

CAMPUS

MY AIU MAGAZINE *mundi*

#11

The view from the top.
Image by Norman Kuring,
NASA/GSFC/Suomi NPP.

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NOT TOUCH

Requirements to receive Honors at AIU

SEPTEMBER 7, 2014. At AIU we are very proud of our graduates. We know they have worked hard to not only complete a high quality academic program, but also through their efforts and dedication have contributed to improve the quality of life of the community where they live. That is why we consider it appropriate to inform the Educational Family at AIU about the criteria used by our Academic Board to grant Honors to a specific student.

Declarative non-exhaustive requirements for obtaining a degree from AIU with Honors

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. Minimum GPA of 3.75 2. Have a special recommendation from his/her Academic Advisor to receive honors. 3. Have published at least one research paper from their curriculum. The publication can be made through several alternatives: <ul style="list-style-type: none"> • Publication of a printed book: Submit a copy of the cover page which states his/her name and a brief description of the book published. • Article published in a specialized magazine/s: Submit a copy of the document where it shows the name of the author's and co-authors. • Official Procedures Manual: Submit a copy of the cover page which states his/her name and a brief description | <p>of the Manual and the aim pursued.</p> <ul style="list-style-type: none"> • Participation in Congress: Demonstrate that the knowledge acquired through his/her program at AIU has been presented at Congress with World recognition. Submit memoirs of Congress which verifies his/her participation and a brief description of the application of knowledge mentioned in that Congress. <ol style="list-style-type: none"> 4. Demonstrate that, through their studies in the AIU program, the student has a positive and significant impact in the community, city or country where he/she lives. Submit a description of how his/her participation has had a positive impact in the community. Describe the practical applications | <p>of the various courses you have completed at AIU and its impact. Present examples to support it.</p> <ol style="list-style-type: none"> 5. Obtaining a Patent. Submit a copy of the certificate showing that the student has registered the patent, as well as a brief description of the patent and how it relates to the curriculum that the student has completed at AIU. 6. Starting a new institution, company, NGO, Foundation, etc. Submit the necessary documentation which states that the student is part of the mentioned company or organization. Submit a brief description of how the knowledge acquired during the program has allowed the student to establish the new entity. |
|--|--|---|

Once you submit the documentation described above, the **Academic Council** shall evaluate and determine the merit of granting the **Honors** or not to the candidates. If the evaluation is positive, the **Academic Board** will appoint

one of the following three levels of honors:
Cum Laude Summa Cum Laude
Magna Cum Laude
 If approved, these honors will be included in the student's AIU diploma.

Student published book

AUGUST 31, 2014. One of our graduates, Patricia Irma Manzoni, published a book titled **Abanico Multicolor** with two sections. The first is the thesis that she developed during her studies in AIU, titled **The city in the Mirror of Art. A case study on the church of San Antonio de Padua in Merlo, as an exponent of the roman**

architecture in Buenos Aires, Argentina. The second section is thoughts in poetry.

Patricia has completed a Masters program in Art History at AIU. We are very proud of her achievements, and we hope that she continues with this success, that is a byproduct of the effort and dedication that she has always shown.

Thesis published

SEPTEMBER 17, 2014. AIU wants to congratulate one of our graduates, **James Gondwe Chisambi**, for his most recent achievement.

James wrote his thesis on **Impact of Culture on Communication Interactions: Case of Mixed Ethnic Secondary Schools in Botswana**, and it has been published by the **International Journal of Learning and Teaching Educational Research**.

You can read more about his work through the following link:

ijlter.org/index.php/ijlter/article/view/63

James completed a Doctorate program of Intercultural Communications at AIU.

Mailbox

FROM: ALPHA B. MANSARAY
SENT: SEPT. 19, 2014
TO: AIU MAGAZINE
SUBJECT: RE: CAMPUS MUNDI STUDENT MAGAZINE

I have browsed through **Campus Mundi, MyAIU** magazine, and have seen fascinating pictures that have allayed my fears of studying online, especially with AIU. I saw my country Sierra Leone listed as one of the countries that had a graduate during your graduation ceremony. I was also pleased to know that there was also a Doctor of Philosophy graduate in Exercise Physiology which is the same degree I want to pursue. ...

Thanks very much for your continued interest in my welfare. ...

Best regards

What every new AIU student needs to know to start a program with success

An interview with Ofelia Hernández and Nadia Gabaldón

Do you remember your first day at school? Did you feel lost, anxious, afraid? Well, now that you are starting this new stage of your education life and in order to help you crossing this path and make it easy for you to start this program, we present you different points of view from two amazing women from AIU. Their knowledge will enlighten your way and will give you the best tools to set solid foundations to your education.

What should new students know to start their program successfully?

Ofelia: The fundamental thing is for our students to log in and explore their platform, so when their tutor comes to welcome them, they can ask any question to avoid delay in getting started.

Nadia: They should know that all programs at AIU are very demanding, so they should be very self-disciplined and motivated to start.

What is the first reaction of new students towards the student platform?

Ofelia: From my experience they get excited, this is the tool for them to reach their academic goals and now, MyAIU gives them so much more!

Nadia: Many students are excited when they see all the tools that are available. Even though at first it

might be challenging to learn how to use it and submit assignments, most students can easily navigate after submitting the initial courses. **Phase I** is also intended for students to get acquainted with the platform.

Is it easy for new students to understand andragogy?

Ofelia: Andragogy is the way of the future because there are not many limitations. Students are able to use work experience in their program, which is a great way to advance.

Nadia: It is new, since they have been used to traditional learning most of their lives, but I am sure they understand it as they keep submitting assignments and they find all its benefits.

What is the first problem students face at the beginning of the program?

Ofelia: I wouldn't say problems but usually students want to dive right into core courses. However, **Phase I** is a vital introductory phase for students. With these assignments their academic team gets to know them on a personal, academic and work level.

Nadia: It might be difficult to understand the method of instruction and platform at first, but that is why they have been assigned tutors and an advisor to guide them through this process.

What is the main aspect of the program that new students need to know and how can it be reinforced?

Ofelia: Its important to remember that AIU will not send you assignments. Everything you need is in your section. That is the great benefit of an online andragogic program –you have access to your section 24 hours a day, 7 days a week.

Nadia: They need to understand that they have the opportunity to design their own curriculum and schedule courses based on the time they have available, and that is why this is a self-paced program with no established courses to impose on the student. The students can be autonomous and decide what is best for them based on professional goals and interests.

At the moment of starting their program, have the new students been oriented by the Admission Counselor?

Nadia: When enrolled, students have a general grasp of what they will find in the program; however, those concepts need to be reinforced by the tutor in the first call.

What is the main cause of desertion at early phases of the program?

Ofelia: As an andragogic program we expect our students to be pro-active in their program. However, if they should ever need help, they count with

their tutor and advisor who they can contact via their student section.

Nadia: Some students are not used to having that level of independence in an academic program and making their own decisions. Nevertheless, they should see this as an advantage to gain more knowledge through research in the area they are interested in.

What would you recommend the new students on how to be and what to do at the beginning of the program?

Ofelia: I would tell our students not to wait to get started. They took such a huge step when they enrolled and **Phase I** is simple and about them, there is no reason they should not finish that phase in less than 15 days.

Nadia: They need to log in to their student page and complete the orientation phase within 15 days so that they can start working on their curriculum, which is the core of their program. They also need to send comments to their advisor and tutor to make sure they are on the right track.

Can you list the most important personal features that prospects should have to complete the whole program?

Ofelia: Determination, motivation, ambition, drive, resistance and independence

Nadia: Motivation, discipline, independence and determination.

Ofelia Hernández is Director of AIU. Nadia Gabaldón is Tutor and works at the Registrar Office.



Graduates of the month

SEPTEMBER 2014

Franco Riquelme Antonetti
BACHELOR OF ECONOMICS
ECONOMICS

Mohamed Khan Afthab Ahamed Khan
DOCTOR OF SCIENCE
ENGINEERING

Ibrahim Lima Salvaterra
MASTER OF LEGAL STUDIES
FINANCIAL REGULATION AND COMPLIANCE

Stephen Afenyo Dehlor
DOCTOR OF ECONOMICS
HUMAN RESOURCE DEVELOPMENT

Publio Xavier Asanza Rubio
DOCTOR OF SOCIOLOGY
SOCIOLOGY

Leah Anita Reddig
DOCTOR OF BUSINESS ADMINISTRATION
MARKETING

Diego Alonso Monagas Mejía
DOCTOR OF EDUCATION
SOCIAL IDENTITY AND EDUCATION

Hugo Sabogal Restrepo
DOCTOR OF PHILOSOPHY
SCIENCE

Sulemana Sherif Mohammed
MASTER OF SCIENCE
INFORMATION TECHNOLOGY

Gary William Elliott
MASTER OF SCIENCE
Psychology

Roberto Pablo Hoyos Botero
DOCTOR OF ADMINISTRATION
PUBLIC MANAGEMENT

William Hernán Garzón Ortiz
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING

Henry Arturo Galeano Camacho
BACHELOR OF SCIENCE
CIVIL ENGINEERING

Debra Charles-Rojas
DOCTOR OF SCIENCE
NUTRITION

Maria Valeria Lobo Bendeck
BACHELOR OF MANAGEMENT
PROJECT MANAGEMENT

AlSiddiek M. AlAboab
DOCTOR OF SCIENCE
CHEMICAL ENGINEERING

Maria Daniela Matthes-Rosero
BACHELOR OF ECONOMICS
ECONOMICS

Pablo Adrián Morvillo
DOCTOR OF PHILOSOPHY
EDUCATION

Wayne Adrian Davis
MASTER OF SCIENCE
PSYCHOLOGY

Carlos Eugenio García Alcázar
MASTER OF SCIENCE
BUSINESS ADMINISTRATION

Eddie Gilberto Gamba Segura
MASTER OF SCIENCE
MATHEMATICS

Ibrahim Mohammed Al-Zuriki
BACHELOR OF BUSINESS ADMINISTRATION
GLOBAL SUPPLY CHAIN MANAGEMENT

Joel Lucio Rojas Huaraca
BACHELOR OF SCIENCE
CIVIL ENGINEERING

Tim Hoffmann
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION

Erica Incia Newman-McDowell
DOCTOR OF PHILOSOPHY
PUBLIC AND INTERNATIONAL AFFAIRS

Elias Mwanza
BACHELOR OF BUSINESS ADMINISTRATION
FINANCE

Miguel Leonardo Del León Jiménez
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION

Ángel Armando Flores Cáceres
BACHELOR OF BUSINESS ADMINISTRATION
BANKING AND FINANCE

Andrea Carmina Manzanares Weil
BACHELOR OF SCIENCE
INDUSTRIAL ENGINEERING

Carlos Enrique Perez Rivera
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION

Luis Arencibia Pita
MASTER OF SCIENCE
BUSINESS ADMINISTRATION

Börfeldt Lloyd
MASTER OF SCIENCE
BROADCAST ENGINEERING

Marcelo E. Dieguez
BACHELOR OF SCIENCE
ELECTRICAL ENGINEERING

Ángel Armando Flores Cáceres
BACHELOR OF SCIENCE
BANKING AND FINANCE

Kenelma Lorena Mendoza Guzmán
MASTER OF SCIENCE
HEALTHCARE ADMINISTRATION

Michael Oluwadare Idowu
DOCTOR OF PHILOSOPHY
ACCOUNTING AND FINANCE

Deshawn Kazel Cabeza
MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION

Rosa Angela Vargas Nuñez
DOCTOR OF PHILOSOPHY
EDUCATION

Teresita Josefina Lipari
DOCTOR OF PSYCHOLOGY
NEUROPSYCHOLOGY

Eleonora Martani
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION

María Carolina Vega Ramírez
MASTER OF SCIENCE
PUBLIC HEALTH

Angela María Reyes Torres
BACHELOR OF EDUCATION
CHILD EDUCATION

Franklin Stalin Garzón Andrade
BACHELOR OF SCIENCE
COMPUTER SCIENCE

Cristian Rodolfo Rojas Mesa
BACHELOR OF TELECOMMUNICATIONS
TELECOMMUNICATION AND NETWORKS

Josias Candeló Bolaños
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING

Kamarou Laouali
DOCTOR OF SCIENCE
BUSINESS ADMINISTRATION

Paredes Cobo Roberto Daniel
DOCTOR OF PHILOSOPHY
PSYCHOLOGY

Nelson Enrique Chaverra Hurtado
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING

Eilleen V. Ramos Rivera
DOCTOR OF PHILOSOPHY
EDUCATION

Esperanza de las M. Ortega Barreto
DOCTOR OF ARCHITECTURE
ARCHITECTURE

Samuel Ronderos Rojas
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING

Manuel Alejandro Reategui Rios
BACHELOR OF SCIENCE
CIVIL ENGINEERING

María Guadalupe Ramírez Salvatierra
BACHELOR OF SCIENCE
GERONTOLOGY STUDIES

Jesús Daniám Tovar Gálvez
BACHELOR OF ENGLISH LITERATURE
HISTORY AND ORIGINS OF ENGLISH LITERATURE

Joachim Arrey
DOCTOR OF PHILOSOPHY
JOURNALISM

Mary Yelly Londoño Calle
BACHELOR OF SCIENCE
CLINICAL PSYCHOLOGY

Carmen Cecilia Mogollon Rodriguez
BACHELOR OF SCIENCE
SOCIOLOGY

Kelvin Mulenga
BACHELOR OF SCIENCE
CIVIL ENGINEERING

Dulce Manuela Antunes de Oliveira
MASTER OF HUMAN RESOURCES
HUMAN RESOURCES

Domingos Armando Filipe
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION

Kingslay Zelee
BACHELOR OF SCIENCE
COMPUTER SCIENCE

Farhad Fagan Aliyev
DOCTOR OF PHILOSOPHY
SUSTAINABLE ENERGY DEVELOPMENT

Hildebrando Tapia Samaniego
DOCTOR OF PHILOSOPHY
INTL. RELATIONS AND ENVIRONMENTAL STUDIES

TESTIMONIAL

Arthur Daudi
September 7, 2014
Bachelor of Finance

“It was towards the end of the year 2011 when I started to look for an international recognized distance learning institution, in our country there are a number of international colleges represented as well. Going around writing emails searching on the web to get the right institution, only 2012 that is when I came across **Atlantic International University** after making commitments to a number of institutions both local and international. Though I made the commitment after getting offers, exemptions on a number of papers still I was not convinced to go ahead with the institutions. I couldn't release payment for tuitions despite having the best offers and a good number of exempted papers. To be honest I did not have confidence with the other distance learning institutions.

Just after coming across **AIU** I immediately sent an inquiry and without wasting time I received the response. The team used to call me each and every time to make me understand why the institution is recognized and very popular

in terms of andragogy style of learning. I have attended to a number of professional and academic courses here but **AIU** is one of the best, I do not see any institution that I can match it with **AIU**.

When I started to receive assignments one of my workmates from Germany who happen to be in possession of a Masters from Germany encouraged me to go for **AIU**. She told me what I am learning at a bachelors level is much more advanced as to compare with most of the universities. My morale was very high and this made me work hard to complete my assignments. During the year I was sick and I had to ask my Advisor to bear with me to recover fully and continue submitting my assignment, I was happy to hear from my advisor to take my time until I recover.

At **AIU** I learned doing a lot of things on my own. Most of the assignments, research and other just with the guide from different tutors I was able to accomplish a lot this is wonderful. **AIU** as a whole need to be honoured for the fantastic skills that they are imparting to the distance learning students.

I would also mention here that the academic department has been very helpful

giving me tips, updating me on the developments ahead of me. The finance department as well has very kind people, their approach very great.

My advisor was with me throughout, guiding me on each and every topic I was learning. I want to salute Dr. Erick Vazquez, he made me enjoy the program because he is a great advisor.

I can't also leave out Ka-hea who made me without hesitating to make a fantastic decision and she has been very helpful each time I have something to inquiry she was there, she deserves my honour. She makes the university a better place for learning that is wonderful.

Without fear I can confirm that I have achieved what I was expecting and will not be shy to mention to our community my achievement with AIU.

Finally I want to salute the entire staff at **AIU** for the wonderful job they are doing.

Thank you.”

TESTIMONIAL

Wellington Garikai Bonga
August 31, 2014
PhD in Economics

“I Bonga Wellington Garikai, a native of Gokomere Mission in Masvingo, Zimbabwe, have been enrolled at **Atlantic International University** for a Doctor of Philosophy in Economics degree which I completed satisfactorily. I have found learning with **AIU** so welcoming; my ambitions have been achieved of attaining higher level education. Since I completed my MSc Economics degree, I have been busy hunting for scholarships to study PhD which I failed to secure. As I grew up and my family responsibility increased, my ambition to study faded, and to cover for this I entered into researching and writing articles.

Through reading and researching I found **AIU** advert, which I later followed to explore. I discovered many successful business persons and prominent figures both in my country and abroad who have studied at **AIU**. This guaranteed me to pursue my studies with them. The issue of accreditation came into my mind which I later ruled out for my ambition to be achieved. Through experience

from where I have been learning even secondary school, I knew of many people who studied on their own and later could attain higher grades on GCE Ordinal level and GCE Advanced level. I concluded that learning is not a matter of where you study (or which awarding university), but how much effort you put in learning, and learning the right things and having interest in learning as you advance your knowledge. A proper student is the one who have high affinity for knowledge NOT one who passes exams from claiming high quality institutions with selected syllabus.

With **AIU**, learning is done at your own pace, you are linked to cooperative staff, supplied with learning material, allowed to design your curriculum to suit your strength, fees payment is in subscriptions which makes smooth payment, and finally you can study while working and from wherever you are in the world.

I recommend anyone who needs to pursue a degree to choose **AIU**.

To **AIU**, I say thank you for making me achieve one of my life goals. Please continue to expand in various parts of the world and preach the gospel of prosperity.”

Gender dynamic in Mathematics learning and teaching in selected Botswana primary schools (extract)

By Gloria Maseko / School of Business and Economics

Full text: www.aiu.edu/applications/DocumentLibraryManager/upload/GLORIA%20THESIS.pdf



Image: www.sogip.ehess.fr

Chapter 2: A definition of the investigation

2.1 Statement of the issue

Although there have been many studies on the differential performance of girls and boys in mathematics, very

little research has focused on how the day to day learning environment differs for them. Within the context of Botswana there is emerging evidence that females are systematically discouraged from entering the mathematics

and science fields. The discriminatory practices in Botswana's education structures are perpetuated by cultural beliefs, values and norms embedded in all the socializing agencies, including the schools. It is not only in Botswana where this happens. Countries in South East Asia have had similar experiences; boys and girls are channeled to particular subject areas, with males being placed in mathematics and science (Baden and Green, 1994).

The patriarchal culture has identified different roles for women and men in the society. This differential treatment with its expectations and attitudes may contribute to gender dynamics in mathematics learning. There is also evidence that girls who study mathematics and science at the primary and secondary levels face different types of obstacles. Classroom interaction and daily learning experiences are among some of the environmental factors that continue to discourage girls from taking a keen interest in mathematics (Chipeta, Mazile and Shumba, 2000).

According to the **Report of the National Commission on Education** (1993) regarding the attitudes of students

towards mathematics and science, the study revealed that students had a positive attitude to both subjects, with science being viewed more positively. In the case of mathematics factors that influence attitudes are the teacher factor, students own concept and the usefulness of the subject.

2.2 Research questions

1. What are the gender dynamics in mathematics teaching/learning?
2. To what extent do teachers interact differently with male and female students in mathematics teaching/learning?
3. To what extent are interactions of male and female students in mathematics teaching/learning gender biased?
4. To what extent are some of the approaches used for teaching favor boys or girls?
5. To what extent is the seating arrangement segregated according to gender in mathematics teaching/learning?
6. What is the significance of the seating arrangement that is segregated according to gender in the African context?

2.3 A description of the issue

Gender and mathematics remains a crucial field in education, which can be termed as a prerequisite to educators and researchers in education. It is both inquisitive and disturbing that gender and mathematics is considered by few researchers as an academic field in the twenty first century. This is contrary to the foundation laid down

by the people who started from scratch in this academic field. The following may be attributed to contributing to the lack of attention that this discipline gets, the increased number of girls who perform better or similar to boys in mathematics (Holton personal communication, 1989).

I will argue that girls and women are strategically, through structure and agency, prevented from entering into fields which deals with mathematics and science. This thesis will provide vitally important understanding the origins or root cause of the inequalities.

2.4 Importance of the study

This study seeks to investigate and analyze patterns of gender inequalities during mathematics lessons.

This research is proving fruitful in part, because it could be argued that what is said to constitute knowledge in gender and mathematics has been deduced from scholarships that utilized the positivist perspective. This perspective holds that the only way to establish the truth and objective reality is by using the scientific method. While research, conducted from a positivist perspective has provided very rich and powerful information. Most importantly, it has laid down the foundation in gender and mathematics. It is also my belief that, research carried out from the feminist perspective will expose inequalities by privileging women’s experiences. Their interpretation of how they are marginalized by the dominant male practice is at the core of feminist research. In addition, it will privilege the women’s voices.

While the positivist perspective emphasizes the irrelevance of the female and male differences: contrary to feminists’ perspective which emphasizes that, it is this difference between males and females that is crucial to the learning of mathematics. Feminist perspectives provide access to alternative discourses to help understand how identities are shaped and meanings constructed. This study will look beyond gender inequalities during mathematics learning, and further into the significance of the seating arrangement that is segregated in the African context (Fennema, 1990).

2.5 Definition of terms

The gender dynamics in mathematics learning. In this study was conceptualized as the difference in the way teachers interact with male and female students to the benefit and development of students. The implication being that both male and female students are made to benefit equally.

Mathematics learning. In this context refers to all students (males and females) in the class being there to obtain knowledge together and from each other. Here students confirm their answers and general statements they have made about concepts being discussed. This is done so, that the work they present is accepted both by the teacher and the student. In doing so, they often discover their own misunderstanding and correct them. Students need to be clear how they arrived at their conclusions, but with the teacher still retaining ultimate responsibility and authority.

Positivism. Is a perspective that holds that the only way to establish the truth

and objective reality is by the use of the scientific method.

Feminism. The exposure of gender inequalities and gender-oppressive behavior

2.6 Theoretical framework

2.6.1 Gender inequality theory

This study is informed by the Gender inequality Theory of Wollstonecraft .The gender inequality theory of Wollstonecraft in Falco (1996) states that, men and women are not only situated differently in the society, but are also unequally treated. Wollstonecraft provided the first major theoretical exploration of gender inequality. Wollstonecraft’s work is concerned with the emancipation of women both from the domination of men and from their subservient beliefs and conduct. Wollstonecraft views things from the liberal feminist perspective, who continues the tradition of seeking equal rights to education and employment.

Despite her strong views on gender equality, she insists that she did not seek to influence women to revolt against men or government authority. Montgomery and Collette (2002) states that “Like many liberals she did not envisage a fundamental revision of structures and institutions. She wanted to change attitudes, so that while society has the same forms, it was animated by a different spirit. She wanted to establish through ‘reasoned’ argument that women were not inferior to men and that it would be to the joint interest of both to think so” (p.73).

In the process of making her argument on behalf of equal education for

women, however, Wollstonecraft also laid out theories which explained the status of women on the basis of how they interact with each other socially, with a recognized remedy of the law and with the surrounding in which they live. She maintains and holds high her belief that women should be able to sustain themselves using education as their tool to survive. This should be able to sustain them, whether they are married or not, and they should be able to strive for the same professions that are seen to represent the public sphere such as business, law, medicine and to even be represented in parliament (Nayar, 2010).

In Montgomery & Collette (2002), Wollstonecraft rejects the established view that women are naturally weaker or inferior to men. She argues that lack of formal education relegate women to a lowly social status in relation to men. She proposes that women must be treated as equals because they play a crucial role in society and that this should not be seen as overturning existing hierarchies of power.

Although Wollstonecraft borrowed from Locke and Rousseau on education, her proposal on education extends beyond their assertions in that she uses gender as an analytical tool and theorized that education is a public good that should be used to correct social ills. This unequal treatment can also apply to boys and girls in educational institutions where female students are sometimes denied what male students are granted. This also applies when male students are denied what male students are granted.

LEARNING

Two successful education models

Fifty years ago, both South Korea and Finland had terrible education systems. Now both countries are hailed internationally for their extremely high educational outcomes. What can other countries learn from these two successful, but diametrically opposed, educational models?



The Korean model: Grit and hard, hard, hard work. The Koreans have achieved a remarkable feat: the country is 100 percent literate, and at the forefront of international comparative tests of achievement, including tests of critical thinking and analysis. But this success comes with a price: Students are under enormous, unrelenting pressure to perform. Talent is not a consideration –because the culture believes in hard work and diligence above all, there is no excuse for failure. Children study year-round, both in-school and with tutors. If you study hard enough, you can be smart enough.

It's not just the parents pressuring their kids. In Korea, as in other Asian countries, class sizes are very large. But in Korea, the goal is for the teacher to lead the class as a community, and for peer relationships to develop. In American preschools, the focus for teachers is on developing individual relationships with students, and intervening regularly in peer relationships.

"In the modern world the kid is going to have to

know how to learn, how to work hard and how to persist after failure. The Korean model teaches that" says Amanda Ripley, author of *The Smartest Kids in the World: And How They Got That Way*.

The Finnish model: Extracurricular choice, intrinsic motivation. In Finland, students are learning the benefits of both rigor and flexibility. The Finnish model, say educators, is utopia.

School is the center of the community and it provides social services. Education is about creating identity. Finnish culture values intrinsic motivation and the pursuit of personal interest. It has a relatively short school day rich with school-sponsored extracurriculars –Finns believe important learning happens outside of the classroom. As a low-stress culture, it values a wide variety of learning experiences.

But that does not except it from academic rigor. "Finns do not really exist outside of Finland," says Pasi Sahlberg, Finnish educator and author of *Finnish Lessons: What the World Can Learn From Educational Change in Finland*. "This drives people to take education more seriously. Finland is bilingual, (Finnish and Swedish), and every Finn who wants to be successful has to master at least one other language."

Finns share one thing with South Koreans: a deep respect for teachers and their academic accomplishments. Teachers in Finland teach 600 hours a year, spending the rest of time in professional development, meeting with colleagues, students and families.



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Stumbling on
HAPPINESS

"FINNISH YOU KNOW WHAT MAKES YOU HAPPY?"
THE SCIENCE OF HOW WE FEEL AND HOW WE CAN CHANGE IT



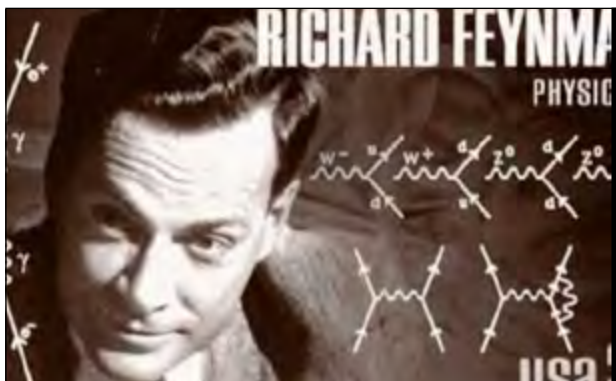
DANIEL GILBERT

B O O K

To this day, *Stumbling On Happiness* remains the best-researched yet captivatingly digestible book on the art and science of happiness, exposing with equal parts wit and scientific rigor the many misconceptions we have about happiness, the tricks our minds play on us in its pursuit and how the limitations of our imagination get in the way of the grand quest.

Watch Gilbert's excellent TED talk from 2008: www.ted.com/talks/view/lang/en/id/97

Source: *7 Essential Books on the Art and Science of Happiness* by Maria Popova
www.brainpickings.org



The Feynman Lectures

Last fall, Caltech and The Feynman Lectures Website joined forces to create an online edition of **The Feynman Lectures on Physics**. They started with **Volume 1** and now they've followed up with **Volume 2** and **3**, making the collection complete.

First presented in the early 1960s at Caltech by the Nobel Prize-winning physicist Richard Feynman, the lectures were eventually turned into a book by Feynman, Robert B. Leighton, and Matthew Sands. The text went on to become arguably the most popular physics book ever written, selling more than 1.5 million copies in English, and getting translated into a dozen languages.

The new online edition makes **The Feynman Lectures on Physics** available in HTML5. The text "has been designed for ease of reading on devices of any size or shape," and you can zoom into text, figures and equations without degradation. Dive right into the lectures here: www.feynmanlectures.caltech.edu And if you'd prefer to see Feynman (as opposed to read Feynman), we would encourage you to watch **The Character of Physical Law**, Feynman's seven-part lecture series recorded at Cornell in 1964.

The Feynman Lectures on Physics is now listed in our collections of Free eBooks and Free Textbooks.

Source: www.openculture.com

Image: Tom Harvey. Copyright © California Institute of Technology.

www.nanosupermarket.org

What is nano? Nanotechnology is an emerging field of science that deals with the manipulation of structures on an atomic and molecular scale –the size of one billionth of a meter. Nanotechnology is often seen as a trend in material science, but has much deeper implications.

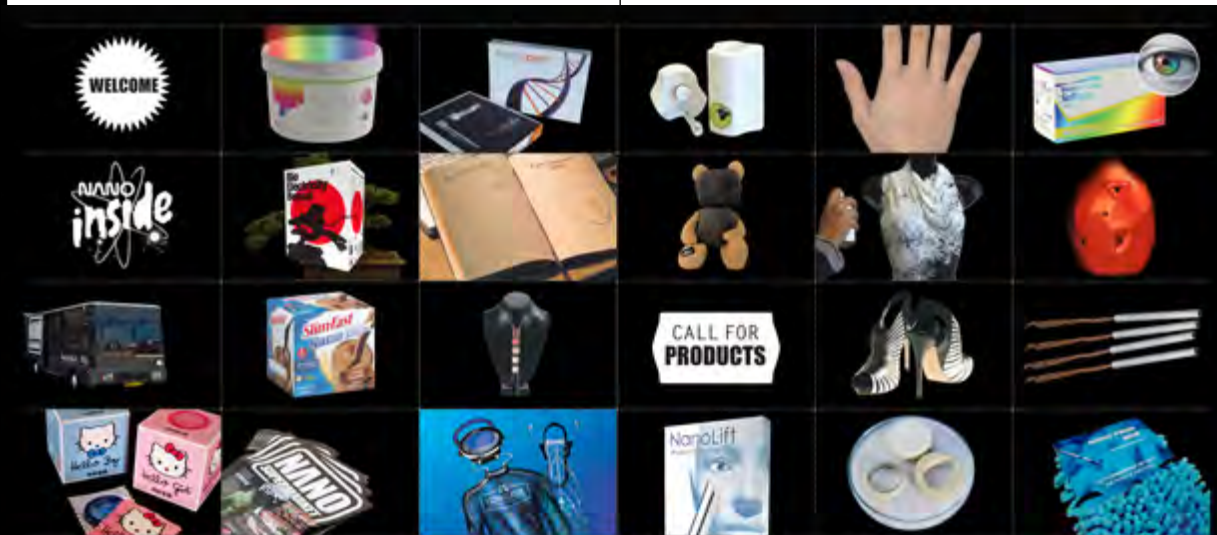
Nanotechnology, or more precise nanotechnologies, is an umbrella term for various techniques that scientists use to operate on a nanoscale, ranging from nanostructures, nanocoatings, molecular imaging, nanocircuits, nanosensors, and more. Existing applications range from sunscreens to waterproof mobile phones to life-saving medicines.

Although many people are aware that nanotechnology is very small, there is little discussion of how this emerging technology will change our everyday lives. Nanotechnology radically intervenes with our notion of what is natural. It may help to realize our dreams and significantly improve our lives, but it may also have unforeseen downsides. Hence, there is

an urgent need to have a public debate on the potential impact of these new technologies.

The **NANO Supermarket** presents speculative yet visionary nanotech products that may hit the shelves within the next ten years: Medicinal candy, interactive wall paint, programmable wine and more. Their debate provoking products are both innovative as well as uncanny and disturbing. They function as scenarios for potential technological futures, helping us to decide what future we actually want.

Browse through Nano Supermarket's product collection and create your personal technology profile by telling which products you would or would not buy. Products are divided in **Technology**, **Feasibility** (unrealistic, low/medium/high feasibility, already exists) and **Category** (cleaning product, cosmetics, diet product, energy, fashion, food, health care, household, jewelry, medical, office products, personal care, security, sports, toys). You can also participate when there is an open call for products.



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Smoke

By photographer Thomas Herbrich.

Source: www.herbrich.com

Music and math



Ludwig van
Beethoven
(1770-1827)

How is it that Beethoven, who is celebrated as one of the most significant composers of all time, wrote many of his most beloved songs while going deaf? The answer lies in the math behind his music. Natalya St. Clair employs the “Moonlight Sonata” to illustrate the way Beethoven was able to convey emotion and creativity using the certainty of mathematics.

You can watch the whole lesson, and many others, at ed.ted.com

Find more TED Talks through MyAIU Knowledge

Let's glide!

Gliding is a sensation unlike anything you have ever experienced. It simplifies travel giving you the opportunity to love your commute.

The **Urban Glider** is one of the most intuitive forms of transportation ever created. You simply lean your body in the direction you want to go and the glider reacts to the change in your center of gravity. If you lean forward, the glider reacts by driving the wheel forward to catch up and keep you balanced. While you are gliding forward, all you have to do is shift your weight; leaning back a bit; and you will slow down.

This self-balancing personal transporter is possible by the use of a system of gyroscopes. Electric drive allows speeds of up to 20 km/h. On one charge, Urban Gliders are able to cover a distance of 30-35 km. For the replenishment of energy every unit requires no more than two hours.

Even though electric monocycles already exist, Urban Gliders feature is mobility –the vehicle weighs only 11 kg, and with convenient folding footrest, it's easy to transport.

Urban Glider has a wheel 16 inches in diameter. Color options include pink, yellow, green and blue. This project was financed through www.kickstarter.com and now you can pre-order it for \$999 usd. Retail price will be around \$1200.

Watch the video at www.urbangliders.com

Images: wordlesstech.com www.geeky-gadgets.com yournewsticker.com



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Just a little dirt



Just being in nature is already therapeutic, but actively connecting with nature through gardening is value-added. All sorts of reasons have been posited: It's a meditative practice; it's gentle exercise; it's fun; it allows us to be nurturing and to connect with life on a fundamental level.

And some recent research has added another missing piece to the puzzle: It's in the dirt. Or to be a little more specific, a strain of bacterium in soil, *Mycobacterium vaccae*, has been found to trigger the release of serotonin, which in turn elevates mood and decreases anxiety. And on top of that, this little bacterium

has been found to improve cognitive function and even treat some diseases. Which means that contact with soil, through gardening or other means, is beneficial. How did this discovery come about?

Mary O'Brien, an oncologist at Royal Marsden Hospital in London, first stumbled upon these findings while inoculating lung cancer patients with a strain of *M. vaccae* to see if their symptoms improved. She noticed that in addition to fewer cancer symptoms, patients also demonstrated an improvement in emotional health, vitality, and even cognitive function.

Dr. Chris Lowry, at Bristol University hypothesized that the body's immune response to the bacterium causes the brain to produce serotonin. Lack of serotonin is one symptom, or perhaps even cause, of depression. He injected mice with the *M. vaccae* and he found that cytokine levels rose –cytokines are part of a chain reaction, the end result of which is the release of serotonin.

Could *M. vaccae* be used as a sort of vaccination to treat depression? Possibly, and it is still being explored

as a treatment for cancer, Crohn's disease, and rheumatoid arthritis.

Other research indicates that the bacterium could potentially affect us through normal everyday contact and not just injection.

"Gardeners inhale these bacteria while digging in the soil, they also encounter it in their vegetables or when soil enters a cut in their skin," says Dr. Dorothy Matthews. "From our study we can say that it is definitely good to be outdoors –it's good to have contact with these organisms. It is interesting to speculate that creating learning environments in schools that include time in the outdoors where *M. vaccae* is present may decrease anxiety and improve the ability to learn new tasks."

Matthews and Jenks shared their results at the 110th General Meeting of the American Society for Microbiology in San Diego and at the Annual Animal Behavior Society Meeting at William and Mary College. For a more detailed summary of this research, see the Cosmos Magazine article, "How gardening could cure depression."

Source: TLN Blog: Exploring the connection between nature and health www.healinglandscapes.org
Image: Yum, dirt! by Guy Ambrosino.

Watch your posture



Here are two fascinating things that happen once our posture changes:

1. When we sit up straight, we are more likely to remember positive memories or think of something positive in general.
2. If we skip during breaks, we can significantly increase our energy levels. A slow, slumped walk on the other hand, can do the exact opposite and drain us of our energy.

Our posture has more to do with our minds we might have thought. And in fact, it seems like our bodies come first –when we alter our posture and body language, it subconsciously influences our thinking and decision-making.

You might know about Amy Cuddy's famous Ted Talk and her incredible insights on how posture changes our hormone levels. Well, some recent studies took this even further. Researchers from Columbia and

Harvard Universities showed that body language symbolizing power can actually affect our decision-making, subconsciously. The researchers measured the appetite for risk of participants in either expansive, powerful poses, or constricted poses (occupying minimal space, keeping limbs close to the body). Those in the powerful poses not only felt more powerful and in control, but were 45% more likely to take a risky bet.

Plus, the study used saliva samples to prove that expansive postures actually altered the participants' hormone levels –decreasing cortisol (C) and increasing testosterone (T): This neuroendocrine profile of High T and Low C has been consistently linked to such outcomes as disease resistance and leadership abilities.

Source: The Science Behind Posture and How It Affects Your Brain, by Belle Beth Cooper. lifehacker.com

Learn how your body-mind works and how to take care of physical and mental health. Visit MyAIU Body / MyAIU Mind / MuAIU Knowledge

Science meets Dharma

For years, Emory University, in Atlanta, has been known for its devotion to the field of Tibetan studies. Affiliated since the early 1990s with the nearby Drepung Loseling Monastery, a spiritual and academic center run by Emory graduate **Geshe Lobsang Tenzin Negi**, the university has fostered exchanges between students and monks in the Tibetan refugee community in Dharamsala, India, to preserve and learn from Tibetan culture and faith. In 2007, Emory even welcomed the **Dalai Lama**, head of the Gelug school of Tibetan Buddhism and exiled soul of the Tibetan society, as a Presidential Distinguished Professor. Over the last decade, the school has partnered with the Tibetan community in Dharamsala to develop a program to revolutionize Tibetan Buddhist religious education –by fusing it with the study of Western science, possibly the first major overhaul of the monastic education system in over half a millennium.

Arguably, this curricular change won't be a huge leap, given Tibetan Buddhism's historic focus on rigorous, debate-based education, empirical knowledge, and openness to



adaptation. In 427 AD, Buddhists founded Nalanda, perhaps the world's first higher education institution, for the study of both their faith as well as the natural sciences. At present, in some monasteries, monks spend up to 12 hours a day debating philosophy and logic, reciting prayers, and learning traditional sciences; of the 20,000 Buddhist monks in the 120,000 strong Tibetan-Indian exile population, about five percent study between 10 and 20 years to achieve the title of **Geshe**, similar to a doctorate. This focus on education and inquiry led the **Dalai Lama** to explore the convergence of Western science and Buddhism in books like **The Universe in a Single Atom**, and to openly declare that, what science proves false, Buddhism would reject

from its scriptures. This has launched scientific-philosophic dialogues through bodies like the Mind & Life Institute, and led to collaborations between monks and neuroscientists to study the biology of mysticism and meditation at Emory, University of California, Davis, Stanford University, and the Universities of Massachusetts and Wisconsin.

Yet despite all of the conversation and conceptual overlap, until about a decade ago barely any monks ever received actual Western scientific training. A partnership between philanthropist **Bobby Sager** and the **Dalai Lama**, detailed in **Sager's** recent **Beyond the Robe**, emerged in 2001 to bring Western science into the monasteries. Launched as **Science Meets Dharma**, the

program sent European graduate students to monasteries to teach science, with the goal of training monks to eventually teach on their own and incorporate science into their monastic curriculums. Despite some initial resistance by older monks, the program took off, as young disciples yearned for knowledge of the world as others understood it, and a means to harmonize their education with those realities.

In 2006, **Geshe Lhakdor**, Director of the Library of Tibetan Works and Archives in Dharamsala, came to Emory on a fellowship and began talking about establishing a new program. By 2008, he'd helped create **Science for Monks**, a crash course for higher-level disciples that would span the course of six summers at Emory. The program has now trained dozens of monks –covering the basics of scientific thought in their first year, then introducing them to major fields, and uniting all the branches of science by the sixth year– and expanded in 2010 to launch the **Tenzin Gyatso Science Scholars** program, so exceptional students can train as full-time scholars.

The major turn came in 2012, though, when the **Dalai Lama** announced in Boston that he would officially make

Western scientific education part of the core curriculum for all **Gelug Buddhist** monastic students. He then transferred the management of **Science Meets Dharma** from the program's European partners to the monks themselves. Officially, the fusion is now complete, but over the past two years, Sager, the **Library of Tibetan Works and Archives**, and a host of other institutions have founded additional external programs for young monks and teachers to bone up on their science, to train as teachers, and to prepare for the inevitable challenges of systematically altering a 1,500-year-old corpus of education. To date, the programs have been coining new native words for scientific terms like electromagnetism, and launching a Tibetan-language **Tibetan Science Journal**, as well as numerous Tibetan and bilingual science textbooks. Yet despite the massive changes that continue to sweep the monastery system, the young monks seem anything but daunted. Their core beliefs intact, they seem to view this not as a strange, foreign imposition, but instead as a chance to keep their identity alive and relevant, and they're eager to run with it.

Source: *This is How Religion Should Deal with Science*, by Mark Hay, magazine.good.is

Visit MyAIU Spirit

Waste to Energy

Sweden now recycles or reuses an incredible 99 percent of its waste, an improvement on the already impressive 2012 figure of 96 percent. The country uses a waste management hierarchy system that focuses in descending order on prevention, reuse, recycling, recycling alternatives, and as a last resort, disposal in landfill. While only one percent of the average annual 461 kilograms of waste that each Swede produces winds up at the landfill stage, it is the “recycling alternatives” stage that is still causing controversy, as it involves the incineration of around two million tons of trash a year in the country’s **Waste-to-energy (WTE)** program.

While Sweden focuses very heavily on not producing waste in the first place, the country’s 32 WTE stations burn almost as much trash as the country recycles. However, around 800,000 tons of that trash are imported from the UK, Italy, Norway and Ireland because the Swedes are such efficient reducers, reusers and recyclers. The WTE system works on the principal that three tons of burnt trash contains as much energy as one ton of fuel oil. 950,000 Swedish households are heated by the energy produced by the system, and 260,000 households are powered by it.

Source: *Sweden Now Recycles a Staggering 99 Percent of its Garbage* by Beverley Mitchell. inhabitat.com



DIY Porch Pond

Flowerbed water gardens and porch ponds are easily installed and inexpensive, and they make sensational additions to your home’s landscape. These small water features are ideal for someone who is hesitant to create a large pond, perhaps because they lack experience, space, funds or time. Small water features are often considered starter sets and unfortunately are sometimes unfairly denigrated by those who fail to realize their tremendous value.

Source: www.fishchannel.com Image: imgfave.com

Petition from Care2



Demand no dumping of nuclear waste on lands belonging to Indigenous Australians

AUTHOR: Georgina B

TARGET: Prime Minister of Australia, Tony Abbott

The Australian Government has been attempting to dump radioactive waste on lands belonging to Indigenous Australians. Proponents are saying it would provide economic benefits for Indigenous people, but many Indigenous groups are opposed to nuclear waste on their traditional lands.

In a recent dispute, Indigenous owners of Muckaty Station located north of Tennant Creek in the Northern Territory won a seven-year battle to stop domestic nuclear waste being dumped on their land, saying they were not properly consulted.

It follows more than 20 years of Indigenous communities in South Australia and the Northern Territory fighting and defeating federal government plans for a national radioactive waste dump on their country. Australia has resisted using nuclear power and storing radioactive waste from overseas. This is in spite of the country holding some of the largest deposits of uranium in the world. Why should Indigenous Australians who have been systematically disadvantaged by white settlement have radioactive waste dumped on their lands?

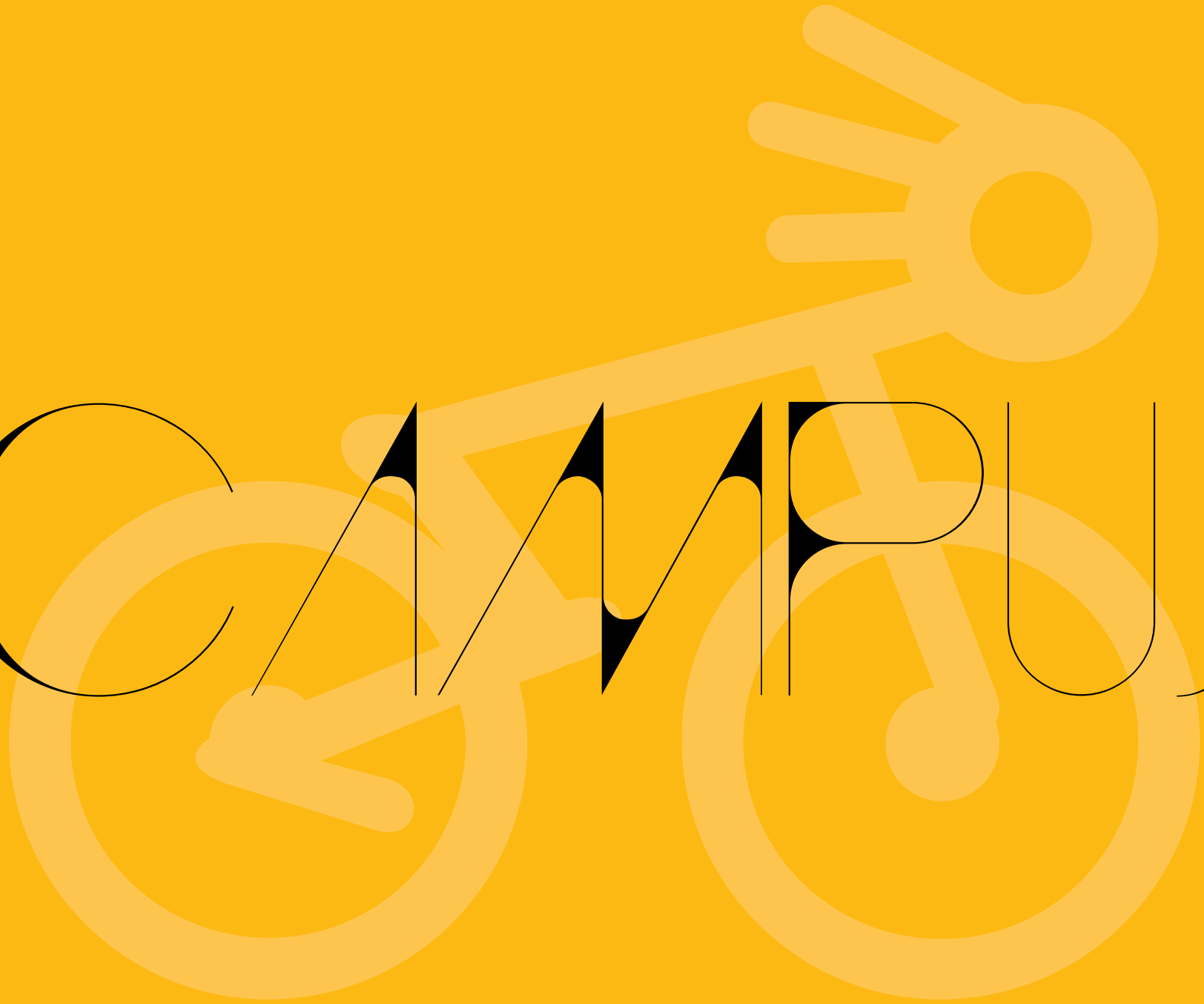
Find hundreds of petitions to sign at www.thepetitionsite.com, or start one yourself. www.care2.com



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Support people around the world. Visit [MyAIU Human Rights](#)

CAMPUS



Share your research

It is through your publications rather than your whole program that your work will usually become known. How important this is will determine how much you publish. So if you are thinking about a career in which publishing is not important, then don't unnecessarily divide your attention between your program and publication.

If you want to publish, you need to consider how closely you are keeping your publications to your program. Is it the kind of work in which chunks lend themselves to publication? If 'yes', think about the future structure of your thesis as a document so you can try to turn your papers into chapters or subsections of chapters. It is a good idea to identify possible publications at an early stage, rather than wait until you have done some work and then wonder if it could make a paper. The other possibility is to publish papers on side issues. These are not part of your thesis as such but interest you enough for you to want to pursue them. Be careful, of course, that you do not devote all of your energy to these issues to the neglect of the thesis.

Journals

Once you have decided to publish, you have to consider which are the most appropriate journals in your field. You would already have some idea about what is published where, because of course you are reading

these very journals. But now you have to make a deliberate effort to look at their editorial policies, to see if what you are doing fits their profile and to learn about the publishing conventions they require. As soon as you've decided to write an article for publication, do this screening of journals because the journal's requirements, and its likely audience, will determine how you write the article. Writing the article first and then trying to match it to a journal is much more difficult.

There are two main reasons why so many papers are not accepted for publication. First, they are submitted to the wrong journal. And second, they are rejected for the same reasons that some theses are found lacking. So, what you need is a clear statement of the point of your research, a logical argument which carries through the whole thing, and a clear indication of the significance of your findings.

The main difference between the article and the thesis is that your review of previous relevant research would, of course, be very short and directly to the point. Follow strictly the journal's formal requirements for publication and ask several colleagues and/or other readers to give you as much feedback on the work as possible before you submit it. It is worth rewriting it several times keeping it clear, short and to the point to increase your chances of acceptance.

The question of authorship of publications has to be resolved well ahead. For example, find out the practice in your department and your supervisor's expectations regarding joint authorship of any articles you write during a PhD candidature. Whether or not your supervisor or others are included, and also the position of names of joint authors, will depend on the extent of the intellectual input of each party.

Important reasons

We cannot think of any reason for not publishing but, when thinking if you should, let's consider some reasons for wanting to.

1 If you are working on a topic which is hot and you know that many people are also researching it, it is important for you to stake your territory and start to establish a reputation in the field.

2 Also, in fast developing areas such as computer science, it is of course vital to publish your results, since waiting until you have finished the whole thesis may render them obsolete.

3 Publishing will help you to judge whether your work is of a high enough academic standard, or contains an original contribution to knowledge – two concerns often raised by PhD students.

4 Having to publish forces decisions about handling data and helps you organise yourself by providing an interim deadline.

So writing a seminar or conference paper or an article for publication could be a very good idea. It gives



KEEP
CALM
AND
PUBLISH
PAPERS

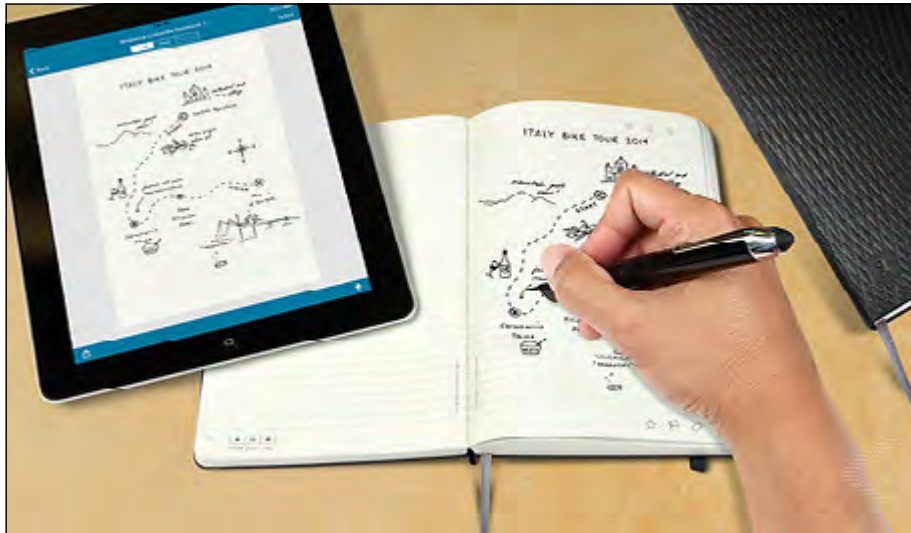
you an opportunity to practise your academic writing. It exposes you to critical assessment of your work. And it gives you the psychological boost of knowing that you are achieving something worthwhile.

However, the design and structure of your work may mean that isolating a discrete, publishable part is not possible. For example, it may not be until the end of your research that the value of the work can be shown. In this situation you mustn't feel pressured to publish. But you would be wise to find alternative forums for presenting your work to your peers such as at seminars, conferences and the like.

Of course, time constraints will also govern your decision to publish. In addition you have to weigh the risks of rejection against the benefits of publication. These issues and also questions of where to publish and the protocol of possible joint authorship should be discussed with your supervisor.

Source: "Publishing Papers": www.uq.edu.au

Find different ways to publish your papers at MyAIU Knowledge



Livescribe Notebooks by Moleskine. Once it relied on a quill and inkpot, now we use roller pens, spray cans, or smartpens to capture our thoughts. Moleskine is creating tools and services which bridge analog and digital methods for a more seamless experience. The Livescribe notebook is a further step in that direction. The Livescribe Notebooks by Moleskine feature classic design details including familiar round corners, a ribbon bookmark, elastic closure and the “In case of loss, please return to...” label on the flyleaf. The Livescribe versions include an expandable inner pocket containing two bookmarks printed with smartpen buttons and controls. www.dexigner.com www.moleskine.com

If you're not failing every now and again, it's a sign you're not doing anything very innovative

—Woody Allen



Image: www.thehollywoodnews.com

7 tough lessons learned from failure

by Andréa Balt
www.andreabalt.com

1. Forgive yourself... Please! Now. And now. And now.

Letting go doesn't just imply changing your mind, but freeing your heart. And that heart cannot be freed unless you drop the weight of your missed-take.

2. Practice intelligent regret.

Unhealthy regret sucks your blood and intelligent regret gives you a blood transfusion.

3. You were never supposed not to fail.

You were never supposed to “know better” than you knew at any given moment. It's mathematically impossible to be more than what you are right now.

4. You are much greater than you think.

You're greater than your mind, your heart, your missed-takes, your dreams, your passion, even greater than your whole life's story.

5. If you are going to fall anyway, fall from the highest place.

Failing greatly is about believing harder each time. Going deeper each time. Loving more each time.

6. Turn your failure into art.

The most effective way to get over what we lost in the fire, is to create something new out of its ashes.

So the deeper you burn, the newer and truer your turn. Instead of wasting your energy on pointless self-destruction, spend every effort you can make, on reconstruction.

7. I f...ing lived and it was beautiful.

We are supposed to be a goddamn river, not a pond. Flowing and changing is our nature.

Food pairs to-go. Inspired by the convenience of corningware, **Bento** makes to-go meals and snacks a cinch! The two-part design consists of a dry storage container and an additional jar, both of which keep hot food warm and cold food cool.

In one handy unit, you can keep your favorite paired foods together, like cereal/milk, soup/crackers, yogurt/granola, chips/salsa, the list is endless! So, start creating your own combinations.

Designer: Lefie Lindokken.

www.yankodesign.com



We know you study hard, but please eat well. Visit [MyAIU Body](#) / [MyAIU Mind](#)

Bachelor of Electrical Engineering

SCHOOL OF SCIENCE AND ENGINEERING

The Bachelor of Electrical Engineering (BS, BSEE) program objective is to provide students with a thorough grounding in the fundamentals of electrical engineering that would allow a graduate to function effectively in industry or continue on to graduate school. The Bachelor of Electrical Engineering (BS, BSEE) program is offered online. 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 Electrical Engineering (BS, BSEE) curriculum is designed individually by the student and academic advisor. It specifically addresses strengths and weaknesses with respect to market

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

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

Core Courses and Topics

Electromechanical Energy Conversion
Digital Systems
Static & Dynamics
Engineering Economy
Engineering Ethics
Calculus
Introduction to Engineering Design
Electric Circuits
Differential Equations for Engineers
Multivariable Calculations for Engineers
Matrices for Engineers
Electronics
Engineering Statistics & Probability
Power Electronics
General Chemistry
English

Orientation Courses

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

Research Project

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

Publication

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

Skills for success

Able to analyze and solve problems · Organizational ability · Good communication and interpersonal skills.

Job description

Electrical and electronics engineering technicians help design, develop, test, and manufacture electrical and electronic equipment such as communication equipment; radar, industrial, and medical monitoring or control devices; navigational equipment; and computers. They may work in product evaluation and testing, using measuring and diagnostic devices to adjust, test, and repair equipment.

Contact us to get started

Submit your **Online Application**, paste your resume and any additional comments/questions in the area provided.
www.aiu.edu/requestinfo.html?Request+Information=Request+Information

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ABOUT US

General Information

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

Accreditation

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

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

AIU has chosen private accreditation through the Accrediting Commission International (ACI), obtained in 1999. ACI is not regulated or approved by the US Department of Education. ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the U.S., many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

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



The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by AIU.

The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. AIU is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

Mission & Vision

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

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

Organizational Structure

Dr. Franklin Valcin PRESIDENT/ACADEMIC DEAN	Dr. José Mercado CHIEF EXECUTIVE OFFICER	Dr. Ricardo González PROVOST
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		Junko Shimizu ACADEMIC TUTOR

<h3 style="text-align: center;">School of Business and Economics</h3>		<h3 style="text-align: center;">School of Social and Human Studies</h3>	
<p>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.</p> <p>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.</p> <p>Degree programs are designed for those students whose professional</p>	<p>experience has been in business, marketing, administration, economics, finance and management.</p> <p>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.</p>	<p>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.</p> <p>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</p>	<p>organizations in an ever expanding global community.</p> <p>Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.</p> <p>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.</p>
<h3 style="text-align: center;">School of Science and Engineering</h3>		<h3 style="text-align: center;">Online Library Resources</h3>	
<p>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,</p>	<p>knowledge of design innovation, a critical appreciation for the importance of technology and technological change for the advancement of humanity.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	

Education on the 21st century

AIU Service

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

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

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

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

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

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

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

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

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

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

Read more at: aiu.edu

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

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

Contact us to get started

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

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