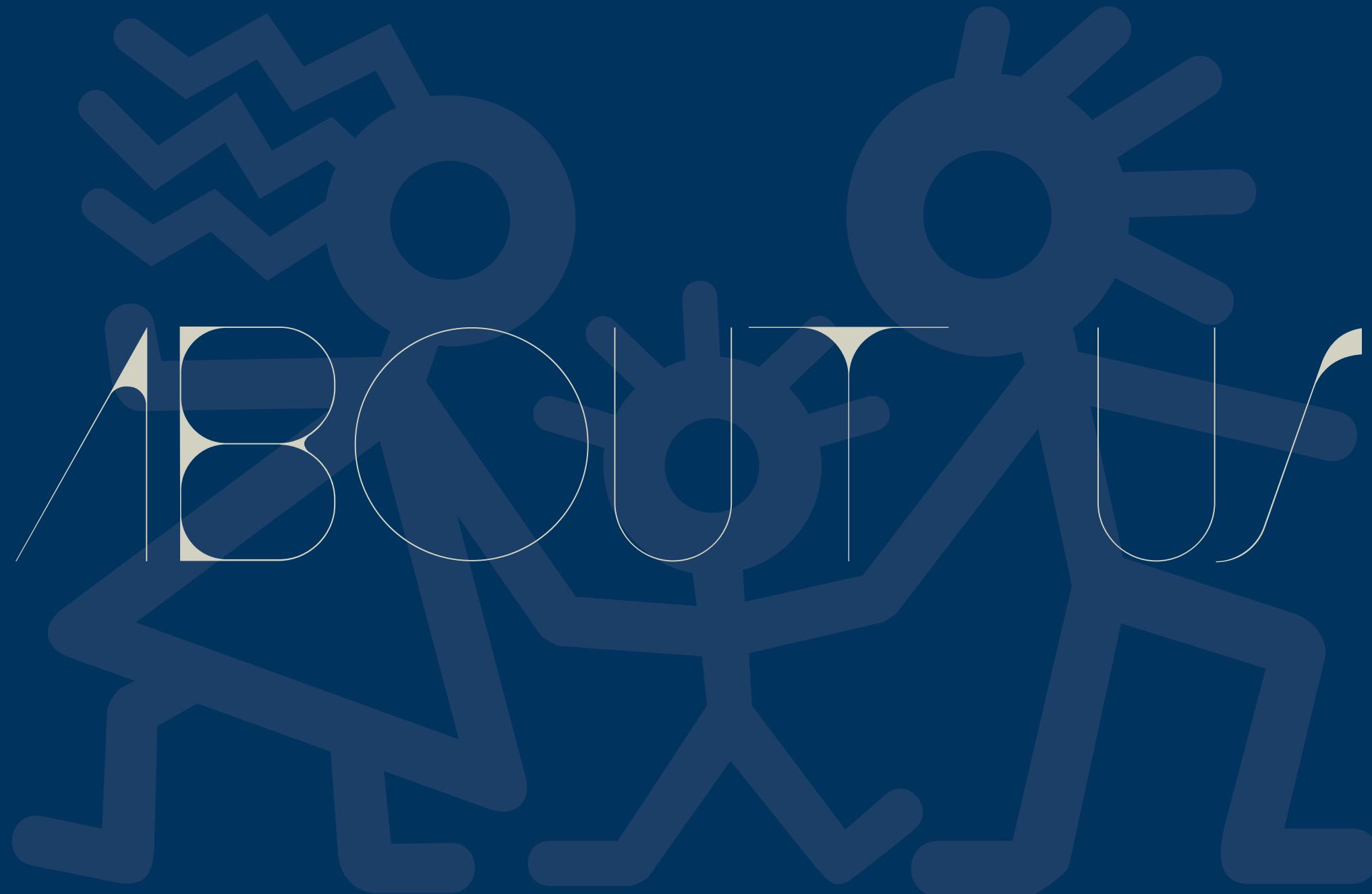
Master Thesis Project
MBM300 Thesis Proposal
MBM302 Master Thesis (7500 words)

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

Contact us to get started

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

Pioneer Plaza/900 Fort Street Mall 905
Honolulu, HI 96813
800-993-0066 (Toll Free in US)
808-924-9567 (Internationally)



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.



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 multidisciplinary 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

Accreditation



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

<p>Dr. Franklin Valcin PRESIDENT/Academic Dean</p> <p>Dr. Ricardo Gonzalez Chief Operation Officer AND MKT Director</p> <p>Dr. Miriam Garibaldi ViceProvost for Research</p> <p>Ofelia Hernandez Director of AIU</p> <p>Clara Margalef Director of Special Projects of AIU</p> <p>Juan Pablo Moreno Director of Operations</p> <p>Paula Viera Director of Intelligence Systems</p> <p>Felipe Gomez Design Director / IT Supervisor</p> <p>Daritza Ysla IT Coordinator</p> <p>Nadeem Awan Chief Programming Officer</p> <p>Dr. Jack Rosenzweig Dean of Academic Affairs</p> <p>Dr. Edward Lambert Academic Director</p> <p>Dr. Ariadna Romero Advisor Coordinator</p> <p>Nadia Gabaldon Academic Coordinator</p> <p>Jhanzaib Awan Senior Programmer</p> <p>Leonardo Salas Human Resource Manager</p> <p>Benjamin Joseph IT and Technology Support</p> <p>Rosie Perez Finance Coordinator</p>	<p>Dr. Jose Mercado Chief Executive Officer Chairman of the Board of Trustees</p> <p>Linda Collazo Logistics Coordinator</p> <p>Irina Ivashuk Alumni Association Coordinator</p> <p>Carlos Aponte Telecommunications Coordinator</p> <p>David Jung Corporate/Legal Counsel</p> <p>Bruce Kim Advisor/Consultant</p> <p>Thomas Kim Corporate/Accounting Counsel</p> <p>Camila Correa Quality Assurance Coordinator</p> <p>Maricela Esparza Administrative Coordinator</p> <p>Chris Benjamin IT and Hosting Support</p> <p>Mayra Bolivar Accounting Coordinator</p> <p>Roberto Aldrett Communications Coordinator</p> <p>Giovanni Castillo IT Support</p> <p>Jaime Rotlewicz Dean of Admissions</p> <p>Dr. Mario Rios Academic Advisor</p> <p>Michael Phillips Registrar's Office</p>	<p>Ricardo Gonzalez, PhD Provost</p> <p>Dr. Silvia Restorff Academic Advisor</p> <p>Dr. Prakash Menon Academic Advisor</p> <p>Dr. Nilani Ljunggren De Silva Academic Advisor</p> <p>Dr. Scott Wilson Academic Advisor</p> <p>Dr. Mohammad Shaidul Islam Academic Advisor</p> <p>Dr. Edgar Colon Academic Advisor</p> <p>Deborah Rodriguez Academic Tutor Coordinator</p> <p>Cyndy Dominguez Academic Tutor Coordinator</p> <p>Kinmberly Diaz Admissions Support Tutor</p> <p>Amalia Aldrett Admissions Coordinator</p> <p>Sandra Garcia Admissions Coordinator</p> <p>Jose Neuhaus Admissions Support</p> <p>Junko Shimizu Admissions Coordinator</p> <p>Veronica Amuz Admissions Coordinator</p> <p>Alba Ochoa Admissions Coordinator</p> <p>Jenis Garcia Admissions Counselor</p> <p>Rene Cordon Admissions Support</p> <p>Chris Soto Admissions Counselor</p>
---	--	---

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



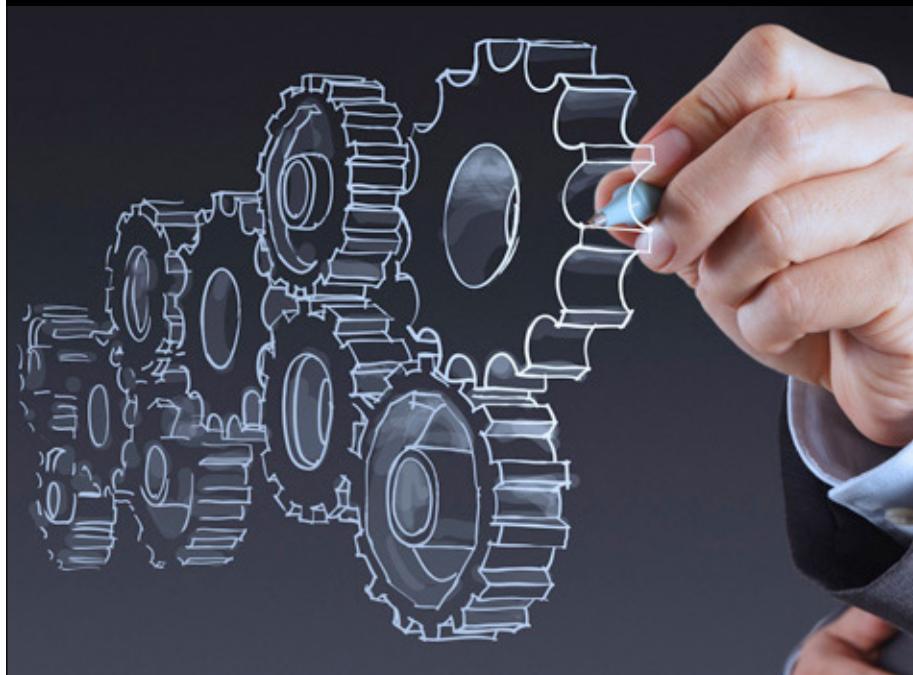
The School of Social and Human Studies is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.

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

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

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

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

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

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

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

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

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

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

Read more at: aiu.edu

AIU Service

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

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

Contact us to get started

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

Pioneer Plaza / 900 Fort Street Mall 905

Honolulu, HI 96813

800-993-0066 (Toll Free in US)

info@aiu.edu

808-924-9567 (Internationally)

www.aiu.edu

Online application:

www.aiu.edu/apply3_phone.aspx