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JULY

**CONARE In Favor Of
A Progressive Tax
Reform**

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**A Policy For
Lonely Hearts**

Lilliput



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<https://www.facebook.com/TheILEPost?fref=ts>

COVER PAGE



In this July issue, we are going to learn a little bit about Lilliput, an ingenious satire in which Jonathan Swift is critical of the notion that humans are the measure of all things. If you have an awesome picture you think could be the cover of one of The ILE Post editions, send it to eherrera@utn.ac.cr. So far several readers have sent amazing pictures that we will be sharing with you soon. If you want to know what is happening in ILE, follow us in FACEBOOK.

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EDITORIAL

It is time For All To Pull Our Weight

by Eric Herrera (ILE Professor)



Even though the idea is that education makes the headlines for positive reasons, most of the time only the negative news is published. On June 21st, UTN professors lamentably read a terrible headline in La Extra newspaper: "**UTN Chancellor Accuses Professors of Pirating Hours.**"

In this publication, the Chancellor pointed out some teachers were against the guideline 115 to strengthen academic management through monitoring or an evaluation system for compliance to the academic workday. However, the other side of the story, what professors think and feel about several policies is not told.

UTN professor would like the general public to know that:

a) There is lack of clear documentation and communication channels to support university programs and purchase of equipment. In order to convince people that something is needed, the department in charge must prepare the necessary documentation based on domestic studies that show its importance. So far, UTN professors constantly receive instructions about many things, but these instructions and regulation are rarely accompanied with the necessary support material that illustrates their usefulness. In addition, since most of these instructions are unilateral, and regulations are rarely accompanied with the necessary support, there are no clear and fluent channels to comment on the pros and cons of these implementations.

b) Some UTN administrators underestimate teaching effort. It is very easy to pass judgment on what professors do when you are not a professor, or you have not taught for a long time. If a professor teaches a four credit hour class, it may appear that he/she is only working 4 hours/week. However, developing and updating course material takes time, especially in rapidly-changing fields, plus there are many office hours spent on grading assignments (depending on the course, this time

can be more than imaginable), assessment preparation, professional development time (it can be attending a seminar or studying at home now that there are plenty of resources to learn from). All this can change a full-time job of 40 hours into one of 60 or more hours. Furthermore, materials such as computers, printers, paper, internet access, and a place to plan and do most of the work is not provided by the institution.

c) There is no evaluation that includes the needs, difficulty and characteristics of the course. Professors are evaluated, but they do not have the chance to evaluate university courses that could be used by the administration to implement improvements. In other words, nobody knows what the professors' needs are.

Are there unproductive professors at UTN? Yes, of course, there are: they exist in every profession. Nevertheless, at UTN, they are the exception, not the rule.

UTN professors were very surprised and disappointed that UTN Chancellor Marcelo Prieto would give such a misguided comment using his perception of what UTN professors do. On June 22nd, he sent an e-mail apologizing for the comment and trying to explain several observations about the publications; however, the damage is done. This publication not only discouraged professors but also weakened the institution's reputation, created a bigger division between administration and professors, and a gloomy working atmosphere. UTN professors invite the chancellor and all UTN authorities, who doubt the complexity of academic work, to talk to professors and find out what their real concerns are, and how we as a community can change this situation; deep inside, our objective is the same:

to make UTN one of the best universities in Costa Rica.



CONARE In Favor Of A Progressive Tax Reform

The fiscal situation of Costa Rica requires collaboration, work, and solidarity-based support from all segments of society. The academic, social, guild, economical and political spheres that contribute to social equity, economic stability and sustainable development must work together to find **a progressive tax reform proposal** which neither affects the most vulnerable sectors of the population nor diminishes social welfare of the country.

The National Council of University Presidents (CONARE) supports the adoption of a progressive tax reform capable of fighting tax evasion and one in which will increase new resources to finance the government.

Background

Costa Rica's fiscal deficit grew to 6.2% of GDP in 2017 due to structural spending pressures unaccompanied by revenue increases. The outgoing Solís administration enacted tax administration measures but was unable to advance bigger reforms needed for greater fiscal improvement. A fragmented congress and disagreement over the sequencing and relative weight of tax hikes versus spending cuts have hindered progress, despite recognition across the political spectrum on the need

Information about the event taken from: <https://pixabay.com>



for fiscal reforms.

In Progress

At the end of May, the Alvarado administration presented a package of government spending containment measures. This document included some measures related to the 2018 budget, such as:

- The advertising budget will be reduced by 30%, with the exception of the Costa Rican Tourism Institute. An impact of $\text{¢}173.5$ million is estimated in the 2018 budget.
- Travel and per diem spending abroad will be reduced by 30%. With the exception of the Ministry of Foreign Trade, the Ministry of Foreign Affairs and Religious Affairs and the Costa Rican Tourism Institute. This measure will generate an impact of $\text{¢}173.2$ million.
- Spending on protocols and social activities will be reduced by 50%. With the exception of Pres-

idential House and Ministry of Foreign Affairs and Religious Affairs. This measure will generate an impact of $\text{¢}99.6$ million.

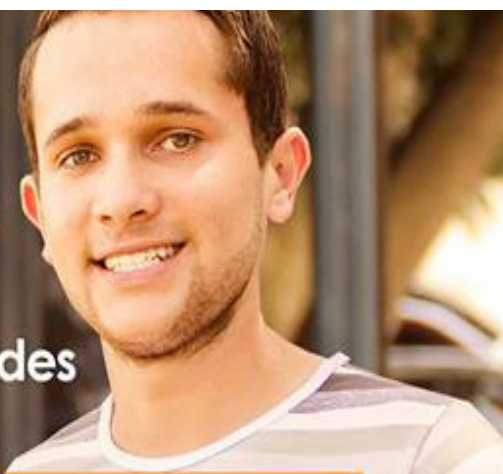
Although insufficient, this set of measures will generate **savings in the budget of $\text{¢}4,141.6$ million.**"

It is therefore that CONARE encourages social groups, politicians, and citizens to assume with full responsibility and with its dialogue and critical scrutiny to make the decisions Costa Rica needs to face this crucial time for the future of our country.



Examen por Suficiencia
II cuatrimestre 2018

Publicación de resultado de solicitudes
18 de julio de 2018



Accreditation Of Three Bachelor's Degree Programs At UTN

On June 29th, UTN submitted all the information requested by National Council for Accreditation of Higher Education of Costa Rica (SINAES) as well as the payment of corresponding registration fees to begin the process of accreditation of three Bachelor's degree programs. The first three programs UTN will submit for this accreditation are: Human Resources Management, Engineering in Information Technology, and Software Engineering. After this, there will be a process of external evaluation by peer experts appointed by SINAES. The accreditation is for four years in which each program carries out continuous improvement actions, so that after this period they can be accredited one more time.

Accreditation is a voluntary activity initiated by the institution that requires a rigorous self-evaluation and an independent, objective appraisal of the overall educational quality by peers. Accreditation emphasizes quality assurance and a commitment to continuous quality enhancement. Some of the reasons why accreditation is important are:

- it helps determine if an institution meets or exceeds minimum standards of quality.
- it helps students determine acceptable institutions for enrollment.
- it helps employers determine the validity of programs of study and whether a graduate



is qualified. Employers often require evidence that applicants have received a degree from an accredited school or program.

- it involves staff, faculty, students, graduates, and advisory boards in institutional evaluation and planning.
- it creates goals for institutional self-improvement.

Recognition by SINAES affirms that standards and processes of accrediting organizations are consistently improving quality and accountability that meet SINAES established expectations. .

Workshop On Equality In Higher Education

With the participation of students from UTN, UNA, UCR, TEC, and UNED, on June 13th and 14th, UTN held a workshop on Validation of the Thematic Agenda about Equality in Higher Education.

Even though the guarantee of access to and enjoyment of education on an equal basis with others and without discrimination is protected under various international human rights treaties, this guarantee is sometimes difficult to achieve. The role in which higher education plays, both in the lives of individual students and in society as a whole, means that the impact of any inequalities within this sector can be wide-reaching. In fact, education systems can be a force for social mobility but they also reproduce and reinforce social divides.

The objective of this activity was to promote the exchange of ideas and discussion on different topics related to equality in higher education as well as to help build partnerships with working



Stonehenge Builders Used Pythagoras' Theorem

A new book, *Megalith*, has re-examined the ancient geometry of Neolithic monuments and concluded they were constructed by sophisticated astronomers who understood lengthy lunar, solar and eclipse cycles and built huge stone calendars using complex geometry. One contributor, megalithic expert Robin Heath has even proposed that there exists a great Pythagorean triangle in the British landscape linking Stonehenge, the site from which the Preseli bluestones were cut in Wales, and Lundy Island, an important prehistoric site.

Pythagoras' discovery that the sum of the areas of two squares on the sides of a triangle will add up to the area of a square on hypotenuse has been used for millennia to help builders attain perfect right-angles. The new book, published on June 25th to coincide with today's summer solstice, shows how within one of Stonehenge's earliest incarna-

tions, dating from 2750BC, there lies a rectangle of four Sarsen stones which when split in half diagonally forms a perfect Pythagorean 5:12:13 triangle.

The eight lines which radiate from the rectangle and triangles also perfectly align to important dates in the Neolithic calendar, such as the summer and winter solstices and spring and autumn equinoxes.

Pythagorean triangles have also been found at Avebury, the inner ring of the Druid Temple in Inverness, Castlerigg in Keswick, Cumbria, Barbrook, in Derbyshire, Borrowston Rig, on the Scottish borders, and Daviot 'B', in Aberdeenshire.

Consequently, many stone 'circle' were not fully circular but have geometry derived from Pythagorean triangles often in whole numbers of Megalithic yards (2.72 feet) which were probably laid out using ropes and pegs.

The huge stones of Stonehenge



were also once surrounded by 56 wooden posts or stones which could be used for predicting eclipses as well as showing the position of the Sun and the Moon and the lunar phases.

And the bluestone horseshoe in the center is thought to contain 19 stones to represent the number of years it takes for the Sun and Moon metonic cycle to go full circle and reset.

The authors believe that much of the knowledge was lost following the rise of Christianity in Britain.



Information taken from: https://ipralves.net/post/2018/06/21/stonehenge-builders-used-pythagoras-theorem-2000-years-before-greek-philosopher-was-born-say-experts.html#_WzXpi3SGHt Image taken from: <https://pixabay.com>

The American Empire Preps For A US Space Force

By Renee Parsons

At a meeting of the newly-revived National Space Council, President Donald Trump announced the Space Policy Directive: National Space Traffic Management (STM) Policy and ordered the Department of Defense to establish a Space Force as a sixth branch of the US military – although creating a 'separate but equal' Space Corps would need Congressional authorization. Under the guise of a 'space junk directive' to clean up a "congested



and contested" cosmos that promises to keep the MIC fat and happy; at the same time make space safe for the up-and-coming commercial space industry (CSI), the Directive suggests an overly-ambitious mission of broad, wide-ranging goals with no time schedule or funding.

Specifically, the Directive provides a role for the DOD **"to protect and defend US space assets and interests' and I am still trying to wrap my mind around how the Director of National Intelligence will provide a Space Situational Awareness (SSA) of 'knowledge and characterization of space objects."** Further expounding on the US role in outer space, Trump added "...our destiny, beyond the Earth, is not only a matter of national identity, but a matter of national security. We must have American dominance in space." As the US presumes to act on be-

half of other countries on the planet and commercial space endeavors which might someday launch a satellite up into the wild, blue yonder, the Directive proposes to establish operational criteria with the assumption that all players will accept the Empire's dominance and happily follow their every command.

On the edge of human consciousness lies a more subtle, less obvious presence than the usual political adversaries as the US continues to lay specious claim to ownership of Outer Space. Since the Roswell crash in 1947, the US has maintained a committed disinformation campaign to withhold truth from a disempowered citizenry – a truth that would empower those who have been blind to the government's deception and a truth that would challenge the carefully crafted, familiar world we call reality.



Information taken from: <https://www.greenvillepost.com/2018/06/26/the-american-empire-preps-for-a-us-space-force/>

Image taken from: <https://pixabay.com>

A Policy For Lonely Hearts

by Joseph Sorestad

The UK's appointment of a **Minister for Loneliness** has sent a clear message: social isolation is a problem big enough for its own file. It's a noble sentiment, as isolation is a problem shared by many. The question, however, is how can bureaucracy provide a social service in which success is tied to intimacy? And how can the government make use of artificial intelligence and technology, arguably a double-edged sword, in addressing isolation?

On January 17th, UK Prime Minister Theresa May created a new minister position: the Minister for Loneliness, now filled by **Tracey Crouch**. This move came in the wake of the recommendations put forward by the Jo Cox Commission on Loneliness. Jo Cox, 41, was a Labor MP who was murdered on June 16th, 2016 by right-wing extremist Thomas Mair. Mair, a socially isolated man himself, was fixated on the idea that Cox was a "collaborator" in a grand scheme to overrun Britain through mass immigration.

Upon announcing the appointment, Prime Minister May said in a press release: **"I want to confront this challenge for our society and for all of us to take action to address the loneliness endured by the elderly, by carers, by those who have lost loved ones – people with no one to talk to or share their thoughts and experiences with."**

Beyond a reasonable doubt, **social isolation is becoming a public health crisis in developed countries. Sustained periods without interaction with others shortens our lives by as much as 15 cigarettes a day.** Loneliness is also associated with higher risk for cardiovascular disease, dementia and anxiety, and there is now a burgeoning theory that stress from loneliness hampers our bodies' immune response. In Britain, 9 million people report often or always feeling lonely.

The most obvious target of the new UK minister's file is **seniors who either**



live on their own or live in a retirement home with infrequent visits from friends and relatives.

These people, after all, are among the most vulnerable to the health effects that sustained isolation produces. But younger people also experience loneliness as the vanguard of a busy, materialistic lifestyle saturated with social media.

There's another issue that needs to be addressed. **We're increasingly compensating for our lack of human touch in our lives with technology.**

A growing number of seniors are using smart speakers such as Amazon Echo for companionship. Younger people have "Huggle", the app that arranges one on one meet-ups between people based on common interests and places to hang out. If you live in Japan, you can buy "Gatebox", the smart hub that projects an interactive idol to keep lonely salary men company. To boot, long periods of social media exposure enhance our perceived loneliness and sensations of envy, rather than our sense of connection. The question remains as to whether these technologies can combat isolation, or if they are simply crutches that miss the underlying social factors that contribute to isolation.

All this considered, should we dis-

miss the potential of a Minister for Loneliness out of hand? Absolutely not. There are numerous charities dedicated to reducing senior loneliness – "Contact the Elderly" in the UK is a recent success story. Government can financially support organizations such as these. We also shouldn't short-sell the potential of technology. Julia Bainbridge, the creator of "The Lonely Hour" podcast, reported that callers to her program express relief about their ability to share their feelings of isolation in a safe and open forum.

Ultimately, the success of a loneliness policy depends on its clarity and simplicity. Policies aimed at addressing loneliness must have a clearly defined target so that policymakers know exactly whose loneliness they will measure in follow-up studies. Second, policymakers must identify the root cause of loneliness for this target, as its nature may be economic, cultural or more closely related to technology. There's potential for a Minister for Loneliness to have a positive impact, but there's also a risk for a program coming from this file to become entangled by its own mandate. Canada should keep a close eye on potential solutions in the UK that could make a difference here.

There Is Always A First Time For Everything

By Andrés Bejarano (ILE Professor)



This year a group of English teachers had the opportunity and the challenge to be part of the assigned staff for the **metacognitive and leveling courses at the UTN**. This was one of the initiatives of the committee for academic success in this university. The overall experience was good, but the effectiveness of the two courses and the acceptance of the student population still remains to be seen.

The process was long and many innovations were implemented to the syllabi. The main objective of both the metacognitive and the leveling courses was to furnish the students with the necessary tools that would allow them to become more autonomous learners.

More specifically, the leveling course for the English language had to undergo a long process of logistics from the creation and design of the course syllabus to the training of the staff in order to help them become familiar with the major objectives of the course, and how these goals were intended to be reached.

The course was basically aimed at giving some fundamentals of language learning strategies and studying techniques to those students who had applied for majors at UTN in which English was a requirement as well as those who registered in the ILE program which is the English as a Foreign Language

major in this university. The interesting twist and thus a challenge in itself was that the course had to include some grammatical and phonetical aspects of the language, but the emphasis was to reinforce the learning techniques that the students were acquiring in the metacognitive courses. However these techniques also had to be applicable to language learning for all of the remaining time that they would spend studying specific majors.

Moreover, the course had the peculiarity of being assessed by using a formative approach and not the traditional, standard summative evaluation. This contributed to the overall purpose of teaching the individuals to be responsible for their own learning.

The fact that they did not have to take any of the traditional exams helped them channel their energies in learning the language, and discovering what was the best way for them to learn it rather than studying for a grade. They developed a love for learning in itself to the point that many of the ones I had in my two groups made the voluntary choice of attending the extra hour of class given by the two students who carried out their professional practicum with me.

Furthermore, this course included an online platform on line where the students had the chance to view videos, listen to specific audios, go over the material covered during the week and do some exercises to check their progress. The

only thing is that some of the teachers reported a tendency in many of the students for not taking advantage of this tool as much as they should have.

Bottom line, for the most part, we were able to cover the language skills and the soft skills that the course intended. Nonetheless, the impact that those courses had on the students of the freshman year is still not clear. Some people believe that an intensive introductory course only for the month of January and then getting straight into the major would have been more productive. In addition, those soft skills that both the leveling and the metacognitive courses seek to provide the students with could be integrated within the entire curricula all throughout the major. Some students even viewed these courses as not very useful nor productive; however, doing something for the very first time is a golden opportunity to determine whether a proposal was a good idea or not.

The only problem is that one needs to be humble enough to be able to admit it if something doesn't work out as planned or if there are ideas that maybe better than the ones we came up with.

Many learning experiences take place through the trial error process, and there needs to be a willingness to accept the errors made in order for the learning to actually take place.

Let's keep in mind that learning is not only finding out how to do things but also about how not to do things.



How Social Media And Human Nature Have Spawned Hoaxes And Hate-Mongering

By Rlyn Snodgrass, Nelson Mandela Metropolitan University



The internet held the promise of an interconnected global village that facilitated cooperation and dialogue through authentic information sharing. But the interaction between our inherent human tendencies and social media platforms has produced an epidemic of misinformation, hoaxes and

hate-mongering that threatens this vision.

Social media is increasingly influencing the way we consume news. Research by the Reuters Institute for the Study of Journalism in 26 countries shows that more than half of those sampled use social media as a news source.

This trend comes at a cost as social media is not known for its accuracy, or the advancement of challenging and diverse perspectives. Filter bubbles, created through personalised and algorithmic news feeds, reinforce this.

Unrestricted access to information is a cornerstone of a vibrant democracy. But if this information is inaccurate, biased or falsified, the fundamental freedom of informed choice is denied. In essence government accountability, social justice and equality are severely compromised. Thus social media, as the most effective purveyor of fake news and conspiracies, poses a serious threat to democracy.

Rise of Fake News

In the wake of political upheavals – the US presidential race and Brexit are good examples – there has been a surge in fake news, conspiracies and pseudoscience discourses on social media platforms.

In South Africa 2016 was an annus horribilis for the governing African National Congress (ANC) and President Jacob Zuma. A pervasive conspiracist narrative about a sinister “third force” meddling in the nation’s affairs hogged the headlines. Fighting for his political life, Zuma blamed Western intelligence for allegedly stirring up criticism of him. These and other events have seen “post-truth” emerge as the Oxford Dictionary international word of 2016. The term refers to the irrational-

ity that prevails when appeals to emotions and personal beliefs, rather than hard evidence, are more powerful in forming political opinions.

There is now a burgeoning “cottage industry” of websites that invent fake stories. Analysis by Buzzfeed of the recent US election pointed to the prevalence of fake and hyper-partisan content on Facebook pages and websites.

The attraction to this fake news isn’t surprising. Research suggests that the public is also more likely to indulge in conspiracy theorising during periods of insecurity and discontent.

Threat to Democracy

Analysts and politicians warn of a “digital virus” of falsehoods spread by conspiracy theorists and trolls that entrench polarised politics. These threaten democracy.

With the rising tide of populism we have seen popular mistrust, and even rejection, of the political establishment and mainstream media. In a climate of “us vs them” researchers find that people, especially conspiracists, are attracted to alternative news sources. They are motivated by the desire to avoid the perceived manipulation by mainstream media and become susceptible to fake news.

In Africa, conspiracy making occurs across the political divide. It is used by regimes to entrench power, or by the opposition to erode it.

Zimbabwe is a prime example. Conspiracy theories have been part of 92-year-old Robert Mugabe’s presidency in the almost 37 years of his rule. He has muzzled the country’s media and railed against Western powers for conspiring to unseat him and destroy the economy. Conspiracies about plots to assassinate him abound.

In South Africa conspiracy theories proliferate from the constant crises around embattled Zuma and the ANC. A constant refrain has been that the media conspire with third parties to discredit the ANC and mislead the public.

Conspiracy theories: narratives on steroids

Stories and storytelling are an inextricable part of

THE ILE ETHOS

human consciousness. It is through stories that we interpret the world, imagine other possibilities and adopt other perspectives.

In this way humans are hard-wired for conspiracy stories that contradict official accounts of events or factual evidence. As such conspiracists are not unhinged or paranoid. They “cut across gender, age, race, income, political affiliation, educational level and occupational status”. No individual or group is immune from conspiratorial thinking. And if a group believes one conspiracy, it is likely to believe others.

Conspiracy theories – described as “narrative on steroids” – offer enticing clickbait opportunities for the human brain on social media platforms. The typical fictitious plot describes the sinister machinations of powerful groups or organisations that work in secret against the pub-

lic good.

The danger of such narratives is exemplified by the bizarre US “Pizzagate” saga. A gunman fired an assault weapon in a pizza shop acting on fabricated social media claims that it was the site of a child sex abuse ring that involved Hillary Clinton.

Research shows that narratives have powerful traction online when they feed into a conspiratorial worldview that affirms a rejection of official explanations. Such stories consciously, or unconsciously, induce emotional contagion – communal emotions of hate, anger and fear – that are further amplified.

Why technology can't save us from ourselves

Is the post-truth climate and the concomitant surge in falsehoods and conspiracy theories a spasm in history, or does it reflect a seismic political shift? The jury is still out. But social media

as a news source – without the fact-checking and the editorial filters of responsible journalism – is a growing trend.

It would seem logical that a “digital virus” of insidious mistruths and half-truths created by the use of technology would, and should, be cured by technology. Some technological correctives have in fact presented themselves. Facebook, for example, has announced it will use fact-checking services to flag fake stories as “disputed”.

But technology cannot be the panacea when the intense and overwhelming social media space presents a perilous mismatch with our innate human capacities and tendencies. This human-digital interface makes social media the most effective and dangerous enabler of human irrationality, distorted perceptions, and conspiratorial thinking ever invented.



ACADEMICS AND MORE

From Pedagogy To Communagogy And Everything In Between

by Christy Tucker (Instructional Designer)

There was once only one “agogy” and now there are many. Most educators are intimately familiar with pedagogy – the art and science of educating and teaching children. Some are also familiar with andragogy – the art and science of educating and teaching adults. Recently a few more agogies have surfaced so I thought it was high time to explore some of these new and emerging ideas. We’ll start with the already familiar just to warm up.

Pedagogy

Pedagogy literally means, “to lead the child”. Remember Piaget, Brunner, Vygotsky, oh my! Yes, these were the leading thinkers and doers in defining and popularizing the art, science and profession of teaching children. Bloom’s Taxonomy developed as a way to actualize pedagogic principles and learning theory by scaffold learning up the ladder of recognizing, recalling, analyzing, reflecting, applying, evaluating and creating. Pedagogy is not a learning theory. It is an approach to teaching. There are a variety of pedagogical approaches that have developed to support a similar variety of learning theories and teaching philosophies. I know, nothing is simple!



Critical Pedagogy

Critical pedagogy is concerned with **democracy and freedom from oppression through consciousness raising**.

Paulo Friere, considered by most to be the father of Critical Pedagogy, says, “Education either functions as an instrument that is used to facilitate the integration of the younger generation in to the logic of the present system and bring about conformity to it, or it becomes ‘the practice of freedom’ the means

by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

Andragogy

Andragogy – **to lead the man** – was originally used by Alexander Kapp and then further developed by Malcolm Knowles and it focuses on the art and practice of teaching adults. It’s based on the premise that:

- Adults need to know why they need to learn something,
- Adults need to learn experientially,
- Adults approach learning as problem-solving,
- Adults learn best when the topic is of immediate value.

Many educators, including Knowles, now believe that learning, and therefore teaching practices, exist on a continuum from pedagogy to andragogy where pedagogy is more teacher-directed and andragogy is self-directed.

Heutagogy

Heutagogy is the study of **self-determined learning**. Thank Stewart Hase and Chris Kenyon for the term. This agogy puts learners at the very center of learning and is especially well suited to online learning environments and life-long learning practice. Like all the agogies, only the term is new. I suspect this is how people learned prior to the advent of formal education.

Communagogy

Ok, I made that up, just now. However, if we have a term to define the art and science of teaching or better stated, facilitating learning for children, adults, peers and societies shouldn’t we have one for community learning?

Community learning is different from Peeragogy in that in a community, like a school community or within the non-profit housing sector, the diversity can be such that co-learners may not be peers. It also differs from Social Pedagogy in that it is not a completely open group. Community learning could include youth, parents, teachers, business people, service end-users, government representatives, etc., who have local knowledge and investment in one particular thing. Communagogy might be **the art and science of facilitating learning within a stakeholder group – a group bounded by a common interest**. Perhaps this is what we can call the study of Communities and Networks of Practice.

The UTN community includes professors, administrative staff and students. Each individual has something to say about everything. In this section, we give the university community the opportunity to express what they feel about different school, country and world issues that in one or another way affect or impact our lives, feelings and opinions. This month we asked students:

If you could give a speech to the entire world, what would you say?

Let's try to make a difference. If you have the chance to do something for someone, do it. We see horrible crimes around the world, and what we basically do about it is to comment on it.

Carlos M.C.

Do not take life for granted. We do not know how much time we have left, so try to make sure you always make the most out of every single moment and every single opportunity.

Jose Rojas

Life always gets worse before it gets better. Set your goals and dream about them. When you achieve them and become successful, you will enjoy that feeling in an inexplicable way.

Maickol B.M.

We need to pay attention to time. People usually spend a lot of time in their jobs, and they do not take time to share with family and friends, and to enjoy life.

Marilyn Leiton

There is a big problem with garbage. It is too sad to see tons of debris and garbage floating in rivers and oceans. The worst thing is that people know that is not correct, but they continue doing it. We must do something to stop polluting the world.

Flora Herrera

We spend most of the time complaining about everything, but how you ever asked yourself what can you do to help others? The main problem we have as a society is that we are too selfish. We think the world is ours, but in fact we are part of the world. Next time you decide to criticize someone, think about what your actions say about you.

Diana Villalobos

Do not worry about physical appearance. People need to learn that the way a person looks does not define who he or she is..

Christopher Venegas

Money is not as important as it seems to be. Some people are living to work instead of working to live. The more money some people make, the more they want. Money cannot buy happiness and does not always make you feel good.

Wendolyn Quirós



Our Friend Yerika

By Michelle Monge and Mariano Chaves (ILE Student)

It is seven o'clock in the morning, and there is no one else but Yerika waiting outside the classroom. Sitting on a bench, she patiently waits for the rest of her classmates to arrive.

She turns to see where her classmates will come from, but she knows that it is still too early. Scrolling through Instagram, her phone's led screen illuminates her tan complexion causing a nostalgic effect on her face. You might think she is sort of distant and lonesome if you look at her with a naked eye. However, there are several aspects that make her be an alluring, joyous, and enthralling girl.

She is a petite girl with long wavy red dyed-hair, which lies long and loose over her shoulders. It obscures the open back of her black blouse, yet it allows glimpses of a sun-kissed skin, the result of spending countless hours on the beaches of Guanacaste. Some people say she looks like a model, but when you get to know her, you will discover much more than that. Her heavy-lidded, brown eyes irradiate that kind of joyfulness that is not common to find nowadays. Her square face sits atop her shoulders with a broad smile decorating it. She has the ability to make life fun again.

Yerika can make you laugh by just being herself, always joking. She is definitely someone you can have fun with. When she laughs, all her body gets involved, slapping her hands up and down almost involuntarily. Sometimes, you might even see sweat drops running down her rosy cheeks. Occasionally, it would take several minutes for her to stop and tell you what she found comical. That is what makes her approachable and pleasant to be with. She loves talking with her friends and listens carefully to their problems and interjects pieces of advice that might be helpful. A quality that I find more fascinating about her is that she keeps trying. Things can get hard and burdensome, yet she will go on and try her best.

She is that hilarious and crazy classmate that makes impressions of the latest singers. You will find Yerika singing out loud or filming herself singing and posting it on Snapchat. She has a wide taste in music. It goes from rap and pop to old classics. Just as her musical taste is intriguing, so is her fashion sense. She would always wear her most fashionable clothes, making sure they match perfectly. I guess that makes her a fashionista or a slave to fashion. In addition to her love for fashion, she has another passion which is photography. She loves taking selfies and pictures of her surroundings and countless adventures.

As expressed, Yerika might seem a little serious and distant when you first meet her, yet later you discover a whole different girl. Someone who not only is good-looking but also friendly, persistent, and funny. A person that can make you forget about your troubles and trivialities with laughter. That is the kind of person we all need in our lives.

Our Teacher Eric

By Ingrid Murcia and Tatiana González (ILE Student)

AT UTN, there are different kinds of professors. Some of them are rigorous; some other hyperactive, and a few boring. In the end, it is important to have classes with them because you learn the best things from each of them. There are some particular strengths seen in a good professor, either, in his or her physical demeanor, personality, or lastly in the things she or he does. That is why Eric is a top-grade professor at Universidad Tecnica Nacional.

Firstly, I have had classes with Eric for about three years now. Consequently, I can say, Eric has a hysterical chiseled, thin face as much as his compassionate crinkly brown eyes. However, his eyes come with these randomly suggestions to the class, where a student can easily predict if his/her answer is wrong or right, just by looking at him. In addition to that, Eric has a salt and pepper fuzzy hair which is buzzed on both sides, this aspect improves his “I am a teacher appearance” and makes him look as a sort of an experienced professor. Even though Eric looks like he is in his forties, he usually wears casual clothes, jeans and t-shirt, which gives the impression he is a simple and humble person.



In addition to his appearance, certain characteristics in personality are vital in a professor. One of Eric's is his temper; the way in which he gives his classes is outstanding. Regarding his expressions, tone of voice and body language in front of the class, he is respectful with the students. Moreover, he is ingenious at each method he applies into the class because his classes have an original touch of him to them. All of the time, the class receives feedback and Eric's help. For instance, if the whole class does not understand something related to grammar, he would try to support the class in the best way possible until students get it.

Finally, I believe that actions are louder than words; I like when Eric gives the class pieces of advice. For me, this attitude shows how much he cares about for his students. In addition, he is very inclusive, in terms of teaching. Eric wants everybody to participate in class, and most of the time he achieves it. This aspect demonstrates how good he handles his class. One final aspect about Eric's classes is his tests; they are the most hardcore of all tests, for he wants everybody to give his/her best.

Now days, it is difficult to find a good professor, but just by focusing on specific strengths some specific characteristics a student can notice which teacher can help him/her in the best way. Therefore, I consider my professor Eric one of the best of all the professors at UTN.

What Makes Reality TV So Compelling For So Many People?

By Andrew MacLaren



There are countless examples of reality TV, but the epitome of structured reality TV is of course, *Keeping Up With The Kardashians*. This genre is an intriguing hybrid of dramatization and real life. We all know that the scenes are scripted or at least 'directed' in order to create a deliberate dramatic narrative. We also know that the events portrayed are to some extent based on what is really going on in the stars' lives. So we have bought-in to the paradox, we play along because it wouldn't be as entertaining if we had to wait for the action to actually happen (the problem with *Big Brother*) but we also wouldn't find it as compelling if we knew it was fiction (like with soap operas). Thus, structured reality suits us rather well as an audience.

Three theories were constructed into a framework that presents the idea of reality TV stars as pre-conceived, designed and packaged products. The **three theories: Tournaments of Ritual, Spectacle, and Transformative Performances** combine to tell us that

- we have an interest in the competitive aspect of reality TV (Tournaments of Ritual),

- we like certain elements of that reality to be exaggerated or stylised (Spectacle), and
- we rely on stereotyping and cultural hallmarks to help us understand the environment (Transformative Performances).

Some fascinating things emerge to demonstrate what structured reality TV says about society today, why we enjoy watching it so much, and why their stars become so famous, so quickly. **Structured reality TV is successful because we know that the cast is broadly in control of the storylines**, but consumption of the events portrayed is not restricted to watching the TV shows. We can get an intimate and vivid experience by engaging with these people on social media and seeing them discussed in gossip columns outside the limitations of the actual show. This social media interaction in practice takes the place of voting. Competitions like *Big Brother* and *X-Factor* are successful based on the audience's ability to influence the outcomes of the participants through voting, structured reality TV takes this one stage further by embedding the sensation of voting within the normal rhythms of social activity for the consuming public: **the more popular they are on social media, the more famous they become.**

What really sets the genre apart is how the stylised, exaggerated and idealistic world portrayed on TV is dragged into reality by the stars being accessible (digitally

at least) real people. This bridges the gap for the viewers between aspiring to be like the stylised 'characters' on the shows and how acceptable it is to try to fulfil the aspiration. In practice it simply seems more achievable because people may think you were mad to aspire to live your life like James Bond because he is a fictional character and he exists in an augmented reality, but we allow the trick to be played on us when we see Kim Kardashian on TV knowing that she is not a fictional character and therefore assume that the augmented reality we see represented on TV is in fact real and something that is possible to aspire towards.



The really neat trick the producers play is that because they have this rich resource from which they can choose the next direction they will take, **all they need to do is steer the 'drama' in the direction we, the public, want it to go in.** And hey presto! We feel like we get exactly what we want and we adore the next big reality TV star until their appeal has worn off.

VISITING LANDMARKS

St. Louis, Missouri



The Gateway City of St. Louis is the epitome of the modern Midwestern metropolis. Missouri's second-largest city is vibrant but laid-back, populous but navigable, historic but still relevant. The city's planners have created an aesthetically beautiful city, with plenty of green space amidst buildings both old and new, framed by the majestic Mississippi and Missouri rivers. And capping it all is the world's tallest man-made monument, the beautiful and iconic Gateway Arch.



St. Louis is a city of culture and surprisingly inexpensive. Among American cities, only Washington, D.C., has more free attractions for tourists and residents alike. Hotels, restaurants, and even parking garages avoid the premium pricing common in other big cities. Although often overlooked, St. Louis can be an affordable, educational, and fun family getaway.

Attractions

Anheuser-Busch Brewery

The place where all Anheuser-Busch beers are made for the mid-west

U.S. Free tour, with free beer samples for those 21+, of one of the world's largest breweries and bottling factories, housed in beautiful red-brick buildings. The Clydesdale horses and their historic truck and stables are one of the biggest attractions on the tour, as are the brew house and packaging facility.

Forest Park

One of the nation's largest city parks, with 1,293 acres, is open to the public for golf, tennis, baseball, bicycling, boating, fishing, handball, ice skating, in-line skating, jogging, cricket, rugby and more. The park is also home to the St. Louis Science Center, the art museum, the zoo, and a history museum, all with free admission. Forest Park is really at the heart of St. Louis. It was also the site of the 1904 Louisiana Purchase World's Fair, which lays claim to serving the first hot dogs, hamburgers, and ice cream cones.

St. Louis Union Station

This 110-year-old National Historic Landmark has been restored and re-developed as a dynamic mixed-use project that includes shopping, dining and entertainment.

Riverboat Cruises

Take a cruise down the Mississippi River on the Tom Sawyer or Becky Thatcher riverboats. The boats have paddle-wheels (for display only) and a narrator with guide you around the industrial buildings on the Mississippi waterfront.

Citygarden

Citygarden gives kids fountains to play in and sculptures they can related to (Pinocchio, big heads, etc.);

art lovers the chance to experience 24 sculptures by some of modern art's great masters; and everyone an award-winning garden in the midst of the city where you can relax and beat the heat.

Sleep

St. Louis does have the host of usual Marriott, Hilton, Holiday Inn and similar chains. Check out chain websites for exact locations throughout the metropolitan region. One great thing about the city is an abundance of hotel rooms, convention and meeting space, and amenities for travelers. Since the city has a low cost of living, even for the Midwest, you might find even the most expensive hotels relatively affordable.

Eat

Try St. Louis original foods:

- **Barbequed pork steaks**, St. Lou-



is-style — Boston Butt sliced into steaks, basted with Maull's Barbecue sauce

- **Gooley butter cake** — a type of coffee cake with a bottom layer of buttery yellow cake and a top layer of either egg and cream cheese, or butter and sugar

- **Toasted ravioli** — breaded, then deep fried, these small meat, cheese, or veggie stuffed pasta pockets reflect local Italian influence; a favorite bar food in St. Louis

- **Slinger** — a large plate full of hash browns piled over with two eggs and a hamburger patty (or other meat) and then covered with chili and cheese; a popular ultra-heavy diner food



LinkedIn

LinkedIn is a social network designed for businesses and work professionals. Individuals can create profiles that act as CVs, and connect with contacts who can endorse their skills. Companies can create their own pages to advertise to potential partners, and post job openings that users can apply for.

How does LinkedIn work?

When you sign up for LinkedIn, you create an online profile with relevant information about your professional life. This can include your work, volunteer, or other worthwhile experiences; your skills, and your interests. Acting like a virtual resume, your profile helps you connect with colleagues and professionals in your field. The idea is that by presenting yourself on LinkedIn, you will have more opportunities to connect with people who can help you with advancing your career. You can also apply for jobs on LinkedIn, or post them if you want to use LinkedIn for recruiting for your own company. You can search for jobs within various business fields, and often apply for a job you want directly through LinkedIn. You can

also contact professionals in your field directly, as long as they also have profiles. This gives you an edge over traditional job applications, as you don't have to play phone tag or set up a time and place to meet for an interview.

History

LinkedIn was founded in Mountain View, California at the end of 2002 in California by Reid Hoffman, along with professionals from technology companies such as PayPal. The website itself was launched in May of 2003, and reached one million users by mid-2004. They have also made many impressive acquisitions during its existence, including popular websites like Lynda.com. In a \$26 billion dollar deal, Microsoft acquired LinkedIn at the end of 2016, a year in which LinkedIn made \$960 million in revenue.

LinkedIn is currently the world's largest network of professionals, with over 467 million members worldwide. It is so popular simply because it works. Millions of people use the site every day to search for work, and many of them do actually land jobs. By directly connecting you to professionals in your field, the platform gives you an edge over those still utilizing traditional job searching methods.

In 2008, LinkedIn launched a mobile app for their service. This means that you can take it with you on the go, and always keep up to date on job opportunities and make connections!



DISCOVERING TECHNOLOGY

Why use LinkedIn?

1. Put your work experience in front of people looking for it.

At its most basic, having a profile on LinkedIn is like having an online version of your resume. This gets you exposure to many more potential employers than distributing resumes by hand. Some of the most influential businesspeople in the world, such as Microsoft founder Bill Gates, have profiles.

2. Establish and expand your professional network.

Connect with people you know, either professionally or personally. They might point you towards a job you'd like, or 'introduce' you to professionals in your field of work. You can do the same for them, too!

3. Show off your credentials.

You can be as detailed as you want about your qualifications and skills. Your connections can also endorse your listed skills, and you can do the same for them. Your abilities look a lot more impressive to potential employers if you have people to vouch for them!



4. Hiring happens here.

Companies both big and small post job listings



on LinkedIn, so there are plenty to choose from if you're looking to get into the workforce. Or, if you're already running a business and are looking for fresh talent, you can post a job yourself!

5. Advertise your company to potential partners.

By the same token, many famous companies around the world have company pages on LinkedIn. They are eager to show themselves off and maybe even hire some new employees.

6. Get advice from industry veterans.

Join groups of people with similar jobs or skills, and have discussions with them about professional matters that you care about. You might get advice on how to take your career to the next level, or find a new job that's perfect for you!

7. News from the working world, at your fingertips.

The website has a feature called "LinkedIn Pulse," which has thousands of articles from industry professionals and successful figures such as Bill Gates, Barack Obama, and Dr. Deepak Chopra. Keep up to date with the latest business and workforce news, either from your contacts or from LinkedIn itself through LinkedIn Pulse.

Lilliput



Lilliput is the setting of *Gulliver's Travels*, fictional satire by Jonathan Swift written in 1726.

The novel follows main character Lemuel Gulliver and his journey to four countries. The four countries are Lilliput, a land of little people, Brobdingnag, a land of big people, Laputa, a land of intelligent but useless people, and Houyhnhnm, a land of horses. Swift wrote the novel for adults to show that some people and governments were wrong. The story was intended to make them change.

Lilliput

Gulliver's first voyage gone awry finds him in the nation of Lilliput where the people are one-twelfth the size of normal humans. They happen upon a sleeping Gulliver and he becomes their willing prisoner. After gaining their trust, Gulliver is freed and begins life in the tiny land. He aids them in their constant war (over egg cracking) against the similarly tiny nation of Belfuscu and becomes a national hero. However, opinion of him sours when he uses his urine to save the queen and palace from a fire. He is sentenced to being blinded for this offense. He escapes to Belfuscu where he finds a boat and sails home.

Brobdingnag

Some time passes and we find Gul-

liver on another voyage. His ship is forced to land during a storm and Gulliver wonders off. He returns to see his shipmates sailing away from a 72-foot giant. He flees inland but is soon spotted by a giant who places Gulliver in his coat pocket similarly to how he used to carry Lilliputians. He is taken care of by a farmer's daughter but is displayed as a novelty of sorts. The queen of Brobdingnag hears of his show and takes an interest in him. The queen takes him as a pet. During his time with the queen he is amazed by the level of ignorance the giants live in. Ironically, it becomes obvious to the reader that Gulliver is the truly ignorant one and that he is simply captivated by his own ethos. During a trip to the ocean, Gulliver's box is seized by a seagull and is dropped into the sea. Gulliver is soon found by some sailors and returns home.

Laputa

Gulliver's ship is attacked and marooned by pirates on a small island. Gulliver is rescued by the floating island of Laputa. Its inhabitants are incredibly intelligent and cultured but lack common sense. They conduct wild experiments with little thought to their practical value. He joins a trader who then takes him to Japan with him. Gulliver returns

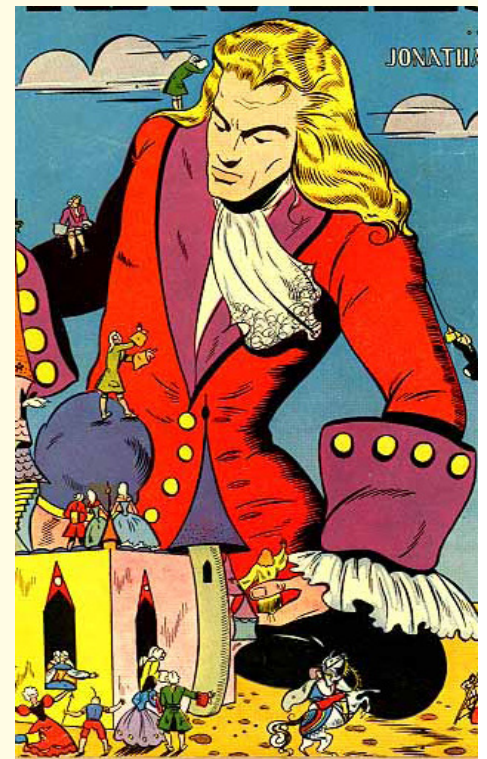
home from there.

The Land of the Houyhnhnms

In his final adventure Gulliver is the captain of a mutinous ship. He is abandoned on an island by his crew and left to die. He comes across a wild looking man we later learn are called Yahoos (a word that has since entered the vernacular because of GT). He meets the ruling race of the island, the Houyhnhnms. Houyhnhnms are horses who have developed a language and community that rules over the mindless Yahoos. Gulliver is swept up in the ideology of the horses and wishes that he could be one of them. The Houyhnhnms decide that Gulliver is a taint on their society and he is exiled. He is unwillingly taken by a Portuguese ship and returns home to England.

To learn more about the story of *Gulliver's Travels*, go to:

[Gulliver's Travels](#)



“English For You CR” presents, Past Modals



We are familiar with the modals **could**, **should** and **would** to express **possibility**, **advice** or **conditionals**, for example. In the past, however, they have different meaning and uses. In all cases, we use the auxiliary “**have**” and the past **participle of the verb**:

- John is late. He **could have got lost**. (speculation in the past)
- I **could have gone** with her, but I decided to stay home. (past possibility)

With **should**, we say,

- It’s raining, I **should have brought** an umbrella.
(a good idea that I didn’t put into practice)
- The package was sent a month ago. It **should have arrived** by now.
(deduction about a past event)

Finally, **would** can express

- I **would have gone** with you if I hadn’t been so busy.
(past or third conditional)
- She **would have returned** the wallet she found, but the owner never came back.
(a hypothetical situation in the past).

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<http://www.EnglishforYouCR.com> and www.facebook.com/english.foryoucr

backstairs

-secret, underhanded, or scandalous

EXAMPLE:

He would never believe it; it was a nasty piece
of backstairs gossip!.

www.dictionary.com



Kilauea Volcano

The thing everyone really wants to see on the Big Island of Hawaii is lava flowing into the sea. Two lava flows “reached the ocean along the southeast Puna coast overnight,” on Hawaii’s Big Island, the US Geological Survey, which monitors volcanoes and earthquakes worldwide.

When the hot lava flow hits the water it produces acid fumes known as “laze” – lava and haze.

Kilauea is the world’s most active volcano and one of five on Hawaii’s Big Island. It started erupting on May 3rd, prompting about 2,000 people to flee from their mountainside homes. Scientists believe the volcanic activity may be a precursor to a major eruption similar to the one that shook the island in the mid-1920s.

But they say they expect no loss of life given that the most exposed residential areas have been evacuated and the region where the volcano is located – on the southeastern part of the island – is lightly populated.

Authorities have warned residents to stay away from the evacuated neighborhoods, warning that toxic sulfur dioxide seeping out of nearly two dozen fissures could prove deadly.