

# CAMPUS *mundi*

145

Toronto is the most populous city in Canada and the capital city of the Canadian province of Ontario. Toronto is an international centre of business, finance, arts, sports, and culture, and is recognized as one of the most multicultural and cosmopolitan cities in the world.

MyAIU MAGAZINE  
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**AIU News + Essays + Education + Culture + Science + Technology  
+ Art + Design + Health + Environment + Human Rights +  
Animals & Nature + Religious Studies + About AIU**

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"LEARNING" AND "CAMPUS"  
TRANSLATION TO SPANISH  
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**Campus Mundi**  
MY AIU MAGAZINE  
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choose  
the contents  
of this magazine  
with you  
in mind  
-to inspire you  
and make you  
**think**

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in touch

# Special needs and inclusive education



**OCTOBER 16, 2025.** Atlantic International University proudly celebrates one of its distin-

guished graduates, **Dr. Julia Koifman**, whose groundbreaking work in Special Needs and Inclusive Education continues to shape the future of learning around the globe.

With a Ph.D. in Special Needs and Inclusive Education (Cum Laude) and a perfect GPA of 4.0, **Dr. Koifman's** academic excellence at AIU

became the foundation for a career devoted to understanding, empowering, and celebrating neurodiverse learners.

**Dr. Koifman's** journey began in Simferopol, Ukraine, where she taught English at a local school and university. Her career took a transformative turn after immigrating to Israel, where she discovered her life's mission which is supporting students with special educational needs. Her time at AIU deepened that mission. Through AIU's personalized learning model, she was able to align her academic goals with her professional

calling —blending research, psychology, and pedagogy into a comprehensive framework for inclusive education.

**Dr. Koifman** has become a respected lecturer at Kinneret Academic College and an active member of IATEFL, TESOL, ETAI, and the Global Education Network. Her influential work includes: *Authoring Neurodiversity and Special Education (2025)*, published in the *Open Access Journal of Behavioral Science and Psychology* • **Winning ...** **Read full text:** <https://www.aiu.edu/news/aiu-graduate-dr-julia-koifman-sets-a-new-global-standard-for-inclusive-education/>

## Article published



**OCTOBER 27, 2025.** We are proud to celebrate the recent achievement of **Dr. Kanbiro Orkaido Deyganto**,

Academic Advisor and AIU Ambassador, whose peer-reviewed article, *Geography of Opportunity: A Multilevel Analysis of Regional and School-Level Inequities in Somaliland's Educational Outcomes*, has been published in *Frontiers in Education*, a leading open-access journal.

**Dr. Kanbiro's** research

provides a powerful and timely analysis of how geography, resources, and institutional structures shape access to education and academic performance across Somaliland. By examining both regional and school-level disparities, his study uncovers critical insights into the factors that influence educational outcomes—and offers practical guidance for policymakers and educators striving to ensure equity and opportunity for every learner.

Education should not depend on where a child is born," said

**Dr. Kanbiro.** Hence, he focused to highlight the structural barriers that limit potential and to inform policies that create more inclusive educational systems.

This remarkable accomplishment underscores AIU's ongoing commitment to fostering global impact through research, innovation, and academic excellence. It also reinforces the university's alignment with the United Nations Sustainable Development Goal #4: Quality Education, which calls for inclusive and equitable learning opportunities for all.

**Dr. Kanbiro's** work ... **Read full text:** <https://www.aiu.edu/news/aiu-advisor-publishes-new-study-on-educational-opportunities-in-somaliland/>

# 16<sup>TH</sup> INTERNATIONAL CONFERENCE ON Aging & Social Change



Image: www.antiya3t.com

### Call for Papers

This Conference will be hosted **15–16 October 2026** by **Akdeniz University**, Antalya, Turkey.

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

### 2026 Special Focus:

“Demographic Futures: Political and Social Transformations”

**Theme 1:** Economic and Demographic

Perspectives on Aging.

- Theme 2:** Public Policy and Public Perspectives on Aging.
- Theme 3:** Medical Perspectives on Aging, Health, Wellness.
- Theme 4:** Social and Cultural Perspectives on Aging.

### Become a Presenter:

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

**Advance proposal deadline**  
15 December 2025

**Advance registration deadline**  
15 January 2026

**Visit the website:**  
<https://agingandsocialchange.com>

# Graduated with Distinction

NOVEMBER, 2025.

These graduate students completed their program with a high cumulative grade point average, which reflects the quality of performance within their respective major.

## Congratulations!



**DISTINCTION**

**Diego J. Barahona Rivadeneira**

Doctor of Civil Engineering  
EARTHQUAKE ENGINEERING AND SEISMIC DESIGN



**DISTINCTION**

**Susana Torson**

Doctor of Philosophy  
EDUCATION



**DISTINCTION**

**Augusto L. Joaquim Bié Da Silva**

Doctor of Philosophy  
BUSINESS ADMINISTRATION



**DISTINCTION**

**Ann-Marie Bishop**

Doctor of Philosophy  
INTERNATIONAL RELATIONS AND LEGAL STUDIES



**DISTINCTION**

**Mamadou Cire Bah**

Post-Doctorate of Economics  
ECONOMICS



**DISTINCTION**

**Fabio Leonardo Peñuela Buitrago**

Doctor of Science  
PSYCHOLOGY SOCIAL AND COMMUNITY



**DISTINCTION**

**Roy Moses K. Mukhwana**

Doctor of Philosophy  
PUBLIC HEALTH



**DISTINCTION**

**Leonardo Di Masi Mega Franca**

Doctor of Science  
CHEMICAL ENGINEERING

# Modern Criminology

OCTOBER 31, 2025.

We are proud to announce the release of *Criminal Psychology 2: Clinical Criminology – New Criminal Sciences, Penal and Penitentiary System* (ISBN: 978-

9942-44-897-2) authored by **Dr. Roberto Mosquera Escobar** in collaboration with **Mgtr. Abg. Elena Carvajal A.**

This groundbreaking work examines Clinical Criminology as a vital discipline dedicated to the prevention, diagnosis, treatment, rehabilitation, and reintegration of individuals involved in criminal activity. The book also integrates key insights from related fields, including Criminal Psychology, Criminal Biology, Victimology, Neurosciences, and Public Policy, offering readers a multidimensional understanding of the complex nature of crime.

Drawing on decades of academic expertise and practical experience, **Dr. Mosquera** provides profound reflections on some of today's most pressing issues: the roots of violence, the motivations behind inhumane crimes, and the urgent need for more effective and



humane social rehabilitation systems.

Rooted in rigorous scientific analysis and enriched by real-world perspectives, *Criminal Psychology 2* stands as an es-

sential reference for students, researchers, and professionals in criminology, criminal law, psychology, and the social sciences who seek to explore criminal phenomena from both a comprehensive and humanistic standpoint.

This publication reflects **AIU's** ongoing commitment to advancing global knowledge and fostering innovative thinking in the social sciences. Hence, we congratulate **Dr. Mosquera Escobar** for his outstanding contribution to the evolving field of criminology.

**Dr. Mosquera** is a distinguished scholar and practitioner in criminology, known for his extensive research and contributions to the study of criminal behavior and rehabilitation systems. His work continues to inspire students and ... **Read full text:** <https://whhttps://www.aiu.edu/news/new-book-by-ecuadorian-author-explores-the-new-criminal-sciences/>

**FIND MORE NEWS FROM AIU FAMILY**

**Latest News:** <https://www.aiu.edu/aiu-news/>



Image: www.freeplk.es

# Graduates of the month

## NOVEMBER 2025

**Maria Lucia Salaz Cabezas**  
 DOCTOR OF METALLURGICAL ENGINEERING  
 Composite Materials Science  
 COLOMBIA

**Daudet Nsongi Ndongu**  
 MASTER OF THEOLOGY  
 Theological Studies  
 CONGO

**Kalonji Ngoyi Jean Pierre**  
 MASTER OF SCIENCE  
 Mechanical Engineering  
 CONGO (DRC)

**Ngouolele-Mafoula Cyprien**  
 DOCTOR OF PHILOSOPHY  
 Public Health  
 CONGO (DRC)

**Philippe Loembe**  
 BACHELOR OF SCIENCE  
 Data Science and Engineering  
 CONGO (DRC)

**Mariana Trinidad Cortorreal Mejía**  
 DOCTOR OF EDUCATION  
 Educational Technology and Management  
 DOMINICAN REPUBLIC

**Miguel Emilio Sánchez Ogando**  
 DOCTOR OF STRATEGIC MANAGEMENT  
 Project Management  
 DOMINICAN REPUBLIC

**Diego Javier Barahona Rivadeneira**  
 DOCTOR OF CIVIL ENGINEERING  
 Earthquake Engineering and Seismic Design  
 ECUADOR

**Gribi Djamel**  
 DOCTOR OF SCIENCE  
 Chemical Engineering  
 ALGERIA

**Eric Karabo Mosothwane**  
 BACHELOR OF SCIENCE  
 Electrical Engineering  
 BOTSWANA

**Dingambaye Laokein**  
 DOCTOR OF FINANCIAL ADMINISTRATION  
 Business Management  
 CHAD

**Fabio Leonardo Peñuela Buitrago**  
 DOCTOR OF SCIENCE  
 Psychology Social and Community  
 COLOMBIA

**Arianna Ivette Ramos Martrus**  
 BACHELOR OF SCIENCE  
 Psychology  
 ECUADOR

**Augusto Lotti Joaquim Bié Da Silva**  
 DOCTOR OF PHILOSOPHY  
 Business Administration  
 ANGOLA

**Peter Lawrence**  
 DOCTOR OF HUMAN RESOURCES  
 Human Resources Management  
 CANADA

**Alejandro Manuel A. Rodriguez Naranjo**  
 DOCTOR OF SCIENCE  
 Sustainable Energy Engineering  
 CHILE

**Lucy Sánchez Anchico**  
 BACHELOR OF EDUCATION  
 Childhood Education  
 COLOMBIA

**Martin Oswaldo Velasquez Mendoza**  
 BACHELOR OF SCIENCE  
 Safety Engineering  
 EL SALVADOR

This month we have graduates from: Algeria · Angola · Botswana · Canada · Chad · Chile · Colombia · Congo · Congo (DRC) · Dominican Republic · Ecuador · El Salvador · Equatorial Guinea ·

**Jonas Esono Mokuy**  
BACHELOR OF BUSINESS MANAGEMENT  
Business Management  
EQUATORIAL GUINEA

**Edmond Sondashi Nkonde**  
DOCTOR OF EDUCATION  
Education  
ESWATINI

**Jonathan Perry Kweku Ainoo**  
MASTER OF BUSINESS ADMINISTRATION  
Business Administration  
GHANA

**Esi Tekyiwa Darko**  
MASTER OF SCIENCE  
Architecture  
GHANA

**Yaw Osei-Owusu**  
DOCTOR OF SCIENCE  
Environmental Science  
GHANA

**John Akutam Akparibilla**  
BACHELOR OF SCIENCE  
Business Management  
GHANA

**Jerry Obeng-Kwakye**  
DOCTOR OF LEGAL STUDIES  
Legal Studies  
GHANA

**Felix Kojo Agbah**  
BACHELOR OF SCIENCE  
Mechanical Engineering  
GHANA

**Augustine Adjei**  
DOCTOR OF EDUCATION  
Educational Leadership  
GHANA

**Robert Thompson**  
MASTER OF SCIENCE  
Civil Engineering  
GHANA

**Oscar Rodríguez Albores**  
BACHELOR OF SCIENCE  
Electrical Engineering  
GUATEMALA

**Eduardo Neptaly Pérez Tórres**  
DOCTOR OF HUMAN RESOURCES  
Human Resources  
GUATEMALA

**Marlom Andrés Montealegre Benítez**  
BACHELOR OF BUSINESS ADMINISTRATION  
Business Administration  
GUATEMALA

**Erick Rigoberto Montalvan Paz**  
BACHELOR OF SCIENCE  
Civil Engineering  
HONDURAS

**Eduardo Enrique Andino Rodas**  
BACHELOR OF SCIENCE  
Systems Engineering  
HONDURAS

**Aron Kalo**  
BACHELOR OF SCIENCE  
Automotive Engineering  
HUNGARY

**Julia Koifman**  
POST-DOCTORATE OF EDUCATION  
Neurodiversity and Special Education  
ISRAEL

**Jodian Llewellyn**  
MASTER OF EDUCATION  
Early Childhood Education  
JAMAICA

**Mark O. Harris**  
DOCTOR OF PHILOSOPHY  
Security Studies  
JAMAICA

**Ann-Marie Bishop**  
DOCTOR OF PHILOSOPHY  
International Relations and Legal Studies  
JAMAICA

**Nicola White**  
BACHELOR OF SCIENCE  
Early Childhood Education and Development  
JAMAICA

**Sacheel Antoinette Grant-Henry**  
DOCTOR OF SCIENCE  
Education  
JAMAICA

**Georgia M. Waugh Richards**  
DOCTOR OF PHILOSOPHY  
Ed. Policy, Leadership and Communication  
JAMAICA

**Anthony B. Chengoe**  
BACHELOR OF PUBLIC HEALTH  
Pub. Health Pract and Community Health Ed.  
LIBERIA

**Pia Kinnen Fisher**  
DOCTOR OF PSYCHOLOGY  
Neuropsychology  
LUXEMBOURG

**Kennedy Stephano Mtambalika**  
BACHELOR OF SCIENCE  
Artificial Intelligence  
MALAWI

**Marian Patricia Ralph Azcarraga**  
BACHELOR OF INTERNATIONAL BUSINESS  
International Business  
MEXICO

**Amanda Gutierrez Vazquez**  
DOCTOR OF HUMAN DEVELOPMENT  
Positive Psychology and Transf. Coaching  
MEXICO

**Andrei Barragan Wolff**  
BACHELOR OF ARTS  
Culinary Arts  
LUXEMBOURG

**Jessica Pedro**  
BACHELOR OF EDUCATION  
Education  
MOZAMBIQUE

**Rico BGN Hoveka**  
BACHELOR OF SCIENCE  
Public Health  
NAMIBIA

**Mohammed Nura Ibrahim**  
DOCTOR OF PHILOSOPHY  
Public Policy and Administration  
NIGERIA



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Image: www.freepik.es

**Joshua Pauleti**  
DOCTOR OF BUSINESS ADMINISTRATION  
International Business  
UNITED ARAB EMIRATES

**Roy Moses K. Mukhwana**  
DOCTOR OF PHILOSOPHY  
Public Health  
UNITED KINGDOM

**Kingsley Kolawole Yemisi Oladeji**  
DOCTOR OF PHILOSOPHY  
Business Information Technology Mgmt  
UNITED KINGDOM

**Luke Mapiliyawo**  
DOCTOR OF PHILOSOPHY  
Land Surveying  
UNITED KINGDOM

**Susana Torson**  
DOCTOR OF PHILOSOPHY  
Education  
UNITED KINGDOM

**Alejandra Rivero Ramborger**  
BACHELOR OF ARTS  
Hispanic Philology  
URUGUAY

**Mamadou Cire Bah**  
POST-DOCTORATE OF ECONOMICS  
Economics  
USA

**Enrique Acevedo Cárdenas**  
BACHELOR OF SCIENCE  
Nutrition  
USA

**Víctor Hugo Celi V.**  
BACHELOR OF SOCIOLOGY  
Sociology  
USA

**Masasa Lusuna**  
DOCTOR OF PHILOSOPHY  
Public Health  
USA

**Maribel Oyana Nzi**  
BACHELOR OF FINANCE  
Accounting  
USA

**Marie Jeanne H. Embolo Abena**  
DOCTOR OF SCIENCE  
Public Health  
USA

**Leonardo Di Masi Mega Franca**  
DOCTOR OF SCIENCE  
Chemical Engineering  
USA

**Jesús Ángel García Arasa**  
MASTER OF THEOLOGY  
Theology  
USA

**Mfula Mwansa Linus**  
DOCTOR OF PUBLIC POLICY AND ADM  
Development Studies  
ZAMBIA

**Golson Manonose**  
BACHELOR OF SCIENCE  
Electrical Engineering  
ZIMBABWE

**Clement Shonhiwa Shonhiwa**  
DOCTOR OF PHILOSOPHY  
Chemical Engineering  
ZIMBABWE



**FIND MORE GRADUATES**

**Gallery / Interviews:**

<https://www.aiu.edu/media-center/>

**Juliana Abidemi**  
MASTER OF SCIENCE  
Public Health Management  
NIGERIA

**Chris Nnamdi Anukam**  
DOCTOR OF PHILOSOPHY  
Peace, Leadership and Conflict Resolution  
NIGERIA

**Usman Ahmad Tijjani**  
DOCTOR OF PHILOSOPHY  
Public Health  
NIGERIA

**Ten Pora**  
BACHELOR OF SCIENCE  
Architecture  
PAPUA NEW GUINEA

**Pyare Pain**  
DOCTOR OF PHILOSOPHY  
Public Administration in Governance  
PAPUA NEW GUINEA

**José Eduardo Baldeón Valdivia**  
DOCTOR OF PSYCHOLOGY  
Psychology of Love  
PERU

**Zery Armas Amaringo**  
BACHELOR OF EDUCATION  
Linguistics App for Teaching English Lang  
PERU

**Cletus Alexander**  
DOCTOR OF MANAGEMENT  
Risk Mgmt, Safety and Quality of the Env.  
SAINT LUCIA

**Albert Mandzividza**  
DOCTOR OF BUSINESS ADMINISTRATION  
Entrepreneurship  
SOUTH AFRICA

**Joe Saini Samundengo**  
BACHELOR OF BUSINESS AND ECONOMICS  
Economics  
SOUTH AFRICA

**José Parata**  
MASTER OF HUMAN RIGHTS  
Conflict Resolution, and Mediation  
SOUTH AFRICA

**Karunaratne M. I. G. P. B. Wijekoon**  
DOCTOR OF BUSINESS ADMINISTRATION  
Business Administration  
SRI LANKA

**Şükrü Derici**  
MASTER OF ARTS  
Business Administration  
TÜRKIYE

**Penninah Agonzebwa Kabwa**  
DOCTOR OF PROJECT MANAGEMENT  
Project Management  
UGANDA

**Urudi Caesar Peter**  
MASTER OF PUBLIC ADMINISTRATION  
Governance and Public Administration  
UGANDA

FIND MORE TESTIMONIALS FROM AIU STUDENTS HERE: <https://www.aiu.edu/aiu-testimonials/>



**Ally Jean-Francois**  
**Doctor of Criminal Justice**  
**September 16, 2025**

“My Motivation in writing this letter, is to motivate other students while attending AIU, also to provide overview of my experiences throughout my education journey. I have acquired valuable knowledge and skills that I strongly believe will be significantly beneficial to my various academic endeavors.

I have successfully completed my Doctorate degree in Criminal Justice at AIU with Joice and dignity. This doctorate program gave me solid confidence and foundation in the criminal justice field, also enhanced my capacity to interpret and understand the laws better than before. In addition, my coursework encompassed a variety of US and International civil and criminal laws, including the historical and cultural of civil and criminal laws.

During my doctorate degree program at AIU, I actively participated in different extracurricular online activities that accumulated my academic experience more. I have the chance and the capacity to learn new things so that I can contribute something of value to the ...

**READ FULL TEXT:** <https://www.aiu.edu/testimonials/ally-jean-francois-doctor-of-criminal-justice/>



**Jonathan Oga Ukwuru**  
**Post-Doctorate of Project Management**  
**September 19, 2025**

“It is with immense pride and deep gratitude that I reflect on my journey with the **Atlantic International University (AIU)** as I approach my graduation. My experience at AIU has been transformative —shaping my academic growth, expanding my professional influence, and reinforcing my commitment to innovation in global health.

**The Importance and Flexibility of AIU**  
 AIU’s learner-centered approach has been the cornerstone of my success. The university’s flexibility allowed me to integrate rigorous academic work with my professional responsibilities —providing technical assistance to pharmaceutical manufacturers, regulatory authorities, and quality control laboratories across Africa and Asia. This unique structure empowered me to apply what I learned in real time, delivering measurable improvements in pharmaceutical quality systems, WHO Prequalification (PQ) readiness, and regulatory compliance.

Equally significant is AIU’s recognition of prior professional achievements as part of the academic journey. ...

**READ FULL TEXT:** <https://www.aiu.edu/testimonials/jonathan-oga-ukwuru-post-doctorate-of-project-management/>



**Emmy Mitchel-Joseph**  
**Master of Project Management**  
**September 23, 2025**

“I am so grateful that I came across the **Atlantic International University** to pursue my Masters in Project Management. I knew I needed to further my education, but I was also aware that, with a family and a very demanding job, I would probably have to make the decision to give up that dream.

The representative contacted me early and made it easy for me to decide to enroll and begin my studies, not forgetting the generous scholarship without which this all wouldn’t be possible. The university offered an attractive payment plan that wasn’t a hassle and considered by other learning and work-related experience that were converted to credits, further accelerating the route.

I don’t have sufficient words to express how grateful I am for this opportunity, which will allow me, a young mother raised by a single parent, paying my own way through to tertiary level education.

Your support and andragogic Education style have opened my world and mind to the possibility of going even further. ...

**READ FULL TEXT:** <https://www.aiu.edu/testimonials/emmy-mitchel-joseph-master-of-project-management/>



**Mary Samuel Eke**  
**Doctor of Psychology**  
**September 26, 2025**

“Studying at **Atlantic International University** was the most excellent step and a valid decision I have ever made in my life.

Being a student at AIU was isn’t just about obtaining an additional degree but a whole big life experience that nurtured, exposed me and develop some sense of empathy that improved knowledge, attitude, responsibilities and standard skills in information technology and communication. Also, I gained the spirit behind every behaviour exhibited from every person you see on the street and why they do portal such attitude.

The swift response and interaction from my Tutor was outstanding. I felt an overwhelmingly educational and friendly environment. The administrative staff and student services department gave support and assistance over time that led to the conclusion of this program.

Even though it was not easy for me to pay my fees on time due the currency fluctuation and also with the workloads but I’m very gratefully for the ...

**READ FULL TEXT:** <https://www.aiu.edu/testimonials/mary-samuel-eke-doctor-of-psychology/>

# The Nobel Prize in Economics 2025



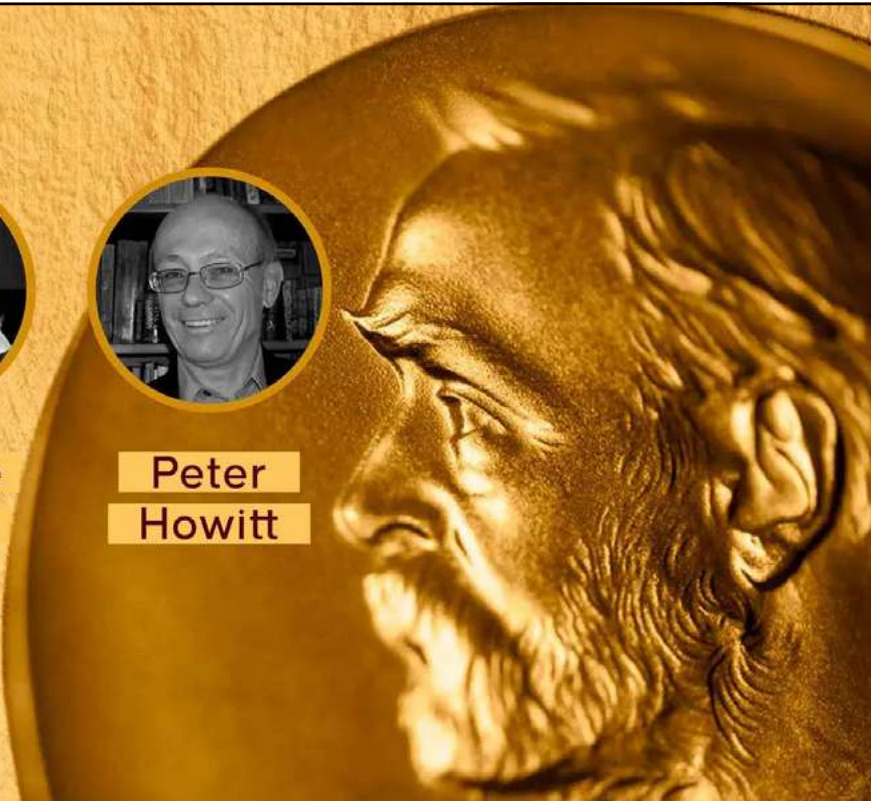
**Joel Mokyr**



**Philippe Aghion**



**Peter Howitt**



## Joel Mokyr

Born in 1946 in the Netherlands, he holds dual Jewish and American nationality.

He studied at the Hebrew University of Jerusalem and Yale, United States.

He is a Professor of History and Economics at Northwestern University.

The period of economic history the studies is from 1750 to 1914.

His research focuses on understanding the growth of useful knowledge and the intellectual and economic roots of technological progress in economic well-being.

He is a member of the British Academy, the Royal Netherlands Academy, and the American Academy of Arts and Sciences.

He can be contacted at this email address: [j-mokyr@northwestern.edu](mailto:j-mokyr@northwestern.edu)



By **Dr. Rosa Hilda Lora M.**  
Advisor at AIU | [rosa@aiu.edu](mailto:rosa@aiu.edu)

The Nobel Prizes are widely discussed and desired by many. Where do they come from? What do they mean?

The Nobel Prizes were created by **Alfred Bernhard Nobel**, a chemical engineer, inventor, and writer born in 1833 in Stockholm, Sweden, and died in San Remo in 1896.

**Nobel** invented dynamite as part of his research. We know the consequences of this

invention, which is why he left a will to create an organization to reward research that would bring the greatest benefit to humanity.

**Nobel** created the prizes for medicine, physics, chemistry, and the peace prize. The first prizes were awarded in 1901.

The Nobel Prize in Economics is awarded by the Bank of Sweden in memory of **Nobel**. The Swedish Academy was

founded by **King Gustav III** in 1786; it is composed of 18 lifetime members.

Various departments of the Swedish Academy elect those to be recognized. These are: Literature Prize –The Swedish Academy. Chemistry and Physics Prize –The Swedish Academy of Sciences. Medicine Prize –The Nobel Assembly at the Karolinska Institute.

The Nobel Peace Prize is

awarded by the Norwegian Nobel Committee and is presented in Oslo. All prizes except the Peace Prize are presented on December 10 in Stockholm, Sweden.

The 2025 Nobel Prize in Economics was awarded to **Joel Mokyr, Philippe Aghion, and Peter Howitt**. This prize has been awarded by the Bank of Sweden since 1968 and is known as the Nobel Prize.

**Philippe Aghion**

Born in 1956, French. Researcher at the Collège de France and the School of Economics and Political Science in the United Kingdom.

A professor at Harvard University and the Massachusetts Institute of Technology.

According to Aghion, creative destruction occurs when old technologies are replaced by new ones.

Aghion, like a true Frenchman, follows the French philosopher Jacques Derrida's concept of deconstruction in his approach to creative destruction.

Removing what is not necessary to build the best. It's not about destroying for the sake of destroying but about destroying while considering what elements need to be added without destroying the whole.

Creative destruction began with the Industrial Revolution, and for that, new talent is needed.

There won't be a major crisis created by the innovation of Artificial Intelligence (AI), but we must be careful with the investments we make.

He says that Europe needs to know how to invest to avoid the crisis of 2008 or 1929.

**Peter Howitt**

Born in Canada in 1946.

Professor of Social Sciences at Brown University, USA.

Member of the Royal Canadian Society.

**Peter Howitt**, along with **Joel Mokyr**, uses self-generation as a basic concept.

Let's recall **Ilia Prigogine's** Theory of Dissipative Structures. The system allows for energy that will produce change. Societies must have new ideas and accept change.

**Peter Howitt**, along with **Philippe Aghion**, created the mathematical model that explains creative destruction.

Analyzing where we are going as a society, we conclude that the economy is the foundation of our lives.

If there isn't a good production plan for what we need to live —health, housing, and education— to be able to participate in the production of the goods we need, it's impossible for us to live.

We're witnesses to the fact that something isn't working well in the societies that make up today's world: the wealth produced every day reaches fewer human beings.

It's not necessary to look at the economic growth indicators of large organizations like the World Bank.

When we go shopping for the products we need to feed our family, we see that the money we have is enough to

buy fewer products every day. It doesn't matter what country we're from.

All we hear about are conflicts over the production of goods and this price today and that price tomorrow.

We also see that every day we need greater scientific knowledge, better academic preparation, and every day we need to study new concepts, but educational institutions don't receive the sufficient resources the education system needs.

There's money for weapons, there's money for egos, but very little for education and health.

If you're doing a program at **Atlantic International University (AIU)**, focus every day on studying more and better because the world we live in and will continue to live in demands greater scientific training every day.

We are witnessing everything the United Nations (UN) is doing through all its departments for the development of human beings.

What's happening with education, even though the COVID-19 pandemic is justified as the cause of the delay in its development programs?

What's happening with healthcare that the necessary programs for citizen care don't exist?

What's happening with



Image: www.freepik.es

political relations that are only resolved through conflict?

Look at how long the Sustainable Development program has been around.

Also, look at what's happening to the source of our life, our planet Earth.

What happened to the Paris Agreement?

For many, what matters is

making money by any means necessary, regardless of the consequences.

Study because knowledge will give you the weapons for a satisfactory life.

Study so you won't be used.

Study so you can help others have a better life.

**BIBLIOGRAPHY.** Premios Nobel en Economía 2025. <https://www.nobelprize.org/prizes/economic-sciences/2025/press-release/> | ONU. Programa de la ONU de Desarrollo Sostenible. <https://www.un.org/sustainabledevelopment/es/objetivos-desarrollo-sostenible/> | UNAM- El Comité del Premio Nobel otorga el Premio de Economía 2025 a Joel Mokyr, Philippe Aghion y Peter Howitt. UNAM-Global Revista- octubre 13- 2025. [https://unamglobal.unam.mx/global\\_revista/nobel-economia-2025-mokyr-aghion-howitt/](https://unamglobal.unam.mx/global_revista/nobel-economia-2025-mokyr-aghion-howitt/)

# Helping Children with Anxiety deal with the back-to-school transition

Aubrey Moono | Inclusive Education



Image: www.freepik.es

## Introduction

In Africa, Zambia to be specific, school runs for three terms in a year. Each term is usually about three months or thirteen weeks and then a one month school break or holiday follows. The school calendar usually commences at the beginning of the year in January, and wraps up at the

end of the year in December. At every beginning of the year or school term, children have to re-adjust for they have to move from home to school every day or some even staying at boarding school for three months, away from family and friends. Some children attend school for the first time at the beginning of the year, while

others have to change grades or even teachers. This transition is not easy for children for it cause anxious moments for many. According to *Google*, anxiety is defined as a feeling of worry, nervousness, or unease about something with an uncertain outcome. Many children have these worries and are nervous because they

do not know who and what kind of people they will be meeting in their new grades and/or school, are not sure of what they will be learning and the language they will be required to speak in school or new grade; whether the teacher will be as friendly as the one they had in the previous grade or not, and many other issues they are not certain about.

**Hurley (2022)** explains that, “for children struggling with anxiety, however, the back to school transition is not easy.” Like in Zambia, children will still have to deal with lack of school supplies like school shoes, school uniforms, books, and pens, at the time school opens. The children are not sure if and when they will have the basic school supplies when they get back to school.

However, **Hurley (2022)** states that, ‘for many kids going back to school is exciting, with new pens, books, pencils, school bag or even new uniform, and reuniting with friends.’ Indeed, back to school can be exciting to most children because there is a

reduction in home duties, such as herding cows and goats like in rural Zambia, fetching firewood and watering vegetables in the gardens. For children in urban areas, this is the time to stay away from selling on the streets as part of their contributions to the family’s income, such as selling juice ice-blocks, fritters, charcoal, farm or garden produce, and/or any other merchandise parents would like to sell to raise some money for home use.

Much as children are happy to get back to school, they still have a lot within their minds which they rarely speak out especially in the African traditions where children are supposed to show respect and resilience by keeping quite at issues that bother them. This burying of emotions and feelings has dire consequences in the children as it causes anxiety when it’s time to get back to school or transition from one place, class, teacher or grade to another. In modern times, however, parents have learned to listen to the needs of their children so that the

children grow emotionally and intellectually strong. **Hurley (2022)** cautions that, ‘stuffing down anticipatory anxiety will only cause it to spiral internally, but externalizing the worries and processing them helps kids learn to cope.’ For parents who want their children to go to school and be educated, they have learned to listen to their children about things that affect them. Some of those things are about children going back to school. They listen to what their children fear or worry about their school each term schools reopen. This paper, therefore, is going to summarize and analyse the article “*Anxiety in Children*” and outline pertinent issues raised in relation to what other sources say, suggest how this knowledge about helping children with anxiety deal with get back to school transition could be helpful for anyone studying at AIU and of course discuss any other details highlighted in the article.

**Body of assignment**

The article on anxiety of children outlines that anxiety is a normal part of childhood development and that many children experience fears and worries at times (*HURLEY, 2022*). Since these fears and worries are normal, it is expected that children will talk about them

in anticipation of what will happen if their fears or worries are not taken care of. In most instances, parents will just brush off children’s concerns and give casual assurances that things will be okay to children. In most cases, children will not show their fears and will harbor them in their minds, thus affecting their day to day living. The article further gives examples of some anxiety children may face when it’s time to get back to school, such as worrying about learning itself and how it is going to be like in the next grade or school, how difficult it is going to be understanding new school rules especially if the teacher is different or going to a different school, and establishing new relationships with both other learners and the teacher. The children will also have to think of how difficult it is going to be with the new classroom or school routine and ensure that they have mastered it in no time. Other children can have more worries about the long distance they will have to walk to a new school, in case they have moved school, and ensure that they are at school in time, if not on time. For rural children who have to cross rivers and streams without bridges, like here in Zambia, they have to think of crossing those crocodile infested and over-

flowing rivers before they can get to school.

Though anxiety is normal part of development in children, some children would develop anxiety symptoms, which call for immediate intervention. **Tearne (2017)** explains that, “if the worries get out of hand that the child does not even want to go to play we must begin talking about what anxiety is to the child and how to manage it.” This means, parents must prioritize anxiety management when school is about to open so that there is smooth transition for the children. If left unattended to, anxiety can interfere with the children’s abilities to perform normally at all things they do at school and even in their social relationships. A plan must be put in place to help children manage their anxious moments so they do not end up disturbing their back to school transition.

When children are anxious about things they need answers about, they ask questions. This was termed as ‘anticipatory anxiety’. According to **Schwartz (2018)**, when our thoughts are constantly seeking certainty, wanting to know the future in advance, we get anxious, we get fearful, thus asking so many questions. Most children tend to find themselves asking these

questions before school starts, especially if they are changing classes, teachers or schools. They tend to be asking ‘what if’ questions repeatedly and so they are seeking an assurance that their questions can quickly and easily be answered. However, parents have in many instances not satisfactorily given reassuring answers to children’s questions. According to **Harris (2016)**, ‘one of the best places to start is actually to ask your child how they feel about going back to school.’ Parents need to talk about the fears and worries of their children. After all, the goal is not to get rid of anxiety but to help your child understand that they can tolerate and manage the distress associated with anxiety so that anxiety itself doesn’t become a scary thing. **Kolker**

(2017) stresses that, one of the solutions to many children’s fears is to ask them to face their fears head on —“embracing the suck”.

In order for children not to be too anxious about back to school transition and deal with any anxieties, parents must create deliberate plans that will allow children to mention their fears many weeks, as in our case in Zambia, before schools reopen. This plan must encourage open and honest talks. **Hurley (2022)** observes that, “a better strategy is to help kids bring their worries to the surface by naming these specific worries, verbalizing the possibilities, and establishing positive counter thoughts to empower your child to work through anxious thoughts.” When a child talks about their



Image: Hans Hillewaert / commons.wikimedia.org

fears or worries, do not rush to giving solutions but ask them how best they could come out of such a situation. As parents, we need to help children get into their fearful or worrisome situations and engage them in discussions about how they could conquer the anxiety they have. As we do so, we need to provide practical encouragement by ensuring that we acknowledge children's worries and that it is okay to worry. Give children plenty of opportunity to practice doing things they are afraid to do again and again (ALBANO, 2020).

Some anxieties are inflamed by what happens during school holidays, especially if this is so much different from what happens during school days. For some children, school holidays mean no more reading books, playing throughout the day or no play at all, sleeping and waking up late, over-eating or bad eating habits, spending more and more time watching TV and playing computer games, and many such activities. These could be very different from the school days routine. Children tend to be anxious when it's time for back to school and if not handled carefully by the parents, anxiety creeps in which might even make children hate going back to school. Dave (2020) advises that parents must sit down and

have a conversation with their kids about how they are feeling that they are going back to school. Having a conversation with children would also allow parents to validate children's fears or worries and help come up with a better plan to cope with anxiety. As the holidays are slowly coming to an end, it's time to have children come back to school routine behaviors. Bradshaw (2021) emphasizes that, if children have been sleeping late during holidays, begin adjusting their sleep times at least two weeks before to normal sleep and wake up times until they are back on schedule. This will lessen the stress of having to sleep or wake up early during school days as opposed to the late sleep and wake up times during the holidays, thus avoiding or coping with the anxiety of back to school transition.

This could apply to a student of AIU in that studies are personal and self-driven. The advisors or tutors are based thousands and thousands of miles away, making it challenging to study and complete tasks in time. The student must cope with the situation, face the fears and worries, and find solutions to the challenges that come with distance or online learning. More still, if the student is working and has to do assignments and

research, adjusting time intelligently in the day is key to succeed in the studies.

The Covid-19 pandemic has equally brought a lot of anxiety in children. For months more than half a year, for three years consecutively, school calendars were being disturbed in many countries due to the pandemic. Zambian schools closed abruptly three times in two years and children stayed home longer than normal. Government tried to come up with some online lessons for children in primary and secondary school but this did not help out because many children did not have access to internet connectivity as well as TV and radio in their homes. Since most families do not have electricity in their homes, this intervention only worked for

less than 15% of the school going children. Teachers, too, had their own challenges of lack of ICT skills to be able to teach lessons online. So, both learners and teachers were anxious to learn and teach online. When the pandemic effects are reducing, schools are reopening and children have to go school again, which is bringing a lot of anxiety especially in learners. After months of online learning and a lack of social connection during the pandemic, some kids and teens are getting anxious about returning to full time, in-person learning (BRADSHAW, 2021). The children are anxious and rightly so. But as parents, we have an opportunity to help children set goals and celebrate their accomplishments together with them. Dave (2020) argues

that, "if anxiety is preventing a return to school, set attainable goals for your child and celebrate the achievement."

The pandemic has had no or less challenges for an AIU student who is studying online. Studies have not been affected by the pandemic in some way since no physical contacts are required to study with AIU online. All phases are done remotely, including graduation which is conducted virtually. There is no anxiety caused by the pandemic as things have remained the same during the Covid-19 pandemic period.

Parents have a greater task of ensuring that despite their children having anxiety about going back to school transition, ways have to be found for children to get back to school ready to face their fears and worries and cope with the situations they find themselves into. The role of parents is not to find solutions to the children's anxiety but to equip them with skills on how to deal with their anxiety so that they can learn and move on in their education journey. Parents ought to plan ahead of time, as suggested in the article. This is very important step to take. The children fears and worries are justified in this pandemic era but that does not mean children must not attend school, especially in the third world countries



Image: www.freepik.es



like Zambia, where learning online is a dream far from being realized. Physical school learning is the only sure way of children getting the education. **Hurley (2022)** stresses that you can help ease the transition by walking around the school campus. For children starting school and those transitioning to new school and new grades, it is imperative that parents take their children for a school visit. This will help remove the fears children might have about their new school, new teacher or new grade. Fears and worries can be more in children going to boarding school, like in the case of Zambia, where some secondary schools host children for the whole school term. Children develop fears about the safety of their property and so will be thinking of how safe their new uniform, shoes, beddings, foodstuff, can

be kept safe. For some children this is a very big deal and therefore become anxious about it. Therefore, parents need to listen to such worries and buy strong padlocks for children to be able to secure their property. You can even test the strength of the padlocks before children can trust and use them at school. This reassures children's safety when they transition back to school. Online learning could be new to especially students of **AIU** from Africa, where internet connectivity is usually a challenge, rampant and long hours of power cuts due to load shedding, and learning is always in physical or contact form. **AIU** needs to continue talking and helping out students to attend to tasks given online and even do the assignments. Anxiety can arise if the connectivity and the use of the

ICTs is limited and the student cannot hand in the assignment on due dates. Measures put by **AIU** to have the learning platform running 24/7 is the way to go so that students like me can have access to it whenever chance allows me to do my work on the student portal or student account. The provision for submitting assignments offline is another awesome feature for it helps the students to save the data bundles for other activities which require working online.

### Conclusion

It is therefore safe to say it is not bad to be anxious as anxiety is part of normal development especially in children. Because they are not sure of what is coming next, they ask questions which many times they do not get the answers, thus bringing about anxiety in them. Getting back to school, especially when a child is transitioning from home to a new school, from one grade to another, from being taught by one teacher to another, or even moving from their school to a totally different school can raise a lot of worries and fears in children. Usually, this anxiety can be managed by children if we empower them with skills about how to face and cope with their fears and worries during back to school transi-

tions. Children should not be taught how to avoid things that make them anxious but learn how to deal with their fears and worries for they are normal and sometimes natural.

Parents' role in the children's anxiety is to help children practice gratitude and redirect their anxious thoughts in a more positive way (**BRADSHAW, 2021**). As parents, we create an anxiety pan which will make us sit with our children, allow them to talk about their fears and worries and how they feel about going back to school, provide practical encouragement so that children can overcome their fears, help them set goals and celebrate with

them when they achieve the set goals, and above all let them take care of their basic lifestyles. They must get enough sleep, eat healthy and regular, and do physical activities. **Albano (2020)** concludes to say parents must help children how to manage anxiety and how to overcome things, and not develop it a dependency on you as parents or the idea that they can't do things. The children must be empower with the knowledge that anxious moments pass as long as we face them with courage, and sometimes our fears and worries are not a fearful and worrisome as we might have thought, so face them head-on and conquer!

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



learning



Image: Eva Redamonti for NPR

# Artificial Intelligence

## How to talk to your teen about it.

**N**icholas Munkhbaatar started using *ChatGPT* shortly after the artificial intelligence (AI) chatbot was released in late 2022. He was 14 at the time, and he says, “I would use it for almost everything, like math problems.” At first, **Munkhbaatar**, who is from Sacramento, Calif., thought it was amazing. But then, he started to see downsides: “I realized it was just giving me an answer without helping me go through the actual process of learning.”

Many kids and teens use *ChatGPT* and other generative AI models like *Claude* or *Google Gemini* for everything from dealing with math homework to coping with a mental health crisis, often with little to no guidance from adults. Education and child development experts say parents must take the lead in helping children understand this new technology.

“Having conversations now about what is ethical, responsible usage of AI is important, and you need to be a part of that if you are a parent,” says **Marc Watkins**, a lecturer at the University of Mississippi who researches AI and its impact on education. While early evidence suggests the technology could bolster student learning if deployed correctly, ongoing research and stories about teenagers who died by suicide after talking to AI chatbots indicate significant risks to young users.

Experts share advice on how to talk to kids about AI, including its potential benefits and harms. Start the conversation early, use AI together, explore its possibilities, understand the risks ... **Read full text at**

**NPR:** <https://www.npr.org/2025/09/13/nx-s1-5506114/why-parents-need-talk-teens-ai-how-to-start-conversation>

# North

## The strange history of why it is always up.

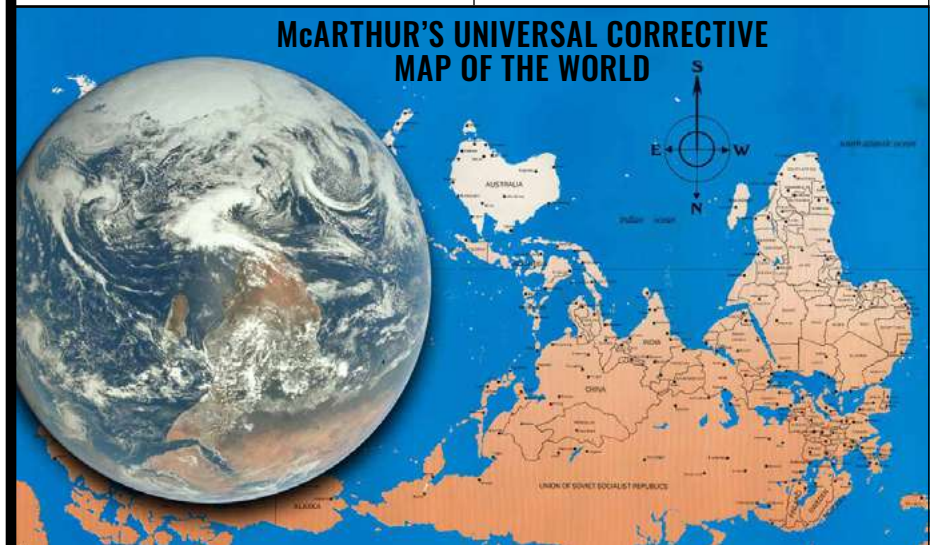
**F**or centuries, world maps have been designed under a widely accepted spatial convention: the “north” goes up, and the “south” goes down. With this perspective largely uncontested, imagining other ways of representing the world might seem irrational or even unscientific. Yet, unquestionable trust in how the world is taught is a barrier to understanding that the purportedly objective activity of map-making has long been influenced by different historical and cultural conjunctures and undertaken for specific geopolitical purposes. ...

The north and south have never been represented in the same way in all places of the world. For instance, 17<sup>th</sup>-century Turks would draw maps illustrating the extension of the world

known to them, putting the Middle East at the center of the map. ... By situating the map maker at the center, maps have also been subject to practices of pushing foreigners and undesirable places to the peripheries. Cartography has also been used as a tool for colonial expansion or symbolic ethnic erasure, as happened with different settlers and colonial powers who imposed new names over indigenous places while claiming them as part of their territories. ...

Encountering an inverted map of the world can be a truly confusing, intimidating, and uncomfortable experience because what has been normalized and naturalized suddenly becomes challenged and destabilized. ... **Read full text at**

**The Collector:** <https://www.thecollector.com/south-up-maps/>



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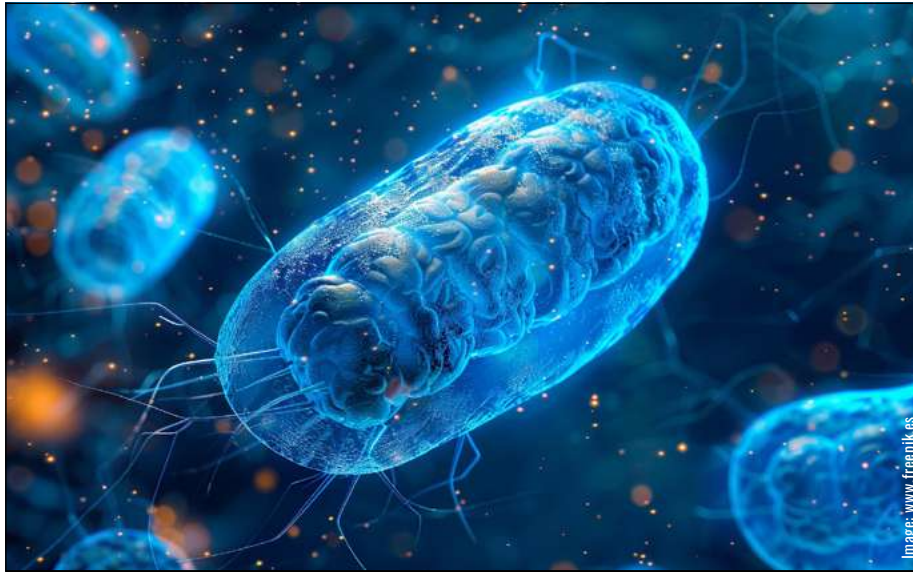


Image: www.freepik.es

## Leucine

This common nutrient supercharges your cells' energy.

Scientists have discovered how the amino acid leucine boosts the body's energy production by protecting key mitochondrial proteins from breaking down. This process allows mitochondria, the cell's power generators, to function more efficiently.

Mitochondria are tiny structures inside cells that act as energy producers, supplying the power the body needs to grow, move, and stay healthy. Because a cell's energy demand changes constantly, mitochondria must continually adjust their activity to keep up. This flexibility depends on the nutrients available inside the cell at any given time. Until recently, scientists did not fully understand how those nutrients drive the process of adaptation.

A team led by **Dr. Thorsten Hoppe** from the University of Cologne's Institute for Genetics has uncovered a new biological pathway showing how the amino acid leucine strengthens mitochondrial performance. The researchers found that leucine helps stabilize crucial mitochondrial proteins, leading to more efficient energy production. Their study, titled "*Leucine inhibits degradation of outer mitochondrial membrane proteins to adapt mitochondrial respiration,*" was published in *Nature Cell Biology*.

Leucine is an essential amino acid that must be obtained through food. It serves as a building block for protein synthesis and is found in protein-rich foods ... **Read full text at SciTechDaily:** <https://scitechdaily.com/this-common-nutrient-supercharges-your-cells-energy/>

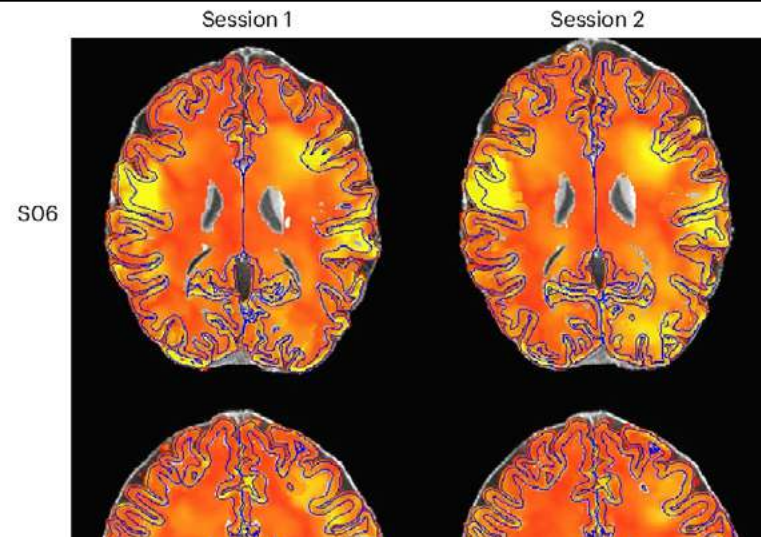
## Cerebroarterial

...pulsatility: Its role in cerebrovascular and neurodegenerative diseases.

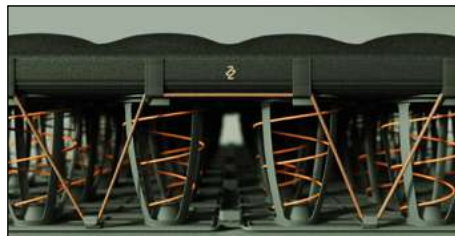
Cerebral arterial pulsation is the rhythmic dilation and constriction of brain arteries with the cardiac cycle, driven by the pressure wave from heart pumping. It was found that higher arterial pulsatility is generally associated with more severe small vessel disease (SVD) and Alzheimer's disease as well as worse cognitive performance, highlighting the role of cerebroarterial pulsatility in the pathogenesis and progression of cerebrovascular and neurodegenerative diseases.

Previous studies attempted to understand the function and underlying mechanisms of cerebroarterial pulsation within the brain. **Illiff et al.** proposed that arterial pulsatility is a key driver of cerebrospinal fluid (CSF) movement in the perivascular spaces (PVSs) into and

through the brain parenchyma in mice, facilitating the clearance of interstitial solutes and wastes in the brain. In general, arterial pulsation plays a crucial role in driving the glymphatic system, a recently discovered waste clearance system in the brain. **Mestre et al.** directly observed that hypertension leads to an increase in arterial volumetric pulsatility, which subsequently results in a reduction in CSF flow. This finding underscores the potential influence of alterations in arterial volumetric pulsatility on the glymphatic system and provides a theoretical basis for understanding various cognitive disorders. Additionally, **Jammal Salameh et al.** found that arterial pulsation can modulate neuronal ... **Read full text at Nature:** <https://www.nature.com/articles/s44161-025-00722-1>



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## Mazzu

### Camping mattress

Engaging in outdoor activities such as hiking or camping offers relaxing experiences that reconnect us with nature, but they can also be a challenge, especially when we think about comfort during the night. One of the most critical aspects is the ability to sleep on a surface that is comfortable, lightweight, easy to transport, and simple to clean.

LAYER studio collaborated with the Chinese startup MAZZU, which specializes in sleep products rooted in advanced engineering and sustainable, high-performance design. This camping mattress is made without the use of foam or glue, it offers the same comfort as a domestic mattress in a format designed for the outdoors. ...

**Read full text at Designwanted:** <https://designwanted.com/mazzu-camping-mattress-layers-outdoor-comfort/>



# Introvert chair

by Robbie Williams



Designed for those who crave retreat in a world that never stops talking. The Introvert Chair is a sculptural sanctuary that's curved to cocoon and padded to please. Designed by singer-songwriter and cultural icon **Robbie Williams**, the chair captures the feeling of slipping away into your own little world. Whether you're reflecting, reading or people-watching without being watched, the Introvert Chair offers a comforting pause from the noise.

Its signature fabric – a tactile blend of virgin wool, alpaca, and cotton – is crafted in a warm ivory shade that

soothes the nervous system. Each cover is individually stitched using an innovative 3D quilting technique, turning the surface into a sculptural play of texture and light. Optional matching pillows invite you to nest and adjust in your own way. With enveloping curves and a quiet silhouette, the Introvert Chair makes a statement of stillness.

**Robbie Williams** is a visual artist exploring vulnerability, ego and escapism through bold, emotive forms.

Following three solo exhibitions with Moco Museum, including 2025's Radical Honesty in London, he now brings his creative world into design with The Introvert Chair – a sculptural, cocooned seat inspired by his own inner ups and downs.

It's not just a chair. It's a soft place to land, designed by someone who knows how loud the world can get in and brought to life with Moooi. ...

**Read full text at Moooi:** <https://www.moooi.com/eu/story/introvert-chair-by-robbie-williams>



## walk me

### wheelchair with foldable legs

During Japan Mobility Show 2025, Toyota reveals 'walk me,' a concept autonomous wheelchair with foldable tentacle legs that can climb stairs and sit on the floor. On view at the event, the assistive device helps people with reduced mobility to move around places where traditional wheelchairs aren't able to, including walking up and down between floors and lifting the users to their cars. Toyota's autonomous wheelchair replaces the traditional wheels with four robotic and foldable legs.

Each leg can lift, bend, and adjust its position on its own. The seat has a supportive frame that holds the user in a safe and upright position, and the backrest curves to follow the shape of the user's back. The user asks the device to move around using the small side handles or a control interface that can include buttons. ... **Read full text**

**at Designboom:** <https://www.designboom.com/technology/autonomous-wheelchair-foldable-tentacle-legs-climb-stairs-sit-toyota-japan-mobility-show-2025-10-29-2025/>

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Image: www.freepik.as

## Postpartum

...depression: Better remedies, a predictive blood test.

Like many first-time mothers, **Lisette Lopez-Rose** thought childbirth would usher in a time of joy. Instead, she had panic attacks as she imagined that something bad was going to happen to her baby, and she felt weighed down by a sadness that wouldn't lift. The San Francisco Bay Area mother knew her extreme emotions weren't normal, but she was afraid to tell her obstetrician. What if they took her baby away?

At about six months postpartum, she discovered an online network of women with similar experiences and ultimately opened up to her primary care doctor. "About two months after I started medication, I started to feel like I was coming out of a deep hole and seeing light again," she says. Today, **Lopez-Rose**

works at *Postpartum Support International*, coordinating volunteers to help new mothers form online connections.

About one in eight US women go through a period of postpartum depression, making it among the most common complications of childbirth. It typically occurs in the first few weeks after delivery, when there's a sudden drop in the reproductive hormones estrogen and progesterone. As scientists unravel chemical and genetic changes caused by those shifting hormones, they are discovering new ways to diagnose and treat postpartum depression, and even ways to identify who is at risk for it. ...

**Read full text at Knowable Magazine:** <https://knowablemagazine.org/content/article/mind/2025/postpartum-depression-predictive-blood-test>

# The nocebo effect

## We are attributing more to sickness.

While human suffering is an undeniable reality, the idea that we are becoming fundamentally sicker or uncovering previously hidden disorders is, in my opinion, a profound misreading of the situation.

We are not discovering more illnesses; we are not uncovering hidden disorders; we are creating them through a powerful process of social suggestion coupled with highly misleading narratives around underlying biology.

Are we evolving into a population that increasingly interprets its normal human experience and variance as symptoms of a disorder?

A potential driver of this phenomenon is the lesser-known antonym to the placebo effect, the nocebo effect.

Just as in the placebo effect, expecting

a positive outcome can elicit one, particularly in the more subjective fields of human endeavour, the nocebo effect is the principle by which negative expectations manifest negative outcomes. If you expect a symptom, your brain becomes hyper-vigilant, often interpreting benign symptoms as evidence of disease, or in some cases, generating the symptom from the expectation alone. ...

Modern psychiatry, amplified by online culture, has inadvertently weaponised this effect, creating a self-perpetuating cycle of mass pathologisation. Common human experiences such as forgetfulness, social awkwardness, tiredness, distractibility, and emotional sensitivity are no longer interpreted ... **Read full text**

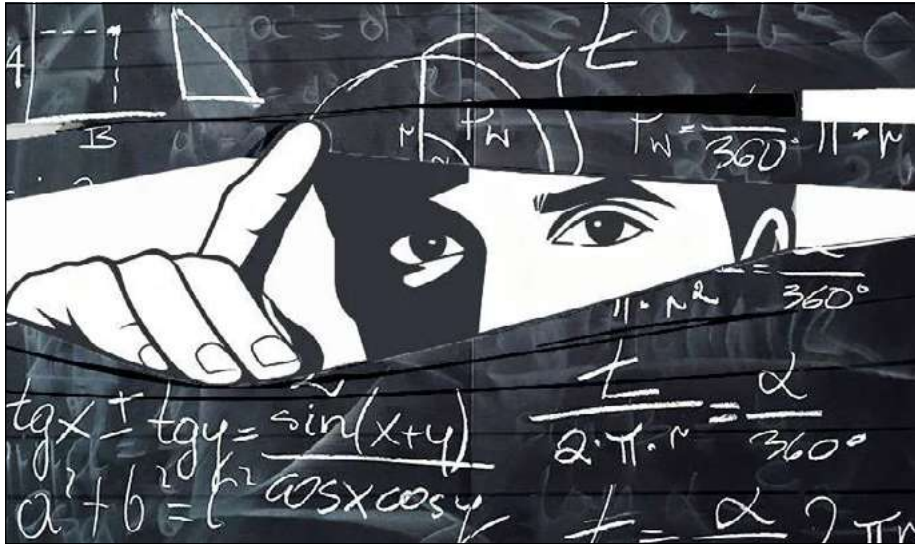
**at Medium:** <https://medium.com/@LoneTT/we-are-not-getting-sicker-we-are-attributing-more-to-sickness-487152056cdf>



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ENVIRONMENT



## Misinformation

Looks like science, lies like propaganda.

Online climate misinformation often borrows the look and feel of scientific figures and charts to gain legitimacy, according to a new study. The analysis highlights the importance of images and aesthetics in spreading climate misinformation, in contrast to previous studies that have largely focused on its content.

“It’s no longer just about what is said, but how it is shown,” says study team member **Anton Törnberg**, a sociologist at the University of Gothenburg in Sweden. The findings reflect the rise of popular internet platforms like Instagram, TikTok, and YouTube that integrate images and text elements so that they amplify and modulate each other’s meanings. **Törnberg** and **Petter Törnberg**, a computational social scientist at the University of Amsterdam, analyzed 17,848

online text-and-image posts published between 2010 and 2023 by eight key players in the climate denial movement in Sweden.

In the past it has been difficult to analyze large amounts of such multimodal data at once. But now AI can help. The researchers used CLIP, a neural network that allows combined analysis of text and images, and a tool known as BERTopic to organize the posts by topic. The patterns in the data were striking. “Much of this content borrows the look and feel of science: technical graphs, neutral colors, and data-heavy visuals that give an aura of objectivity ... **Read full text at Anthropocene Magazine:** <https://www.anthropocenemagazine.org/2025/11/looks-like-science-lies-like-propaganda-inside-a-new-wave-of-climate-misinformation/>

**Magazine:** <https://www.anthropocenemagazine.org/2025/11/looks-like-science-lies-like-propaganda-inside-a-new-wave-of-climate-misinformation/>

# Alaska

Towns are sinking. Government wants to increase drilling.

Less than two weeks ago [Oct. 2025], a typhoon hit an Alaskan village so severely that many of its homes floated out to sea. Strong winds and flooding from the cyclone destroyed houses in at least 15 villages. Residents said the damage looked like a bomb had gone off. At least one person died.

The storm and the destruction it wrought are the results of a terrible confluence of events: climate change bringing more frequent and extreme weather; a government shutdown; and a National Weather Service that, decimated by DOGE cuts, had paused important weather balloon data collection. The communities that experienced the worst storm surges were not in the original forecasts, according to reports, and were woefully unprepared.

What Alaska faced was a perfect storm —but it has for years been living with the impacts of climate change. ...

The current administration last week pledged to send \$25 million in immediate storm relief to Alaska. The next day, it announced something else: Parts of Alaska would be reopened for new oil and gas drilling.

“We are strengthening energy independence, creating jobs, and supporting Alaska’s communities while driving economic growth across the state,” Interior Secretary **Doug Burgum** announced.

The timing couldn’t feel more insensitive. Kipnuk, an impacted village that lost 90% of its homes during ... **Read**

**full text at Atmos:** <https://atmos.earth/political-landscapes/alaska-towns-are-sinking-trump-wants-to-increase-drilling/>



**Eco Fact: The Taiga, also known as the boreal forest, is the world’s largest biome (it accounts for 30% of the world’s forest cover).**

Source: [onetreepanted.org](https://onetreepanted.org)

Get sustainable. Visit [MyAIU Knowledge](https://www.aiu.edu).



Image: www.freepik.es

## Miracle pill

...for Parkinson's is 50 years old. Why can't most of the world get it?

In the late 1960s, scientists discovered a miracle drug for Parkinson's disease—a simple, inexpensive dopamine-replacement pill called levodopa. It transformed the lives of millions of people. People who could barely rise from a chair could stand, walk, and work again. The late **Robin Williams** famously brought the drug's promise into public view in the 1990 movie "*Awakenings*." For more than half a century, levodopa has been the gold standard for treating Parkinson's disease, and the treatment is taught to medical students worldwide. Yet in 2025, most of the world's 11.8 million people with Parkinson's cannot reliably get it.

Let that sink in. A generic, off-patent medication that costs pennies a dose—one that can restore dignity, mobility, and independence—is out of reach for many people who need it. This is

not because we lack the science. It's because we lack the will, the systems, and the plan.

We've solved harder problems. Two decades ago, the HIV/AIDS epidemic was devastating the developing world. Lifesaving antiretroviral drugs existed but were locked behind high prices and weak global distribution. Through international coordination, policy changes, and sustained advocacy, we made those drugs available worldwide. ... So why can't we do the same for Parkinson's disease? In many low- and middle-income countries, levodopa is not on the shelves, or when it is, the supply is unreliable. This isn't just a supply chain problem. It's a political and a moral failure. ... **Read**

**full text at Stat:** <https://www.statnews.com/2025/11/04/parkinsons-disease-treatment-greater-levodopa-access-how-to/>

## 'Shark Tank' ...for youth-led solutions.

**C**hristelle **Kwizera** was still a teenager and hadn't even graduated from her engineering studies when she decided to tackle an urgent problem in her home country: safe water sources for local villages in Eastern Rwanda. "Crocodiles had migrated into the local lakes, and their only source of food was people and animals," **Kwizera** learned. She had a serious crush on MacGyver, the 1980s TV hero and genius problem solver who outsmarts his enemies with scientific knowledge. He inspired her to study mechanical engineering in Oklahoma, and in the summer of 2014, at 20 years old, she raised \$75,000 to dig 13 new boreholes in Rwanda with a team of young locals. She initially thought of it as a summer project, but fast-forward 10 years, and her social enterprise company,

*Water Access Rwanda*, has secured safe water access for over 165,000 Rwandans through a network of boreholes, purified clean water microgrids and irrigation systems for farmers.

Among the investors to believe in **Kwizera** were the founders of *Resolution Project* who granted \$3,000 to **Kwizera** for another venture, *Ingabo Safe Sites*, a program for youth by youth, working to provide affordable and confidential access to sexual and reproductive health.

*Resolution Project* CEO **George Tsias** and his co-founders started the nonprofit in 2009 to support young changemakers. They focus on college students who have a brilliant idea but lack the means to implement ... **Read full text at Reasons to be cheerful:** <https://reasonstobecheerful.world/shark-tank-youth-social-entrepreneurs/>



**Water Access Rwanda** has secured safe water access for over 165,000 Rwandans.

Image: Courtesy of Resolution Project



## Landscape of fear

It gets weird when people enter the equation.

If you live near squirrels, then you've probably witnessed their suicidal tendencies around roads. It can seem like they are waiting for a car to approach before darting across the asphalt, sometimes changing direction multiple times or freezing in the middle of the street, only to be straddled by a car's wheels. Or, in some unfortunate instances, not.

It turns out these rodents, paradoxically, feel safer near roads with lots of traffic. The findings "seem counter-intuitive, but show while roads can present a risk of being hit by a vehicle, squirrels living near roads appear to perceive the risk of being caught by a predator as lower," said **Kristin Thompson**, who shed light on this phenomenon while earning a PhD at the University of Exeter in the UK.

Ecologists coined the phrase "landscape of fear" to describe how animals modify their behavior based on how risky a place seems, particularly when it comes to encounters with predators. But the things species evolved to fear might be a poor match for a world where humans have altered risks in myriad unnatural ways.

**Thompson** discovered just such a dynamic among gray squirrels living in southeast England, according to a paper in *Oikos*. To gauge how urban squirrels differed in behavior from their country cousins, the scientists visited six locations with differing levels of human presence such as roads and buildings. ... **Read full text at Anthropocene Magazine:** <https://www.anthropocenemagazine.org/2025/10/animals-landscape-of-fear-gets-weird-when-people-enter-the-equation/>

## Tonga princess

Calls for legal rights for whales.

**T**onga's Princess **Angelika Lātūfuipeka Tuku'aho** is calling for whales to have legal rights. "The time has come to recognise whales not merely as resources but as sentient beings with inherent rights," Princess **Angelika** told the One Ocean Science Congress in France.

**Talanoa Tonga** reported the global "I'm a Person Too" campaign is asking governments to give whales legal personhood. More than 367,000 people around the world have supported it. Tonga has a strong connection to whales. In 1978, the late Tongan King **Tāufa'āhau Tupou IV** banned whale hunting in Tongan waters, creating one of the world's first whale sanctuaries.

The declaration also seeks to protect the rights of *tohorā* to migrate freely,

conserve and grow dwindling populations, establish marine protected areas, and use *mātauranga* (traditional knowledge) Māori alongside science for better protections and set-up a dedicated fund for whale conservation.

After **Kiingi Tuheitia's** death, the residents of the Tonga island group of Vava'u promised to honour the late Māori King's call for whales to be given personhood. A whale watching guide in Vava'u, **Siaki Siosifa Fauvao**, told *RNZ Pacific* his community was committed to safeguarding the mammals. "We will protect the whale; the whale is like a family to the Tongan people," **Fauvao** said. One of the late Māori King's closest advisors, **Rahui Papa**, said the Pacific ... **Read full text at RNZ:** <https://www.rnz.co.nz/news/pacific/563624/tonga-princess-calls-for-legal-rights-for-whales>



Image: www.freepik.es

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campus

# How to strip the ‘shoulds’ from your holidays

## A guide for neurodivergent families to ward off holiday stress and shame



Image: www.freepik.es

By **Kate Lynch**

I don't need to tell you that the holidays are tricky. The pressure to create picture-perfect moments, the sensory minefield of gatherings, and the worry about being judged by those we love often turns the season of joy into a source of anxiety for neurodivergent families.

We try so hard to fit in at

family gatherings. We do our best, yet we end up feeling disconnected, misunderstood, and left out when what we most want is belonging and connection.

My neurodivergent kid is now a teen. Over the years, I've figured out a few things that have saved me during the holidays. I share them with you so that they might save you some agony as you

navigate and potentially redefine your family's holiday traditions.

### How to Survive the Holidays: A guide for neurodivergent families

#### 1. Ditch the guilt

I used to feel guilty about not being able to do the holidays "right." But guilt didn't help me at all, and it won't

help you. You're doing the absolute best you can, and that's more than enough!

I had to stop agonizing over homemade gifts and mailing out custom photo cards with personalized letters that detailed the year's achievements. We now skip the family photos in front of our tree, and we happily share some hilarious snapshots of our kid (and us) having a good time instead.

I used to beat myself up for not baking cookies, not having a perfectly decorated home, and not organizing every holiday activity. But I didn't even enjoy doing many of these activities! I've learned that it's OK to let go of the expectations I thought I had to meet. My kid is happy with a few select traditions, and he's happiest when I'm not freaking out about making things perfect. Perfectionism is the thief of joy.

#### 2. Redefine normal

What does a "normal" holiday gathering look like, anyway? Is it perfectly cooked meals? A perfectly behaved family? Or is it a cozy night in, playing board games and

watching a favorite movie?

Our holiday activities have evolved over time, and today we enjoy a low-key celebration with just our immediate family. We've also been known to skip traditional Christmas dinner and opt for Chinese food and a favorite movie (*Elf*). We may find a nearby hotel with a heated pool. Why not? We've created our own rituals that work for our family.

#### 3. Communicate openly with family and friends

While it's never easy, things are a lot smoother when everyone is on the same page in advance. We've learned to be upfront about our family's needs and limitations. We set boundaries and request relaxed expectations for manners and mealtimes. One year at a holiday gathering, I explained my goals to our host (enjoy my meal and have a pleasant conversation). I also decided to take my son's chair away entirely. At that age he rarely sat to eat, anyway. I asked the other adults to ignore what (and how) he was eating. We had a backup plan (kiddie movie) but we didn't



need it. That was the first year he actually ate some of his dinner and participated in the conversation!

Long goodbyes are a thing in my extended family, but sometimes we make a run for it (and explain later) because my child desperately needs a break.

When I start to feel ‘othered’ during the holidays, I try to remember that everyone does well when they can. This also applies to my extended family members, who aren’t always as aware of neurodiversity and inclusion as I am—but they can learn!

**4. Minimize sensory overload as much as possible**

While we can’t take our hammock swing or trampoline with us when we visit family,

we can take noise-canceling headphones, weighted blankets, and fidgets. Being neurodivergent myself, I need to minimize noise, bright lights, and strong smells—or I feel stress on top of my stress! I also can only handle so much small talk, so I’m the first to volunteer to walk a dog or take the kids to the playground. That way, we all get fresh air, and we get to swing, jump, and climb!

**5. Plan ahead but embrace flexibility**

We try to think ahead of possible tricky scenarios and have an exit plan. We check in with each other during the event and we make sure to schedule plenty of downtime later. We’ve also learned to adjust our plans based on how intense the gathering feels.

**6. Practice radical self-care**

This holiday season, I urge you to prioritize self-care so you can be the best parent you can be. For me, self-care looks like...

- ...a spontaneous kitchen dance party with our whole extended family
- ...a quick walk around the block
- ...a podcast while cleaning up
- ...or a few minutes of journaling.

If a certain activity or event is

going to be too stressful, I’ve learned it is better to just say no. Self-care might also mean setting boundaries with family and friends (and not skipping my therapy appointment if I can help it).

I’ve also learned the power of taking turns with my partner. When each of us has some time to recharge, holiday trips and events go more smoothly.

**7. Focus on what matters most**

I’ve spent a lot of time thinking about my core values

and priorities. It’s important for me to spend time with loved ones, create joyful memories, and practice gratitude. What’s not as important for me during the holidays is to check off a list of tasks. I don’t want to race around and pack my family’s days. I want to allow space for wonder. How about you – what do you value? What ‘shoulds’ will you say no to?

No matter your answers, may this holiday season go smoothly for your neurodiverse family.



**Read full text by Kate Lynch at ADDitude:** [https://www.additudemag.com/getting-through-the-holidays-neurodivergent-families/?srsltid=AfmBOor5I-AccjDKpuczsoNewueiPw\\_n3I-jdWx0ym5aDZA6\\_wR-wGNh](https://www.additudemag.com/getting-through-the-holidays-neurodivergent-families/?srsltid=AfmBOor5I-AccjDKpuczsoNewueiPw_n3I-jdWx0ym5aDZA6_wR-wGNh)



“Small island states are here to demand we honour 1.5C. It is not a political slogan. This is a lifeline for our survival, for our small islands. We’re here because our survival, our people, our lives are not negotiable”.

**Toiata Apelu-Uili.** Mitigation coordinator for the Alliance of Small Island States (AOSIS) at COP30 summit. November 11, 2025.



### Play with Braille

Aimed at kids aged 6+, it helps children with visual impairment practice their skills while giving the whole family a way to play together. The set includes 2 baseplates and over 250 bricks in five colors with studs that correspond to numbers and letters in the braille code. Fully compatible with all other LEGO products. [www.lego.com](http://www.lego.com)



### Pluto pod

Travel pillow and eye mask, described as a mini sensory deprivation tank. Wear it as a structured padded hood, a comfortable neck pillow, and a pull-down eye mask to have the best sleep of your flight. [store.moma.org](http://store.moma.org)



### Le petit chef

Functional kitchen prep set made for kids. Crafted in France, intelligently designed for safe use. Features a rounded tip blade that reduces accidental punctures but cuts and chops like a full-size knife. [store.moma.org](http://store.moma.org)



**Airframe.** This picture frame provides a portal through which once can gaze back onto fond travels. Each package contains three frames. [www.designboom.com](http://www.designboom.com)

# Say what?

“I’d be offended, but I’m too busy mentally correcting your grammar.”

Source: 100 Funny sayings that are definitely worth memorizing. [www.rd.com](http://www.rd.com)

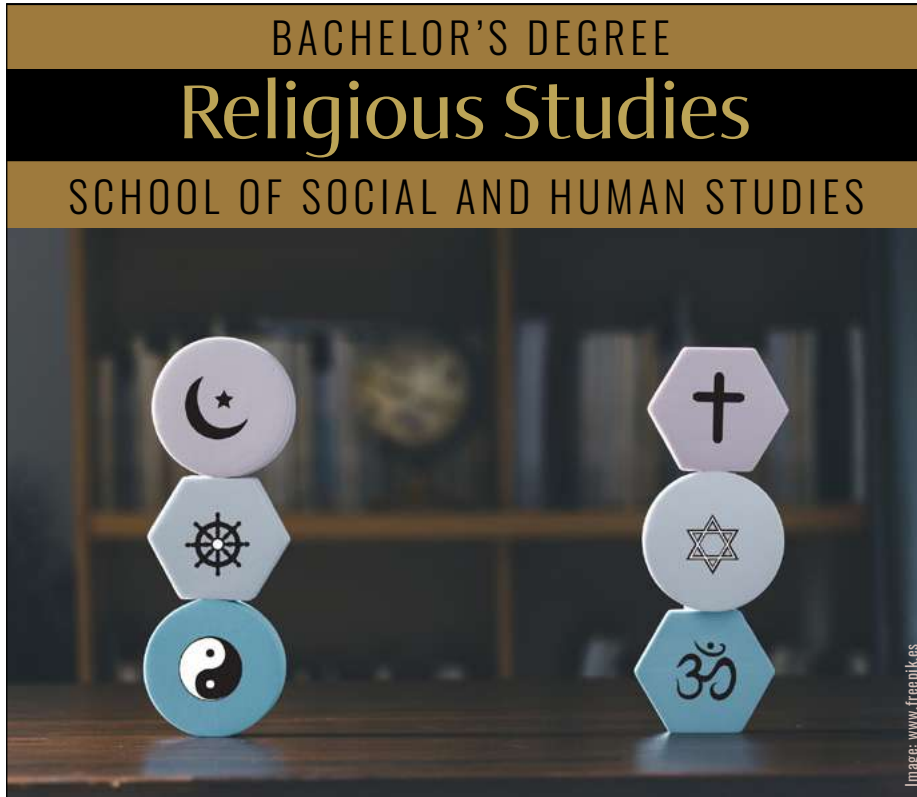


Image: www.freepik.es

The Bachelor in Religious Studies offers a comprehensive exploration of the world's religious traditions, sacred texts, philosophies, rituals, and ethical systems. The program examines religion as a central aspect of human culture, history, and identity, providing a broad understanding of how belief systems shape societies and influence contemporary issues such as politics, education, art, and interfaith dialogue. Students develop critical thinking, analytical, and intercultural communication skills while exploring the spiritual, historical, and social dimensions of religion.

The Bachelor of Religious Studies 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 Religious Studies 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: <https://www.aiu.edu/academic-freedom-and-open-curriculum/>

**Orientation Courses:**

- Communication & Investigation (Comprehensive Resume)
- Organization Theory (Portfolio)
- Experiential Learning (Autobiography)
- Academic Evaluation (Questionnaire)
- Fundament of Knowledge (Integration Chart)
- Fundamental Principles I (Philosophy of Education)
- Professional Evaluation

- (Self Evaluation Matrix)
- Development of Graduate Study (Guarantee of an Academic Degree)

**Core Courses and Topics**

- Philosophy of Religion
- Comparative Religion
- Sacred Texts: Interpretation and Analysis
- Religion and Ethics
- Sociology of Religion
- Anthropology of Ritual and Symbolism
- Psychology of Religion and Spiritual Experience
- Methods in Religious Research
- Contemporary Religious Movements
- Religion and Politics in the Modern World

**Research Project**

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

**Publication.** Each 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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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.

### AIU Accreditation

**Atlantic International 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.

**AIU** holds International Accreditation from **ASIC** (Accreditation Service for International Schools, Colleges, and Universities) with Premier Status for its commendable Areas of Operation. **ASIC** Accreditation is a leading, globally recognized quality standard in international education. Institutions undergo an impartial and independent external assessment process to confirm their provision meets rigorous internationally accepted standards, covering the whole spectrum of its administration, governance, and educational offering. Achieving **ASIC** Accreditation demonstrates to students and stakeholders that an institution is a high-quality education provider that delivers safe and rewarding educational experiences and is committed to continuous improvement throughout its operation.

One of the largest international accreditation agencies operating in 70+ countries, **ASIC** is recognized in the UK by UKVI – UK Visas and Immigration (part of the Home Office



of the UK Government), is ISO 9001:2015 (Quality Management Systems) Accredited and is a Full Member of *The International Network for Quality Assurance Agencies in Higher Education* (INQAHE), a member of the BQF (British Quality Foundation), a member of the International Schools Association (ISA), and an institutional member of EDEN (European Distance and E-Learning Network). **ASIC Affiliations & Credentials.**

Due to these differentiations and the university's mission, only a reputable accrediting agency with the vision and plasticity to integrate and adapt its processes around **AIU**'s proven and successful innovative programs could be selected.

Unfortunately, the vast majority of accrediting agencies adhere to and follow *obsolete processes and requirements* that have outlived their usefulness and are in direct conflict with the university's mission of offering a unique, dynamic, affordable,

quality higher education to the non-traditional student (one who must work, study what he really needs for professional advancement, attend family issues, etc.).

We believe that adopting outdated requirements and processes would impose increased financial burdens on students while severely limiting their opportunities to earn their degree and advance in all aspects. Thus, in selecting the **ASIC** as its accrediting agency, **AIU** ensured that its unique programs would not be transformed into a copy or clone of those offered by the 10,000+ colleges and universities around the world.

Since **ASIC** is an international accrediting agency based outside the United States, we are required by statute HRS446E to place the following disclaimer: **ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION.**

**NOTE:** In the United States and abroad, many licensing authorities 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 regard 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. To see some of our graduates' opinion of their studies at **AIU** please see:

- [Video Interviews](#)
- [Testimonials](#)
- [AIU Press Room](#)

We encourage all **AIU** students to participate in the **AIU Pledge** which is a commitment to give back to their communities, country, and the world. One way is by integrating their academic program and professional dreams as much as possible the **17 UNESCO goals for 2030** as their feasibility and achievement are dependent on the contribution and participation by individuals. The 17 goals are interdisciplinary and cover disciplines from almost all majors and areas of study, [learn more](#).

### Transforming learning experience

We believe in an open culture of inclusivity, discussion, and collaboration to add value and bring meaning to each student's educational journey. We analyze each student's progress with our expert faculty to align all our academic programs with the student's individual goals to enable them to achieve their objectives in life.



## 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.



Image: www.freepik.es

## Organizational Structure



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<https://www.aiu.edu/faculty/>

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



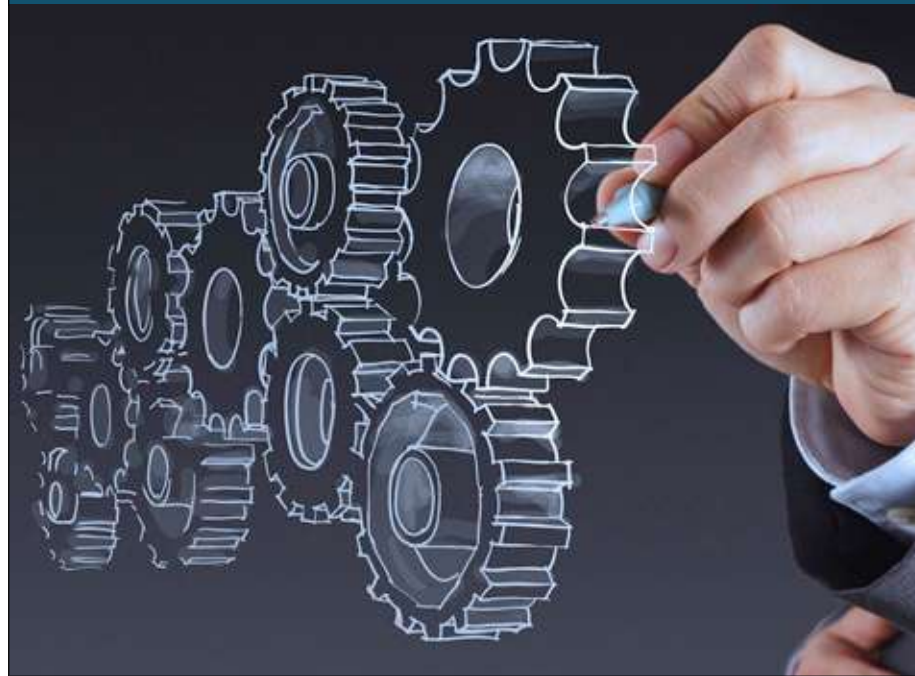
**THE SCHOOL OF SOCIAL AND HUMAN STUDIES** is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.

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



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

critical appreciation for the importance of technology and technological change for the advancement of humanity.

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

## Online Library Resources



**WITH ACCESS TO A GLOBAL CATALOG** created and maintained collectively by more than 9,000 participating institutions, **AIU** students have secured excellent research tools for their study programs.

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

## Education in 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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### Online application:

<https://rep.aiu.edu/ApplyFormHTML/ApplyFormAIN.aspx>