

CAMPUS *mundi*

Situated on the south coast of the island of Efate, in Shefa Province, Port Vila is the economic and commercial centre of Vanuatu.

MyAIU MAGAZINE

www.aiu.edu

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**AIU News + Essay + Forgetting science! + Interview + Education + Culture
+ Science + Technology + Art + Design + Body + Mind + Spirit + Environment +
Human Rights + How we make choices + Early Childhood Education + About AIU**

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CONTENT CURATION
FOR "LEARNING"
Janice Kelly

Campus Mundi
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Editor's note

Errata

In Campus Mundi #40 page 14, a photograph was published that did not correspond to Patricia Campos Domenech.

Our sincere apologies for the inconvenience.

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

Share your thoughts with us!

Mailbox
aiumagazine@aiu.edu



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NOT TOUCH



Published in newspaper



FEBRUARY 21, 2017. One of our students, **Roshan Rathi** has

recently published his article “**Stop Procrastinating**” on **The Kathmandu Post**. The Kathmandu Post is one of the largest English-language newspapers in Nepal.

Roshan has completed a Doctor of Philosophy, PhD program in Strategy and Innovation in **Atlantic International University**.

His article can be viewed through the link below.



paper.ekantipur.com/the-kathmandu-post/2017-01-02/9?android=1

Recognition from UNHCR



FEBRUARY 28, 2017. One of our students, **Joseph Guya**, has received

a Service Recognition certificate from **United Nations High Commissioner for Refugees (UNHCR)** for his 10

years of service dedicated to **UNHCR**.

UNHCR was created in 1950 and is a global organization dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities, and stateless people.

Joseph is completing a Bachelor's program in Management at **AIU**.

Doctor Honoris Causa

MARCH 7, 2017. Our graduate student, **Martha Lucía Duque Ramírez** has been appointed Ambassador of Peace by the **ODAAE**, Americas Organization for Educational Excellence, and has received the title of Doctor Honoris Causa by that organization.

At **AIU** we feel very excited to share these great achievements by our students as that of **Martha Lucía** who has completed a very important Doctorate program in Education with specialization in Information and Knowledge Society at **AIU**.

We know that **Martha Lucía** will continue getting hits in his professional and academic life themselves that allow you to make a very positive impact in society and his family.



Graduated with Honors

MARCH, 2017. This graduate student completed the majority of the requirements to obtain honors which included a 4.0 GPA, published works, recommendation from their advisor, patent a product, etc. **Congratulations!**

Jorge Alberto Cruciani

Doctor of Personal and Organizational Management in Organizational Behavior

CUM LAUDE



Articles published



MARCH 15, 2017. One of our graduates, **Julius Suh Ayancho**, has published three

articles, one in the **International Journal of Thesis Projects and Dissertations**, and the other two in the **International Journal of Social Science and Humanities Research**.

1. Concerted Efforts Are Required For People's Living Conditions To Be Improved: www.researchpublish.com/download.php?file=Concerted%20Efforts%20Are%20

[Required-1695.pdf&act=book](http://www.researchpublish.com/download.php?file=A%20Sociolinguistic%20Study-2365.pdf&act=book)

2. A Sociolinguistic Study of Words and Expressions in the Domain of Blacksmiths: www.researchpublish.com/download.php?file=A%20Sociolinguistic%20Study-2365.pdf&act=book

3. A Context-Based Approach to the Study of Names: Case of English Major Students of the University of Burundi: www.researchpublish.com/download.php?file=A%20Context%20Based%20Approach-3317.pdf&act=book

Julius completed a Doctorate program in Arts with a major in English at **AIU**.

FIND MORE NEWS FROM AIU FAMILY

Latest News: www.aiu.edu/news.aspx
News Archive: aiu.edu/aiu2016/DownloadCenter.html

INTERNATIONAL CONFERENCE ON Smart Learning Environments ICSLE 2017



Call for papers. This Conference will be held **October 23-25**, in Beijing, China, and it aims to bring together researchers, practitioners, and policy makers to discuss issues related to the optimization of learning environments to enhance learning. Focus: the interplay of pedagogy, technology and their fusion towards the advancement of smart learning environments.

Conference Outcomes

- Proceedings in **Springer's** lecture notes in educational technology series.
- Extended versions of selected papers will be invited for **Springer's Smart Learning Environments** (open access journal with no author processing charge)

Important dates

Workshop/panel proposal submission: **April 10**
Main conference paper submission: **May 10**
Acceptance/rejection notification: **June 25**
Camera ready papers: **August 1**
Author registration: **August 1**

Submissions

Full and short experience reports • Full and short research studies • Work-in-progress papers • Reflection papers • Posters • Workshop proposals • Panel proposals

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Rébecca Guillot
ATHABASCA UNIVERSITY/CANADA

Richard Tortorella
UNIV. OF EASTERN FINLAND/FINLAND

Marc Denojean-Mairet
BYTEFORCE MEDIA/CANADA

Junfeng Yang
HANGZHOU NORMAL UNIVERSITY/CHINA

More info:
www.iasle.net/index.php/icsle2017

INTERNATIONAL ASLERD Student Contest on people centered smart learning ecosystems



Call for ideas and proofs of concept. The International ASLERD Student Contest, at the 2nd International Conference on Smart Learning Ecosystems and Regional Development (Citizen, Territory and Technologies: Smart Learning Contexts and Practices), will be held **June 22-23, 2017** at the University of Aveiro, in Portugal.

The call invites students to submit ideas (first phase of the contest) and proofs of concept/prototype (second phase of the contest) on how to make learning ecosystems smarter. It is open to individuals and groups of students (bachelor, master and PhD students).

The winner (individual or group) will be awarded with 500 €. Three individuals or groups (finalists) will be

selected to present their proofs of concept at SLERD 2017 and attend the conference for free. ASLERD will cover also stay expenses (hotel and meals) for two representatives per finalist. Full details can be found in the call: www.mifav.uniroma2.it/inevent/events/aslerd/index.php?s=232&a=432

New hard deadline to submit ideas: March 25, 2017

Read the full Call for papers: www.mifav.uniroma2.it/inevent/events/aslerd/index.php?s=232&a=424

More info: www.mifav.uniroma2.it/inevent/events/aslerd/index.php?s=232

Visit the Website:
www.aslerd.org



Graduates of the month

MARCH 2017

Alvaro Juan Aparicio
BACHELOR OF SCIENCE
PSYCHOLOGY
ARGENTINA

Jorge Alberto Cruciani
DOCTOR OF PERSONAL AND ORGANIZATIONAL MGMT
ORGANIZATIONAL BEHAVIOR
ARGENTINA

Alizaman Sadigov
DOCTOR OF PHILOSOPHY
HEALTH SCIENCES
AZERBAIJAN

Debasish Das
DOCTOR OF PHILOSOPHY
MARKETING
BANGLADESH

Kan Clicksmiler Mbuwel
BACHELOR OF SCIENCE
HEALTH SCIENCES
CAMEROON

Roberto Leonardo Moraga Oñate
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING
CHILE

Daniel Bolivar Brunelesch Carvajal
DOCTOR OF PHILOSOPHY
HISTORY OF EPISTEMOLOGY
COLOMBIA

Magda Patricia Martinez Lopez
DOCTOR OF EDUCATION
EDUCATION
COLOMBIA

Lucy Isabel Herazo Cure
DOCTOR OF SCIENCE
BIOTECHNOLOGY
COLOMBIA

Hector Martinez Luna
DOCTOR OF EDUCATION
EDUCATIONAL ADMINISTRATION
COLOMBIA

Edgar Valdes Castro
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
COLOMBIA

Hermes Antonio Romero
BACHELOR OF OCCUPATIONAL HEALTH
OCCUPATIONAL HEALTH ADMINISTRATION
COLOMBIA

Ana María Herrera Betancourt
DOCTOR OF PSYCHOLOGY
SYSTEMIC THERAPY
COSTA RICA

Heriberto Lopez Perez
BACHELOR OF SCIENCE
CIVIL ENGINEERING
DOMINICAN REPUBLIC

Pablo Valdez
DOCTOR OF BUSINESS ADMINISTRATION
ACCOUNTING
DOMINICAN REPUBLIC

Damini Kotwal
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

Sadia Muhammad Sabir
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

Javariya Farooq
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

Samar Kamal Taleb Naji
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

This month we have graduates from: Argentina · Azerbaijan · Bangladesh · Cameroon · Chile · Colombia · Costa Rica · Dominican Republic · Dubai · Ecuador · Egypt · Ethiopia ·

Mohammad Issam Eljichi
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

Shaymaa F.M. Alhamayda Afaf
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

Duha F.M Alhamayda Afaf
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

Saja F.M Alhamayda Afaf
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DUBAI

Mónica Elizabeth Cajas Samaniego
BACHELOR OF HUMAN RESOURCES
HUMAN RESOURCES
ECUADOR

Abdelsalam Abdelhamid Ahmed
DOCTOR OF EDUCATION
EDUCATIONAL MANAGEMENT AND LEADERSHIP
EGYPT

Lana Hussam Elabyad
BACHELOR OF BUSINESS ADMINISTRATION
MARKETING
EGYPT

Asrat Mengesha Woldegiorgis
BACHELOR OF ARTS
BUSINESS MANAGEMENT
ETHIOPIA

Ernest Kofi Awanta
DOCTOR OF PHILOSOPHY
MATHEMATICS EDUCATION
GHANA

Yaw Boateng Gyan
BACHELOR OF SCIENCE
PUBLIC ADMINISTRATION
GHANA

Sulemana Mohammed
MASTER OF PUBLIC HEALTH
PUBLIC AND COMMUNITY HEALTH
GHANA

Vladimiro Rizos
MASTER OF BUSINESS MANAGEMENT
EVENT MANAGEMENT
GREECE

Walter Isai Castillo Palacios
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
GUATEMALA

Christian Giovanni Barahona For
BACHELOR OF SCIENCE
INFORMATION SYSTEMS
GUATEMALA

Josué Ludim Escobar Interiano
BACHELOR OF EDUCATION
PEDAGOGY
GUATEMALA

Sandra Victoria Morataya Rodríguez
BACHELOR OF SCIENCE
PSYCHOLOGY
GUATEMALA

Abel Alfonso Morales
BACHELOR OF SCIENCE
NUTRITION
ITALY

José Chiguala Ibori
DOCTOR OF PHILOSOPHY
EDUCATIONAL PSYCHOLOGY
JAPAN

Johnson F. Toe
BACHELOR OF SCIENCE
MANAGEMENT
LIBERIA

Francis Leonard Panulo
DOCTOR OF PHILOSOPHY
PUBLIC HEALTH
MALAWI

Bertha Kamchacha Chikuse
DOCTOR OF PHILOSOPHY
PUBLIC HEALTH
MALAWI

M. Saidou Aboubacar
BACHELOR OF SCIENCE
PHYSICAL THERAPY
NIGER

Adaramewa, Kamorudeen Olusuyi
DOCTOR OF PHILOSOPHY
INTERNATIONAL RELATIONS
NIGERIA

Emhonyon, Odianoson Monday
DOCTOR OF PHILOSOPHY
HUMAN RESOURCES MANAGEMENT
NIGERIA

Américo Huaracha Tunquipa
BACHELOR OF SCIENCE
CIVIL ENGINEERING
PERU

Rosario Olivares Núñez
DOCTOR OF PHILOSOPHY
PSYCHOANALYSIS
PERU

Alfonso Esteban Huacoto de la Vega
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING
PERU

Edwin Julio Colonia Villarreal
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
PERU

Hassan Zahra
MASTER OF SCIENCE
HEALTHCARE MANAGEMENT
SAUDI ARABIA

Yousif Omer Khalifa
DOCTOR OF SCIENCE
OIL AND GAS INDUSTRY
SUDAN



Gcinile.T.Buthelezi
DOCTOR OF SCIENCE
HEALTH CARE ADMINISTRATION
SWAZILAND

Newton Mjungu
BACHELOR OF SCIENCE
COMPUTER SCIENCE
TANZANIA

Joseph Boniphace Kapumbe
DOCTOR OF PHILOSOPHY
AUTOMOTIVE ENGINEERING
TANZANIA

Ruben Emerson de César Francisco
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS MANAGEMENT
USA

Osman Mohamud Salad
MASTER OF AGRICULTURE
AGRICULTURAL SYSTEMS
USA

Stanley Li
DOCTOR OF SCIENCE
SPORTS SCIENCE
USA

Ansley Singo
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS MANAGEMENT
VANUATU

Fred Kasongu
MASTER OF PROJECT MANAGEMENT
PROJECT MANAGEMENT
ZAMBIA

Euston Trevor Kapotwe
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
ZAMBIA

Shepherd Hampela Ndhlovu
BACHELOR OF SCIENCE
ENVIRONMENTAL ENGINEERING
ZAMBIA

Oliver Chibage
DOCTOR OF BUSINESS ADMINISTRATION
PROJECT MANAGEMENT
ZIMBABWE

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

TESTIMONIALS



Kadange Vkadange Mvula
 Doctorate in Educational
 Leadership and Policy Studies
 October, 2016

“My experience at Atlantic International University (AIU) was quite exciting and educating as it enabled me to acquire the Doctorate degree which will eventually help in achieving both my personal and professional goals in my life.

I liked the way AIU programs are designed, aimed at fulfilling each individual's desires without necessarily imposing curriculum on them. In addition, the faculty and staff at the university were so flexible and ready to assist at any given time in a shortest possible period to the full satisfaction of the student. Further, the tuition was affordable, and the payment plan in place, in addition to the financial assistance provided, allows a student to plan and concentrate on studies.

The knowledge and skills I learned during my program

at AIU will greatly help in achieving my personal goal – to become a consultant in the field of education, and my professional goal, which is to lecture in a university.

I would recommend AIU to anyone interested in pursuing his/her academic goals.

As **George Courous** states: “We have to look at education as a continuous journey. What we do now, will make an impact later”.



Emma Maddy
 Doctor of Philosophy
 in Psychology
 December 19, 2016

“I am a very experienced nurse and a mental health practitioner with over 45 years of experience and expertise in all aspects of the nursing profession. I have also taught for several years during practice as a nurse who trains registered nurses to become autonomous practitioners. Formally, I have taught in universities in Ghana for over seven years in nursing and the School of Medical Sciences.

Although I have always been interested in obtaining my PhD, it had not been a priority in my career though the university insisted on all lecturers attaining a terminal degree. However, I discovered rather painfully at the universities in Ghana that if one does not hold a PhD, any original project one would initiate becomes owned by someone else because he/she holds a PhD. For this reason ... I decided that I would take control of my initiatives by ensuring that I undertook a PhD degree.

I applied to many universities both on line and in person in the UK. All the UK institutions insisted on me attending lectures on a regular basis while I took my modules for PhD. None of them was willing to look at my experiences, skills and credentials and consider a tailor-made programme for me even though I made such suggestions to some of them. The nearest I got to this request was an agreement of one university to supervise me to do the old-time research PhD which was a nonstarter because we could not even have a discussion on the phone to move forward. To my disappointment, I gave up on them since I was being hindered rather than enhanced. In my anxiety, I took to the

internet once more and this time I decided to try **Atlantic International University**.

I was amazed by the enthusiasm with which I was welcomed and made to feel at home almost instantly. They instinctively noticed my numerous achievements, expertise and credentials and suggested I should take the route that I had spent several years suggesting to various universities in the UK. I planned my own Curricula, which enabled me to concentrate on subjects that were relevant and pertinent to my current position and work and recognised my previous work, learning, knowledge and experience which in itself was motivating for me. The support I received from **Sandra Garcia** to begin with was reassuring and the continuous support I received from my supervisor, **Andreas Rissler**, is second to none –with his motivating comments when he had enjoyed reading my assignments. The excitement with which he attends to my assignments is palpable sometimes and tells me he was really looking after my interest. My personal tutor **Rina Lehnhoff** was very helpful too and always there for me; always came to

assistance. Great team I had. If even one university in the UK had shown such enthusiasm and motivated me half as much, I would have been so grateful and most likely completed my terminal degree by now.

I am very grateful to AIU for endorsing what I have always maintained, that because of my own interest in education and learning and the long service work I had put in to the NHS-UK, I had been privileged to acquire so much experiences, knowledge and skills as well as numerous credentials that in themselves more or less qualified me for a PhD, that I should have my skills, knowledge and experiences accredited to award me the degree of PhD but no university took notice. Only AIU in my opinion was, and is, smart enough to have such insight in light of the changing modes of learning in the world these days.

I am very grateful to AIU for acknowledging my skills, knowledge and experiences, and enabling me to undertake rightly so an accelerated mode of learning to achieve my goal. Thank you, AIU.

MORE TESTIMONIALS FROM AIU STUDENTS

www.aiu.edu/Testimonials.aspx

Abnormal Psychology

Manana Busse | Bachelor of Psychology

Part 1/2



Image: www.papsychotherapy.org

individualism come gradually, we influence others, and others influence us. The main drive of human existence is the brain, the most complex organ in human body counting roughly 86 billion neurons that transmit and channel the world around us. Brain helps us to be ourselves.

“We have made considerable progress understanding the brain because there are scientists working at every level, from genes to synapses to neurons to brain structure to behavior.” Retrieved from the website: www.readingroom.org. However, the brain involvement and complexity in human behavior is a mystery still having long way to go.

When the human brain decides what is normal or what is strange to the world? This is the question of decades since mankind existence.

1.1 Origins of Human Behavior

“The future influences the present just as much as the past.” Friedrich Nietzsche.

Atypical behavior was a

significant part of human nature in primitive cultures when human madness or physical pain was explained by evil spirits possessing the human body. Those were times when religious authorities had a great influence on people and the world existence was interpreted only by animism, belief in spiritual world.

Scientific explanation of abnormal behavior took place in ancient Rome and Greece. Hippocrates, one of the greatest physicians of Ancient Greece, focused on disproportional circulation of humours (body fluids) in human body while developing the theory on mental disorders. Based on his suggestions, impurity of body fluids was the main source for irrational behavior, depression or moodiness.

Galen, Greek physician, surgeon and philosopher, became equally famous by his diversity of diagnosis for mental disorders. Galen believed that there were organic causes and emotional causes for mentally ill individuals.

After closer examination

1. INTRODUCTION

“To live is to suffer; to survive is to find some meaning in the suffering.” Friedrich Nietzsche.

Suffering comes into many shapes in our lives and human capacity to express these torments is also unlike. We

all intent to find our pathway to reach the meaning of our discomfort, passion or soreness, but this journey is complicated and sometimes we get lost. But would the life be so desirable without controversial human profile, behavior and

personality? Would humans ever find the meaning to the life if being all similar and alike?

Speaking biologically, every human being is born in the same way with certain genetic code and “make up”. Adjustment, fitting into society and

of young woman who was complaining about physical discomfort, **Galen** excluded all physical pathology stating that “... I came to the conclusion that she was suffering from a melancholy dependent on black bile, or else trouble about something she was unwilling to confess.” *Galen. Stanley W. Jackson. As quoted in Galen On Mental Disorders.*

Nineteenth century was distinguished and prominent in terms of revelations for mental disorders and its connection with organic and brain pathologies. However, **William Cullen** (1710-1790), Scottish physician, “promoted” the hypothesis even in 18th century pointing out that

“A considerable and unusual excess in the excitement of the brain” was causing madness and insanity even when the patient was physically healthy.

Cullen with the collaboration of **Robert Whytt** (1714-1766), also Scottish Physician, centered on human nervous system dysfunction that was causing various abnormal behavior and mental illness.

“By the 1840s and 1850s, functional disorders of the nervous system (also called “neuroses”) become a major area of clinical study.” Retrieved from U.S. National Library of Medicine.

Studies on mental disorders continue until today and

remain as important focal point of science as it was almost 100 years ago, when started the history of abnormal behavior and psychology.

2. BRANCHES OF PSYCHOLOGY

Psychology, as a science, consists of different branches working separately but sharing one biggest question regarding the human personality and behavior. Some of the psychology branches are: abnormal psychology, behavioral psychology, biopsychology, cognitive psychology, comparative psychology, cross-cultural psychology, developmental psychology and some more.

2.1 Definition of Abnormal Psychology

There is no universal definition for abnormal behavior. There are numerous theories, case studies, testimonials, scientific researches, historical heritage, and the bottom line remains at the same level: how to define normal behavior from abnormal or where the line between sanity and insanity is. However, the abnormal psychology or psychopathology itself is a scientific study of mental disorders emphasizing on causes, symptoms and classification of abnormal behavior. That much the science can say.

2.2 Case Presentation

Patient **M** is in a private clinic in Germany with the following symptoms: severe headache, loss of concentration, abdominal pain, problems of eye vision, irritation, yellow skin, constant crying. Patient **M** has been transferred from Bulgaria. Tests have been performed on high speed. Diagnosis: Cirrhosis and allergy effects caused by eye drops.

Patient **M** has to remain in the clinic under strict treatment. Spouse of patient **M** is actively involved since patient **M** does not speak German or English. Patient **M**’s communication or bonding with the doctors is zero.

Recovery goes very well. However, patient **M** is restless, anxious and emotional, refuses to eat attached to the ward phone calling the family and every single doctor in Georgia (patient’s country of origin) and she is seeking for help. Patient also tries to communicate with medical personnel around her remembering few words in English. Astonished and suspicious eyes are focused on her. Finally comes the day of discharge. Doctor announces that patient **M** cannot leave the hospital and has to be transferred to the fifth floor: psychiatric department. Spouse of patient **M**

interferes: “**M** is not crazy, she is Georgian. She needs to go home; she needs to love and to be loved.

Patient **M** has been discharged and sent home. Immediate full recovery when landing in her country of origin.

Presented case is based on real facts and both, clinic and patient **M** can be contacted at any time.

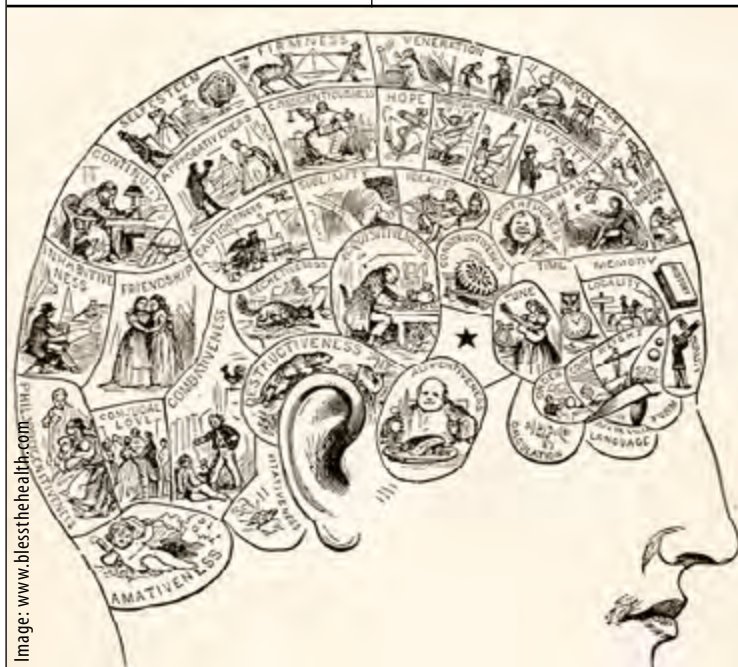
Was patient **M** behaving out of standard norms? Probably yes. Was her behavior abnormal? Probably not. Was she considered as behaving abnormally? Most probably yes. One concept is clear: patient **M** was fighting with her own organic and psychological interpretations providing the confusing picture of herself. Genetic temper, social and environmental culture she was coming from were definitely dominating and winning.

“You have had no real comprehension of the other person’s world.” *Jamison K. An Unquiet Mind: A Memoir of Moods and Madness. Knopf Doubleday Publishing Group.*

3. FIVE CRITERIA

Speaking scientifically, there are five criteria assisting to differentiate the normal behavior from abnormal behavior.

“Help seeking, irrational or



dangerous behavior, deviant behavior, emotional distress, and significant impairment in functioning.” *Carley MS, Steven G. Abnormal Psychology. SGC Production.*

When looking at criteria or at endless list of symptoms of psychological disorders, we might recognize ourselves in many case studies. However, severity of symptoms, length of the time the symptoms might last and the level of human capability to function are crucial links in order to consider an individual as a carrier of any abnormality.

4. CLASSIFICATION OF PSYCHOLOGICAL DISORDERS

“Hope in reality is the worst of all evils because it prolongs the torments of man.” *Friedrich Nietzsche.*

As sad as it might sound, people with psychological disorders are suffering from “prolonged torments” by losing their “hope in reality”. Urgent need to classify and categorize “these torments” took place in 1952 when American Psychiatric Association first introduced and published **Diagnostic Statistical Manual**, now referred as **DSM-5**. Manual is used to make diagnosis for various mental disorders, to distinguish the similar symptoms among disorders and to set standard norms and formulas under

which psychologists, physicians, health insurance companies and other legal institutions work unanimously. **DSM** went through many changes since 1952 in order to adjust to patients from various cultures.

4.1 DSM- 5

DSM-5, the manual of today, categorizes 20 general sections of psychological disorders. This classification carries interpretive character.

4.2 Schizophrenia Spectrum

Schizophrenia is a generally recognized, severe disease based on neurodevelopmental problem in the brain. “Is now considered a physical disorder, a disease of the brain.” *Dr. Amariah Brigham, one of the founders of American psychiatry.* Individuals with schizophrenia suffer a loss of the gray matter (major component of central nervous system) in the brain. Definite causes of schizophrenia are still unknown, although the origins might play between inherited genes and environment. Unfortunately, obvious symptoms of schizophrenia are exposed in individuals in late process of the disease, but the most common first indicator might be an unexpected decline and protest in person’s usual way of functioning including disconnection from reality, odd behavior, ignoring

the society. If not treated quickly, the symptoms will show hallucinations, delusions, nonsense talking or aggressive behavior.

Types of Schizophrenia:

- **Paranoid schizophrenia:** patient is suspicious of others, feels persecuted, hallucinations and delusional behavior is prominent.
- **Disorganized schizophrenia:** patient is uncommunicative, moods and emotions often are inappropriate in given situation.
- **Catatonic schizophrenia:** patient is isolated, negative, withdrawn.
- **Residual schizophrenia:** patient has no interest, ignores day to day life events.
- **Schizoaffective disorder:** patient suffers from schizophrenia plus depression, bipolar mania or mixed manias are presented.
- **Undifferentiated schizophrenia:** patient meets the general criteria of the disease but not fitting in any of above stated subtypes.

“Antipsychotic medications are indicated for nearly all acute psychotic episodes in patients with schizophrenia.” In addition to antipsychotic medications, some patients also take antidepressants or mood-stabilizers to help control related symptoms.” *Retrieved from American Psychiatric Association guidelines.*



Image-YourArticleLibrary.com

4.3 Anxiety Disorders

One might consider slightly unfear to define the anxiety as a psychological disorder. We live with the high speed of 21st century and if staying behind, life experiences or adventures will pass by. Can society manage these advantages, every day discoveries, needs to survive, and ambitions to succeed without getting anxious? Looking positively, getting anxious might be useful and adaptive in order to appreciate the life or in terms of paying more attention to our health. Feeling anxious is flexible sensation when graduating, getting married, earning the first salary, but feeling anguish, strong emotional and physical discomfort out of standard norms when there is no specific reason, is considered as an

anxiety disorder.

“Anxiety disorders are characterized by increased uneasiness, worry and apprehension, sometimes focused on a particular object or situation, and sometimes free-floating and generalized. The feelings of panic and dread can be so overwhelming that the person who suffers from this disorder usually develops strategies to avoid them.” *Asantewaa A. Abnormal Psychology. Pages: 145-146. youtu.be/FjtZkU5wPVk . Anxiety disorder symptoms. Retrieved from “Beating Anxiety.”*

Based on symptoms, there are four major types of anxiety disorder:

- **Panic Disorder.** Patient suffers from various panic attacks, fear, strong feeling to outbreak, constant sensation of danger, physical



uneasiness including sour stomach and sweaty palms.

- **Generalized anxiety disorder.** Patient suffers from interminable anxiety in any situation.
- **Specific phobia.** Agoraphobia. Patient suffers from exaggerated terror of particular object or situation (closed space, open space, crowded room, public space, loud music, being in the balcony on 9th floor etc.)
- **Social anxiety disorder.** Patient constantly tries to stay isolated from society avoiding any type of communication. Since anxiety disorder symptoms carry physical, behavioral and cognitive character, the most common form to treat it is the drug therapy plus cognitive-behavioral therapy. Fortunately, medical advances occurred in psychopharmacology in the last 50 years made

it possible to reach torment “relief” for many psychological disorders, considered untreatable previously.

4.4 Neurodevelopmental Disorders. Autism Spectrum.

List of autism diagnosis correlations/comparisons is endless and if looking closely, we all experience the similar symptoms at some point of our lives: “Do you forget you are in a social situation when something gets your attention? Do you find it difficult to figure out how to behave in various situations? Do you tend to get so stuck on details that you miss the overall picture?” Retrieved from *Aspie Quiz Evaluation*. Yes, we all do from time to time and once again, we face the same mystery: which one is correct format to be considered normal?

Based on conducted re-searches in 2013, every 1 child out of 50 only in USA is suffering from some type of autism disorder. This number is alarming! Various hypotheses around an increase number of children with autism spectrum are childhood infections, exposure to environmental toxins, different vaccines (after all eliminated), or even having an old father relating the age to unknown genetic sperm mutation. But mainly and unfortunately, the reason is still unknown.

“If you were to see him riding his bike, smiling in the wind, you’d never know. You see, my brother is like any other eleven-year-old... Except when he isn’t.” *Cain B. Autism, The Invisible Cord: A Sibling’s Diary. American Psychological Association.*

What do we expect “when he/she isn’t?” Autism Spectrum Disorders (ACD) is outlined with communication impairment, lack of social interaction, repetitive behavior or actions. These symptoms vary among patients based on severity and complexity of the condition. Basic autism symptoms sometimes develop neurological (sleep disorder, mood disorder, anxiety, hyperactivity) or systemic issues (immune dysfunction). Typically developing infants

express their natural reactions being two to three months old. Infant, who might carry autism, will show the first symptoms being 8 or 10 months old. Alarming first warning, in such cases is almost 0 manifestation to any sign or sound or wave. It seems like living in a strange, “silent” world with no need to interact with others. Isolation might continue with the age development in more negative and aggressive behavior if not treated properly or if not intervened timely.

“Am I autistic?” Many people judge themselves just because they have different personalities. Life has many colors and sometimes there is a weird feeling that we don’t fit in, and we escape, or make drastic decisions wishing to start fresh, or choose to be alone feeling comfortable in the world created by us. It does necessarily mean we are developing autism, it means that we are humans and this is how the life turns out to be sometimes. “It is up to you whether you decide to seek a diagnosis and some people are happy to remain self-diagnosed. The only way to know for sure whether you are autistic is to get a formal diagnosis.” Retrieved from the website: www.autism.org.uk/about/diagnosis/adults.aspx

Publications by Students: aiu.edu/StudentPublication.html

Asperger’s Syndrome is one of the subtypes of many profiles of autism spectrum. It is also a developmental disability expressed in a way how the world is perceived by an individual carrying Asperger’s syndrome. Being a part of the society seems overwhelming and it might cause anxiety. People with Asperger’s syndrome sometimes even don’t look “different” or disabled, they have less difficulty to learn, understand or process the language. But fitting in the society is the biggest torment and suffering.

Concluding, autism spectrum is a group of complex and lifelong disorders of brain development marked and represented by intercommunication difficulties at various degrees, verbal and nonverbal complications and repetitive behaviors. Treatment consists of behavioral enrolment, medicine or both. Symptom improvement depends on early intervention from family members, classmates, friends, communities, health practitioners and from every single member of our society.

“If you’ve seen one person with autism, you’ve seen one person with autism.” *Aimee Swartz, Newsweek science writer.*

TO BE CONTINUED

Forgetting Science!



Image: professionalcommunities.files.wordpress.com

How many thoughts come to our mind when we read “Forgetting Science.” It can be the mirror of what education, knowledge and learning mean for each us, for each society, for each state.

Countries that have a development based on scientific research would say: “Holy God, this can’t be possible!” but, oh surprise! We are in a world where it seems that many don’t know where to go and others where they want to take us.

Since the 50s we started a different way to do market, to communicate socially, and to generate knowledge. These changes were identified with one concept: Globalization.

The developed countries that created Globalization pressured countries with fewer resources to make the economic and social changes that the new order implied. This new order was aimed at unifying the demand for products to generate the global market that the developed countries wanted, to grow their own economies. The globalization of



By Dr. Rosa Hilda Lora M.
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economies brought about the globalization of cultures: we must ensure that they need the products we create so that world trade can take place.

As was to be expected, many thoughts emerged that saw the way to create a trade and a society in that way was to nullify the rights of the less favored peoples, since education and culture couldn’t be changed at a rapid pace.

A problem arose immediately for the developed countries that created Globalization and World Culture: they didn’t have the necessary levels of education in their societies for the changes they were making.

The development of Globalization followed and the question of many men of science was: why this crazy run? There are researches by **Edgar** of

Many of us know that world wealth belongs of 10% of the population, as the reports of the World Bank and other international organizations show.

Morin, Jürgen Habermas, Alvin and Heidi Toffler, Dryden and Vos and others.

Peacemaking Organizations were created at the end of the Second World War:

The **United Nations Organization, UN**, created October 24, 1945.

The **North Atlantic Treaty Organization, NATO**, April 4, 1949, it is for the defense of its members.

The **Warsaw Pact**, 1955, treaty of friendship, collaboration and mutual assistance, it finished July 1 1991, it was created by the former Union of Soviet Socialist Republics, USSR, effective 1917 to 1991.

Regional organizations were created and the world looked like to be moving towards a common goal: world trade.

Many of us know that world wealth belongs of 10% of the population, as the reports of the World Bank and other international organizations show.

We can also mention researches by economists, for example, the Economics Nobel Prize 2015, **Angus Deaton**, according his work

on consumption, poverty and well-being to know what is good and what is not and what is to build economies that allow the welfare of human beings.

What has happened that now in the countries that have elections to determine their forms of government want to leave aside all the organizations that were created for peace and coexistence, such as the organizations mentioned above and also want to close their economies and to be alone? What will happen with the Globalization and World Culture? Did the governments that implemented this form of world trade realize that something was wrong?

Surprise! What seems to be is the owners of world wealth have understood that no high investment is necessary because the needy for education, work, housing and health services are in their own countries. Why we have to pay so much money in organizations that at the end are paid with taxes, if the growth of our wealth can be done internally.

Why should we forget science?

Because there is a law of inertia from **Newton's** mechanics, which we will make an analogy; it says the speed of a mobile can't be terminated because the mobile is still in motion until a force greater than the first had been done.

We have also **Ilya Prigogine**, the Nobel Prize winner in Chemistry 1977, for his research on dissipative structures.

In a system certain equilibrium is maintained, but that same system receives by inputs called bifurcations another energy that can create new elements or disappear.

Taking small but important parts of theories and laws of science we have to ask: what will happen to the Globalization car that was at full speed and now they want to stop? What will happen to an element that has to enter the system so that the Globalization becomes from the Global to the National?

Forgetting science is difficult. What seems to be is that we are approaching changes, to concerns so strong that many can't imagine.

What's going to happen? What should we do? How can we live peacefully?

The solution is to study to

understand the world that they want to build us. We should study to know how to choose the best way to live because the life we have is only one and nothing else.

Let us hope before all the energy that they will have to achieve to generate the changes that the 10% of the world population want they

realize that the cost is not such small as it seems.

Globalization and World Culture must be improved as well as the forms of operation of international organizations given the changes that growth is generating.

Let's build a peaceful world so we can live peacefully!



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Passion is the fuel of our life

Interview with Esther M. Coronel, AIU graduate

Who is Esther Coronel?

I am The Clarity Mentor and Leadership Consultant for **Visionary Leaders**, and I am CEO of **NAPREX**, where we manufacture red carmine from cochineal, herbs, spices and condiments. I deliver conferences, workshops and seminars by request to other industries.

It was while developing these activities that I realized there was a disconnection between authorities, entrepreneurs and workers.



Esther M. Coronel lives in Bolivia, and has completed a PhD in Business, Education and Personal Development Project Management at **AIU**. Nowadays she is a CEO at Naprex, and Tools for Life. naprexec4@gmail.com

Every person was speaking a different language. Today I still work in the three areas –Business, Education, and Personal Development– integrating them through the programs I develop for **Visionary Leaders** that aim to improve life of members of communities and/or countries.

What helped you to be considered for this great positions you have reached?

Being a visionary leader myself, able to connect with people, listen and understand their problems to help them find easy achievable solutions.

I believe that education is the tool needed to develop our thinking so we are able to identify opportunities and possibilities using our creativity.

What are the most important problems your country is facing at this moment?

I consider myself a citizen of the world, and the problems are the same in many countries, the difference is how they are seen through the eyes of the culture and values of each country.

Water, food and shelter are

important problems than have to be solved by governments. It is critical that leaders create work stability and opportunities. We must teach the new generations how to be creative and understand who they are to serve society instead of looking for a 9-to-5 job. By changing the perception of education we create opportunities that generate wealth.

How can education contribute to solve such problems?

Important tools for life can be taught through education, with help and support of tutoring, coaching and mentoring by trained educators, in order to generate the new leaders of communities.

This is how students will understand who they are, find the purpose of their life, and be supportive in their own communities.

I invite you to check the courses I created in Spanish for **AIU Platform** in this regard, in the three areas of Business, Education, and Personal Development.

It is important to understand our purpose of life, define our mission and be clear about

our vision, adding our passion, because passion is the fuel on our way to success.

Have you been able to help your community?

Not as much as I would like. The most difficult thing is changing the perception of people about education, and show them the road to achieve the success they look for.

Even though you spend a lot of energy and things do not move so quickly, never ever give up pursuing your goals, dreams and desires.

How has the learning process based in Andragogy from AIU impacted your life, professionally and personally?

Today, students need experience to nurture their dreams and desires to achieve their goals. Many youngsters quit school due to an economy that forces them to work. This is where **AIU** comes with a smart, up-to-date proposal that really works.

Even though Andragogy is used in adult education, I believe it is also ideal for those in the transition from young to adult.



I do believe that education needs to aim toward new results that were not so important in the past: to keep people fulfilled and satisfied reaching their goals in education, to keep them inspired and motivated to continue their growth and evolution so they can be helpful to society.

What is your message for the new candidates to an AIU program?

My message to them is: Go for it! And select the best program that fulfills your dreams and desires to achieve your goals.

Remember that you are the only one that can make it happen. **AIU** will facilitate what you need all along the way to help you reach graduation day successfully!

LEARNING



Replacing detention ...with mindfulness and meditation.

Traditionally, if a student is acting up at school, the answer would be to give the unruly kid detention or suspension. But in my memory, detention tended to involve staring at walls, bored out of my mind, trying to either surreptitiously talk to the kids around me without getting caught or trying to read a book.

Robert W. Coleman Elementary School has been doing something different when students act out: offering meditation. Instead of punishing disruptive kids or sending them to the principal's office, the Baltimore school has something called the Mindful Moment Room instead.

The room looks nothing like your standard windowless detention room. Instead, it's filled with lamps, decorations, and plush purple pillows.

Misbehaving kids are encouraged to sit in the room and go through practices like breathing or meditation, helping them calm down and re-center. They are also asked to talk through what happened.

The Mindful Moment Room isn't the only way Robert W. Coleman Elementary has been encouraging its kids. The meditation room was created as a partnership with the Holistic Life Foundation, a local nonprofit that runs other programs as well. For more than 10 years the foundation has been offering the after-school program **Holistic Me**, where kids from pre-K through the fifth grade practice mindfulness exercises and yoga.

Read full note: interestingengineering.com/maasai-women-have-turned-into-solar-warriors-thanks-to-green-energy/

Bye bye Supermarkets?

Brexit, migration and climate pressures mean UK's 'too big to fail' global food chain could unravel.

Why would supermarkets in the UK – which are said to have lost sales worth as much as £8m in January thanks to record-breaking, crop-wrecking snow and rainfall in the usually mild winter regions of Spain and Italy – be so keen to fly in substitutes from the US at exorbitant cost?

Why would they sell at a loss rather than let British people go without, or put up prices to reflect the changing market? Why indeed would anyone air-freight watery lettuce across the whole of the American continent and the Atlantic when it takes 127 calories of fuel energy to fly just 1 food calorie of that lettuce to the UK from California?

The answer is that, in the past 40 years, a whole supermarket system has

been built on the seductive illusion of this Permanent Global Summer Time. As a result, a cornucopia of perpetual harvest is one of the key selling points that big stores have over rival retailers. If the enticing fresh produce section placed near the front of each store to draw you in starts looking a bit empty, we might not bother to shop there at all.

But when you take into account climate change, the shortages of early 2017 look more like a taste of things to come than just a blip, and that is almost impossible for supermarkets to admit. Suddenly the model begins to look extraordinarily vulnerable.

Read full text: www.theguardian.com/commentis-free/2017/feb/20/supermarket-food-gamble-brexit-climate-migrant?CMP=Share_iOSApp_Other



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50,000-year-old microbes

Hiding in the cave of the crystals.

In Naica, Mexico, there's a cave filled with giant crystals. First discovered by miners looking for valuable minerals, the cave is hot (104 to 140°F), and it is crisscrossed with ancient crystals of gypsum, which can grow as long as 50 feet. It's been called "both Fairyland and hell," the Associated Press says.

Penelope Boston, the director of NASA's Astrobiology Institute was down in the cave trying to find life. As she announced at the American Association for the Advancement of Science conference, the team was able to extract and reanimate microbes from inside the cave's crystals. The microbes may have been living there for anywhere between 10,000 and 50,000 years.

They are a form of "super life,"

Boston told reporters. They survive on iron and manganese, and were first extracted from the crystals in 2008 and 2009, with sterilized drill bits.

This is a controversial claim: can any life form really survive isolated and in the dark for so long? But Boston and her team believe that these microbes are not the result of contamination, in part because they're so different from any microbes that had been discovered before. The purpose of this research is to help scientists understand the extreme conditions under which life can thrive and to imagine where we might one day find life somewhere else out in the universe.

Read full text: www.atlasobscura.com/articles/found-50000-year-old-microbes-hiding-in-the-cave-of-the-crystals

Time crystals

They are a new state of matter, and now we can create them.

Earlier this year, physicists had put together a blueprint for how to make and measure time crystals – a bizarre state of matter with an atomic structure that repeats not just in space, but in time, allowing them to maintain constant oscillation without energy.

Two separate research teams managed to create what looked an awful lot like time crystals back in January, and now both experiments have successfully passed peer-review for the first time, putting the 'impossible' phenomenon squarely in the realm of reality.

"We've taken these theoretical ideas that we've been poking around for the last couple of years and actually built it in the laboratory," says one of the researchers, **Andrew Potter**, from Texas University at Austin.

"Hopefully, this is just the first example

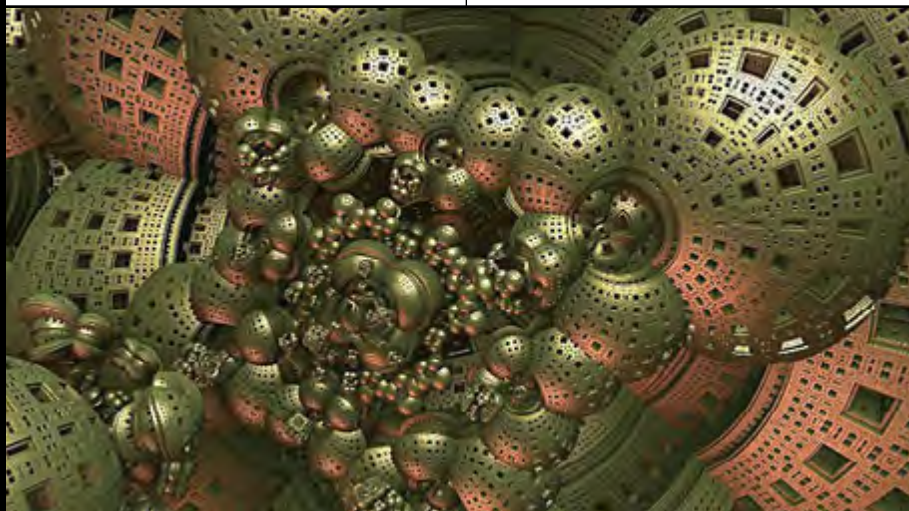
of these, with many more to come."

Time crystals are one of the coolest things physics has dished up in recent months, because they point to a whole new world of 'non-equilibrium' phases that are entirely different from anything scientists have studied in the past.

For decades, we've been studying matter, such as metals and insulators, that's defined as being 'in equilibrium' – a state where all the atoms in a material have the same amount of heat.

Now it looks like time crystals are the first example of the hypothesised but unstudied 'non-equilibrium' state of matter, and they could revolutionise how we store and transfer information via quantum systems.

Read full text: www.sciencealert.com/it-s-official-time-crystals-are-a-new-crazy-state-of-matter-and-now-we-can-create-them



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

Remote art

There's art to be found outside the museum —in deserts, along mountains paths, and nestled into valleys. Artists have long been drawn to desolate landscapes where they can plant artistic easter eggs that are, in many cases, hard to get to and difficult to find. Here are two of eight installations to inspire your next artistic pilgrimage.

Find the other six installations: www.wired.com/2017/03/8-remote-works-art-insist-track/



Babel Tower, Iran. For a few days in October 2015, artist **Shirin Abedinirad** installed a mirrored pyramid in the Dasht-e Kavir desert in central Iran. The pyramid, built from glass boxes stacked atop each other, was powered by an arduino, which could sense changes in sunlight and temperature. Each of the boxes would spin independently depending on the light and temperature in the desert.

Image: *Gugo Torelli and Shirin Abedinirad.*

Roden Crater, Arizona. **James Turrell** bought a deep crater in Arizona's Painted Desert, back in 1977. Since then, the artist has worked to transform the space into a series of his signature perceptual tricks. By the time **Turrell** is finished, it'll include 21 viewing spaces and six tunnels —a half natural/half man-made fun house built to **Turrell's** specifications. Image: *Nigel Treblin/Getty Images*



Zoom Vaporfly Elite

The Marathon world record stands at two hours, two minutes, and 57 seconds. Nike wants to chisel that time down to less than two hours and has designed a shoe to do it.

On March 7th Nike unveiled the Zoom Vaporfly Elite, a concept running shoe that three world-class runners will wear this spring during the **Breaking2** initiative to run a sub-two-hour race.

Nike began this endeavor in earnest in 2014, although its designers say they started dreaming about such a shoe more than a decade ago. A confluence of factors make now the time to go for it: **Tony Bignell** (VP of footwear innovation at Nike) says advances in 3-D knitting and cushioning technology, and athletes already close to breaking the two-hour barrier, help.

Source: www.wired.com

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Eye contact

Why people find it hard when talking to someone.

A pair of researchers with Kyoto University has found a possible explanation for why people sometimes have trouble maintaining eye contact when talking with someone face-to-face. In their paper published in the journal *Cognition*, **Shogo Kajimura** and **Michio Nomura** describe experiments they carried out with volunteers.

Most everyone knows that maintaining eye contact with another person while speaking can sometimes be difficult —at times, the urge to look away becomes overwhelming. In some instances, it is clear that such breaks just seem natural to keep things from becoming awkward, or it signals that

someone has grown bored with the conversation —but at other times, the researchers suggest, it is because we are trying to keep our brains from overloading.

During the experiments, 26 volunteers were asked to participate in a word-association game. The researchers then compared responses to the words with how long it took a volunteer to respond and their tendency to break eye contact. They found that the volunteers were likely to take more time when responding to harder words, but not as much time if they broke eye contact.

Read full text: medicalxpress.com/news/2016-12-explanation-people-hard-eye-contact.html#jCp

Love after love

By Derek Walcott
(23 January 1930 - 17 March 2017)

The time will come
when, with elation
you will greet yourself arriving
at your own door, in your own mirror
and each will smile at the other's welcome,

and say, sit here. Eat.
You will love again the stranger who was your self.
Give wine. Give bread. Give back your heart
to itself, to the stranger who has loved you

all your life, whom you ignored
for another, who knows you by heart.
Take down the love letters from the bookshelf,

the photographs, the desperate notes,
peel your own image from the mirror.
Sit. Feast on your life.



Image: origt15.deviantart.net

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Mycoremediation Projects

How mushrooms can clean up oil spills.

Levon Durr, who runs the mycoremediation center **FunGaia Farm** in Humboldt County, California, just last year successfully used the common oyster mushroom (*Pleurotus ostreatus*) to clean up a diesel fuel and motor oil spill behind a widely used community center on Karuk tribal land near the Klamath River, an important waterway for locals.

“Headed by the Mid Klamath Watershed Counsel (MKWC) and monitored by the local tribes, **Fungaia Farm** was brought in to facilitate the remediation of the soil using fungus as opposed to more conventional remediation techniques of soil removal and disposal (landfilling),” he says.

“The contaminated soil was

removed from the ground and layered with fresh straw and burlap covered in oyster mushroom fungus or mycelium —the root-like vegetative part of the fungus,” **Durr** continues, describing how the mycelium is an underground interconnected fungal network, often compared to the human neural system or described as nature’s Internet that does the real magic.

“With the contaminated soil out of the ground and in an aerobic environment the mycelium could begin to grow into the contaminated soil and break apart the hydrocarbons.”

Read full text: www.pastemagazine.com/articles/2017/02/earthrx-how-community-mycoremediation-projects-can.html

Affordable homes

Students are using rice husks to build some in Philippines.

Rice husks used to be considered a waste product good for nothing but fire or landfills, but now enterprising companies are beginning to realize their potential as a sustainable building material. A group of students from the Riverside’s Bourns College of Engineering at University of California used waste rice husks to manufacture termite-resistant composite boards with help from a \$75,000 grant from the Environmental Protection Agency (EPA) to develop and build affordable housing in the Philippines.

In the design, the rice husks —a waste product of rice milling— replace commonly used woodchips. They are a great alternative to plywood, bamboo

and coconut wood. Student **Colin Eckerle** who has been working on the project since 2014 claims the board will cost about \$7 for a 4 ft. x 8 ft. board —the same as the plywood boards currently used by IDEA. A recycled high density polyethylene (HDPE), also a waste product, binds the rice husks together and provides strength and resistance to humidity.

“Our tests have shown that termites will not eat rice husk or our building material, which will increase the lifespan of the houses in the Philippines” **Eckerle** said.

Read full text: inhabitat.com/students-use-rice-husks-to-built-affordable-homes-in-the-philippines/



Eco Tip: Read books, magazines, and newspapers from the local library or online. Subscribe to email newsletters. **Get sustainable, visit MyAIU Knowledge**



Special needs

Adult-sized changing tables are needed in restrooms.

There are about 3.3 million wheelchair users in the US. A third of them need help with activities of daily living, one of the most crucial being diapering care. Many wheelchair users also need a changing table but, generally, public restroom changing tables only accommodate babies.

Parents with disabled children often contrive some method that involves going back out to the car or van. That's what **Carla Christensen** did until her son got too big, and the awkward transfer from wheelchair to makeshift changing area endangered her back. And that doesn't even touch on privacy issues, or dignity, or cleanliness.

As a last, very last, very loathed resource, she may have to use that handicapped access stall in the public

restroom. And that means laying her son on the floor.

Carla thinks you should be able to use the bathroom wherever you go. It is a basic human right. You deserve to be able to go to the restroom in peace. So, special-needs users need an adult-sized changing table.

If you want to help out, there's a grassroots organization called **Changing Spaces USA** www.facebook.com/changingspacesusa/ dedicated to changing the spaces where wheelchair users can be changed. Start noticing the public restroom facilities and send emails to store and building managers. Be the voice for change.

Read full text: www.upworthy.com/a-mom-of-a-kid-with-a-disability-explains-a-restroom-problem-youve-maybe-never-heard-of?c=upw1&u=d59b8a7636db750e9cc25343ebb09162d8f7b825

Coyotes killing contests

You can help banning those barbaric practices.

Coyote killing contests, which are also known as derbies or drives, reward people of all ages, including children, for goals that include killing the biggest or most animals, with cash and prizes.

Sadly, coyotes who are often the target of these events are left without protection and can be killed in unlimited numbers year round. According to state lawmakers, 566 coyotes were intentionally killed with firearms in New Mexico in 2015 alone.

Not only are these contests cruel, but they also ignore the valuable role that predators, like coyotes, play in keeping ecosystems healthy. These contests really serve no purpose, other than to allow those who participate to make a profit off killing animals for

amusement and personal gain.

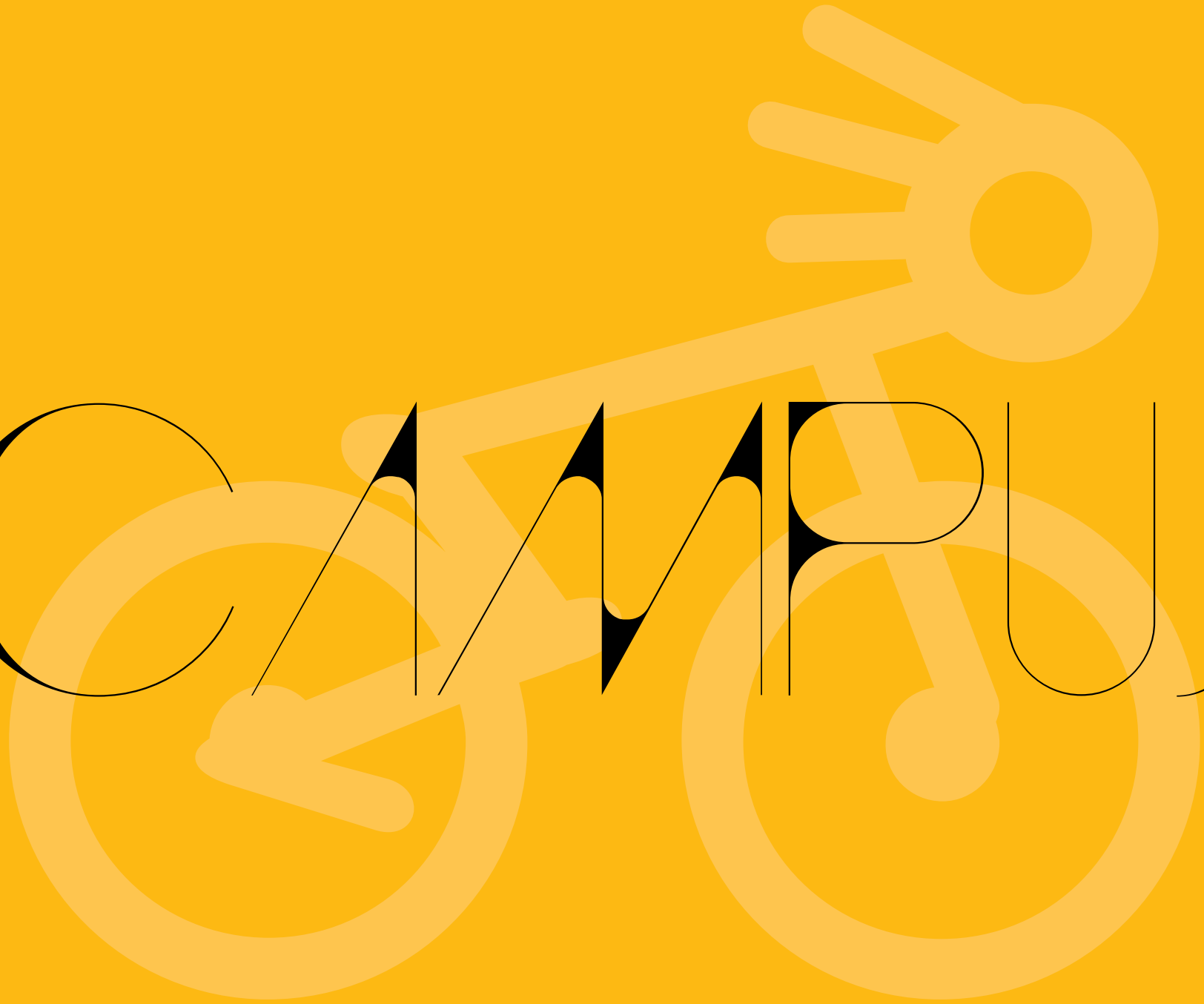
Senators **Jeff Steinborn** and **Mark Moores** introduced a bill that would make it "illegal for a person to organize, cause, sponsor, arrange, hold, or participate in a coyote killing contest." The Senate Conservation Committee just passed it by a 6-3 vote, and although it still has more hurdles to clear before going on to the full Senate for a vote, it's a promising start this year.

Take action! Please sign and share the petition asking New Mexico's lawmakers to make these killing contests a thing of the past by passing this legislation. **Sign here:** www.thepetitionsite.com/471/097/900/new-mexico-ban-wildlife-killing-contests/?TAP=1007&cid=causes_petition_postinfo



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

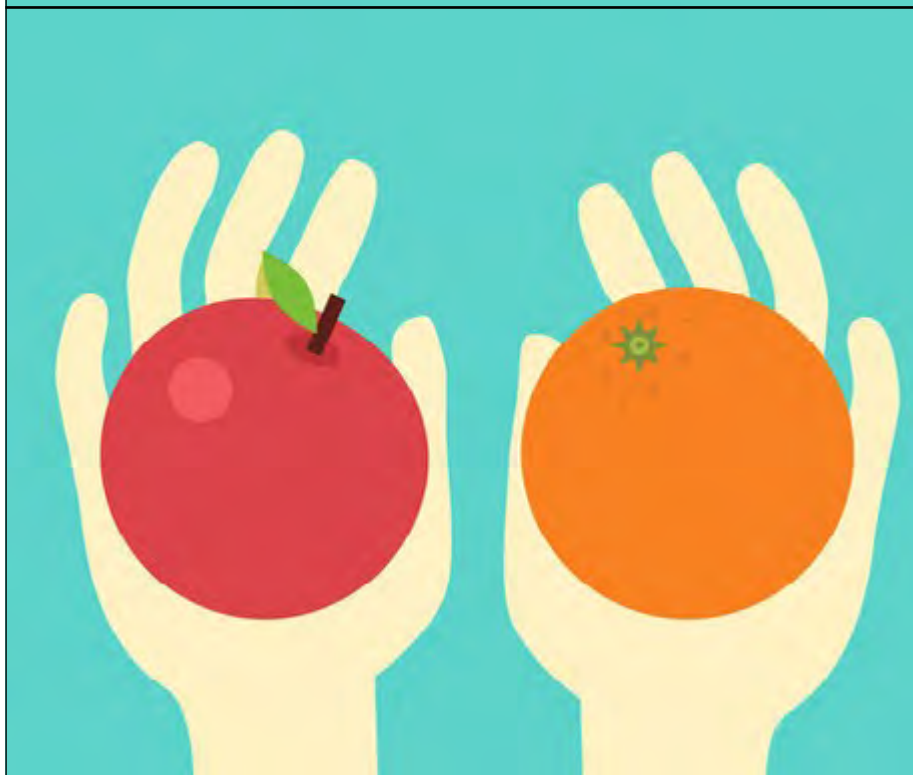
CAMPUS



How we make choices

8 TEDTalks on why some choices are so tough, and how we can make better ones

Find playlist here: www.ted.com/playlists/164/how_we_make_choices



BARRY SCHWARTZ The paradox of choice. Psychologist **Barry Schwartz** takes aim at a central tenet of western societies: freedom of choice. In **Schwartz's** estimation, choice has made us not freer but more paralyzed, not happier but more dissatisfied.

DAN ARIELY Are we in control of our own decisions? Behavioral economist **Dan Ariely**, the author of **Predictably Irrational**, uses classic visual illusions and his own counter-intuitive research findings to show how we're not as rational as we think when we make decisions.

RUTH CHANG How to make hard choices. Here's a talk that could literally change your life. Which career should I pursue? Should I break up —or get married?! Where should I live? Big decisions like these can be agonizingly difficult. But that's because we think about them the wrong way, says philosopher **Ruth Chang**. She offers a powerful new framework for shaping who we truly are.

BABA SHIV Sometimes it's good to give up the driver's seat. Over the years, research has shown a counterintuitive fact about human nature: Sometimes, having too much choice makes us less happy. This may even be true when it comes to medical treatment. **Baba Shiv** shares a fascinating study that measures why choice opens the door to doubt, and suggests that ceding control —especially on life-or-death decisions— may be the best thing for us.

SHEENA IYENGAR The art of choosing. **Sheena Iyengar** studies how we make choices —and how we feel about the choices we make. At **TEDGlobal**, she talks about both trivial choices (Coke v. Pepsi) and profound ones, and shares her groundbreaking research that has

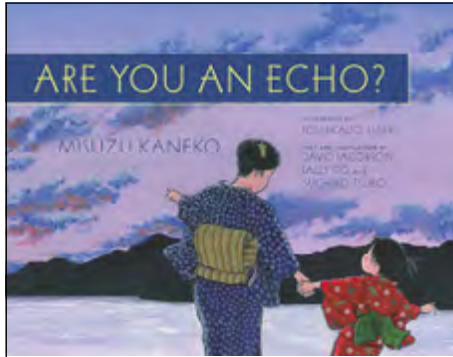
uncovered some surprising attitudes about our decisions.

DAN GILBERT Why we make bad decisions. **Dan Gilbert** presents research and data from his exploration of happiness —sharing some surprising tests and experiments that you can also try on yourself. Watch through to the end for a sparkling Q&A with some familiar TED faces.

MALCOLM GLADWELL Choice, happiness, and spaghetti sauce. "**Tipping Point**" author **Malcolm Gladwell** gets inside the food industry's pursuit of the perfect spaghetti sauce —and makes a larger argument about the nature of choice and happiness.

RENATA SALECL Our unhealthy obsession with choice. We face an endless string of choices, which leads us to feel anxiety, guilt and pangs of inadequacy that we are perhaps making the wrong ones. But philosopher **Renata Salecl** asks: Could individual choices be distracting us from something bigger —our power as social thinkers? A bold call for us to stop taking personal choice so seriously and focus on the choices we're making collectively.

Help others study and change their lives. Visit **MyAIU Pledge**. Learn how to have a better financial control. Visit **MyAIU Money**.



Book- Are you an echo?:
The Lost Poetry of Misuzu Kaneko.
 The remarkable story of the forgotten young woman who became Japan's most beloved children's poet. A celebration of indiscriminate empathy and a sensitive reminder that the tragic and the transcendent can coexist. www.amazon.com

Life hack No. 114:
If you want to save the tears,
try chewing gum while
cutting onions.



Funny advice

1. If you're drinking to forget, pay in advance.
2. Whatever you do, always give 100%. Unless you're donating blood.
3. Don't give up on your dream –keep on sleeping.
4. Hearts are wild creatures. That's why our ribs are cages.
5. In case of fire, exit the building BEFORE tweeting about it.
6. The early bird gets the worm, but the second mouse gets the cheese.
7. When you need to borrow money, borrow from a pessimist. He won't expect it back.

www.inherentlyfunny.com

Timbrefone amp. Connect your phone to this sleek birch speaker, which amplifies sound through an acoustic cone. By Marc Stitzlein and Rich Norton. www.uncommongoods.com



“A wise woman wishes to be no one's enemy; a wise woman refuses to be anyone's victim.”

– Maya Angelou. (1928 – 2014).
 American poet, memoirist,
 and civil rights activist.

Image: www.famousauthors.org

BACHELOR'S DEGREE IN

Early Childhood Education

SCHOOL OF SOCIAL AND HUMAN STUDIES



The Bachelor of Early Childhood Education (B.Ed, BS) program objective is to prepare highly qualified teachers with the knowledge, disposition, and skills that support standards-based education, student-centered teaching and learning, and an orientation to social education. **Bachelor of Early Childhood Education** (B.Ed, BS) 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 Early Childhood Education** (B.Ed, BS) curriculum is designed individually by the student and academic advisor.

IMPORTANT: Below is an example of the topics or areas you may develop and work on during your studies. By no means is it a complete or required list as AIU programs do not follow a

standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Go ahead and visit our website, especially the Course and Curriculum section: aiu.edu/CourseCurriculum.html

Core Courses and Topics

- Philosophical, Legal and Organizational Basis of the National Educational System
- Natural Sciences and Teaching
- Child Development and School Learning
- Artistic education
- Physical education
- The Experimental Method in the Teaching of Social Sciences
- School and Social Context
- Strategies for Study and Communication
- Ethics and Civic Education in Primary School
- Geography and its Teaching
- School Management
- Initiation to School Work
- Education in Historical Development
- Mathematics and its Teaching
- Special educational needs
- Andragogy
- Pedagogy
- Planning of Teaching Activities
- Purposes and Contents of Primary Education
- Society, Thought and Education
- Learning Theories
- Classroom Management
- Psychology of the Exceptional Child
- Curriculum Planning
- Instructional Leadership
- Supervision of Instruction

- Research Methods & Procedures
- Teaching Strategies
- Reading Skills & Comprehension
- Issues and Innovations

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 Early Childhood Education 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

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 Honolulu, HI 96813
 800-993-0066 (Toll Free in US)
 808-924-9567 (Internationally)

ABOUT US

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

Accreditation



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

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

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

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

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

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

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



The AIU Difference

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

Mission & Vision

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

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

Organizational Structure

Dr. Franklin Valcin PRESIDENT/ACADEMIC DEAN	Dr. José Mercado CHIEF EXECUTIVE OFFICER	Dr. Ricardo González PROVOST
Ricardo González CHIEF OPERATION OFFICER	Kingsley Zelee IT COORDINATOR	Nadia Gabaldon STUDENT SERVICES SUPERVISOR
Ofelia Hernandez DIRECTOR OF AIU	Felipe Gomez DESIGN DIRECTOR	Monica Serrano REGISTRAR OFFICE
Jaime Rotlewicz DEAN OF ADMISSIONS	Giovanni Castillo OPERATIONS ASSISTANT	Daritza Ysla ACCOUNTING COORDINATOR
Clara Margalef DIRECTOR OF SPECIAL PROJECTS OF AIU	Ma. Cristina Blazquez HUMAN RESOURCES	Patricia C. Domenech ADMINISTRATIVE COORDINATOR
Juan Pablo Moreno DIRECTOR OF OPERATIONS	Maria Serrano LOGISTICS COORDINATOR	Irina Ivashuk ADMINISTRATIVE ASSISTANT
Paul Applebaum IT DIRECTOR	Amalia Aldrett ADMISSIONS COORDINATOR	Kimberly Diaz ACADEMIC TUTOR
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Linda Collazo STUDENT SERVICES COORDINATOR	Roberto Aldrett COMMUNICATIONS COORDINATOR	Arhely Espinoza ACADEMIC TUTOR
	Chris Benjamin HOSTING SERVER	Paulina Garcia ACADEMIC ASSISTANT

FACULTY AND STAFF PAGE: www.aiu.edu/FacultyStaff.html

School of Business and Economics



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

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

Degree programs are designed for those students whose professional

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

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

School of Social and Human Studies



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

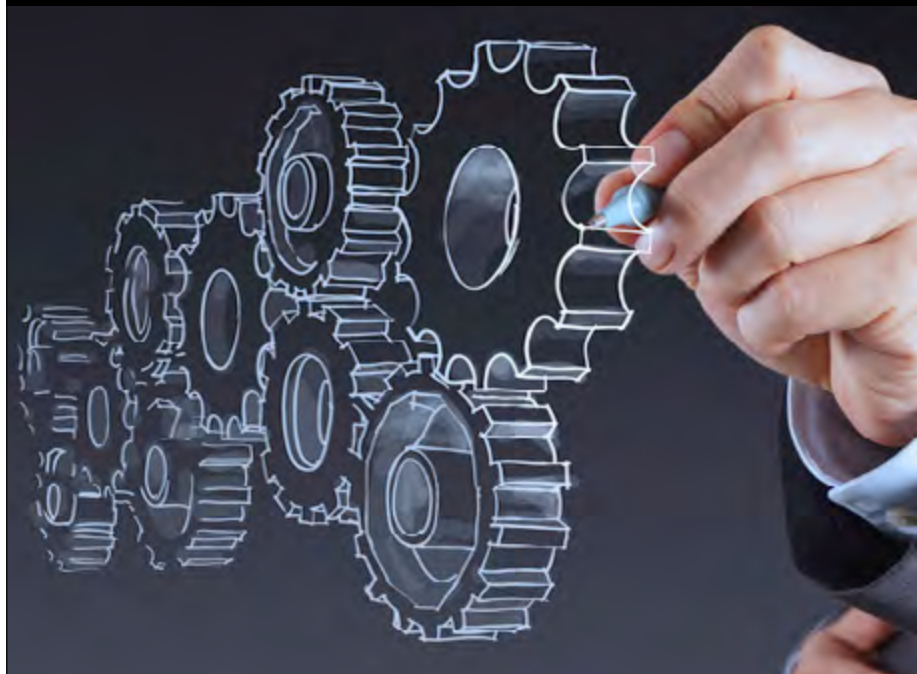
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public,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

organizations in an ever expanding global community.

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

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

School of Science and Engineering



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 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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