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UTN Held II Conference On Academic Innovation

A detailed illustration of Sherlock Holmes in a tweed suit and deerstalker hat, leaning against a tree trunk in a snowy mountain landscape. The background shows snow-capped peaks and evergreen trees under a pale sky.

**How To Adapt
Education For the
Digital Age**

Sherlock Holmes

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

COVER PAGE



In this issue, we are going to learn a little bit about Sherlock Holmes, the world's most famous literary detective. 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 on FACEBOOK.

Photo taken from: https://es.m.wikipedia.org/wiki/Archivo:Holmes_-_Steele_1903_-_The_Empty_House_-_The_Return_of_Sherlock_Holmes.jpg

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EDITORIAL

Water, Current Status

by Jose Soto (ILE Director)



When it comes to water consumption, words of advice on its use are never enough. They become even more real when people in the Southern Suburbs of San Jose had to spend three days without a drop of water due to the current abnormal

climatic issues. It was then that they wished everybody had at least saved that very last drop. Writing about the importance of water and reminding everyone of its importance is crucial at all times. Gone are the days when school science classes preached that water was an endless renewable source. In 2019, the estimates from Water and Sewer Institute (AyA) that about 114,500 people are affected by water shortages in Costa Rica because of drought from the El Niño phenomenon. The numbers are still increasing.

The following are some interesting facts from the Environmental Protection Agency of the US referring to water. First, it says that there is the same amount of water on Earth as there was when it was formed; the water from the faucet could carry molecules from water that dinosaurs sipped. When thinking about it carefully, water is a living fossil worthy of good care.

The agency states that almost 97% of the world's water is salty or undrinkable. Another 2% is kept in ice masses. That leaves just 1% for all of humanity's needs, which means drinking water as we know it. Once more, it becomes a priceless commodity on Earth. In addition, it defines water as a temperature regulator in the human body, as 75% of the human brain and a living tree is water. In this fact, we have a clear understanding of the importance of water as vital to support all living creatures.

In a critical comparison, a person can live up to a month without food, but only about a week without water. Now think about this, the

interconnections of water are deep; what we put in the ground will end up in our water, and what we throw in the sky will somehow end up in our water. Water is part of a deeply interconnected system. What we pour on the ground ends up in our water, and what we throw in the sky ends up in our water.

These and other facts that are very familiar now such as the amount of plastic polluting the waters of the oceans. The now contaminated stinky swimming holes in our towns are also the vestiges of better times for our waters. The facts and numbers can continue pointing out that the upcoming wars will be caused by conflicts on water. What we can do to preserve what is left from the priceless liquid is to keep an eye on a checklist of several simple basic actions. Needless to say, there is a need for a good reminder of the smart use of water for washing and plant watering, shower times, good flushing habits and correct procedures when dealing with garbage.

Global warming is showing more dangerous signs every day. As UTN students, professors and administrative staff, we should keep an eye on every drop that is being used since that could be our last future drop.



219 Higher Education Institutions Meet in Lima To Discuss About Challenges Of The Region

Translated By Izabela Sepúlveda (ILE Professor)



The Salón General del Centro Cultural of the Universidad Nacional Mayor de San Marcos (National University of San Marcos (UNMSM) in Lima, Peru, received 245 people from from the fields of higher education of 20 countries in the region. These people are the representatives of 219 institutions. They were invited to the official opening ceremony of the IX Meeting of Networks of Higher Education and Councils of Chancellors of Latin America and the Caribbean organized by the UNESCO International Institute for Education in Latin America and the Caribbean (IESALC), with the support of the UNMSM and the National System of Evaluation, Accreditation and Certification of Educational Quality (SINEACE).

On March 13th, 2019, after a tour of the facilities and museums of the Cultural Center, the opening ceremony began with words from the rector of the UNMSM, Orestes Cachay Boza, who welcomed the first public university of Peru and of Latin America: **“that this space becomes a place to look for solutions for the region and contribute to constructive change (...) we want universities that solve problems in their communities, not mere reproducers of titles (...) The great challenges of the region must be confronted with the implementation of the Action Plan of CRES 2018-2028**, which is being implemented today in this meeting,” he said.

Elio Iván Rodríguez Chávez, President of the Association of Universities of Peru (ASUP), rescued the history of the headquarters of the Encuentro, in which it is possible to see the struggle to integrate the university into society that took place 100 years ago: “we are taking this meeting as a homage to the university reform that took place in Peru in 1919. We are in the very precincts of the great debates occurred in the balconies of the courtyard where the university youth met and where

the great alliances between workers and students were woven”, he stressed.

José Dextre Chacón, Director of the Federation of Private Institutions of Higher Education (FIPES), highlighted Peru's commitment to promoting access to higher education (ES) in accordance with the demands of quality and institutional diversity. On these lines, he emphasized the need to strengthen the CRES Action Plan, to strengthen university diversity in the region.

Director of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC), Pedro Henríquez Guajardo, thanked the National University of Córdoba (UNC), represented by its rector, Hugo Juri and the general coordinator of CRES 2018, Francisco Tamarit, as well as his entire team, for his active participation in the construction of a consolidated alternative for HE in Latin America and the Caribbean. “The III Regional Conference on Higher Education (CRES 2018) was a plural and diverse scenario where we all contributed in the construction of instruments that unite the will expressed in the Declaration, in the Action Plan and in the CRES 2018 Editorial Collection,” he said. He also thanked the UNMSM for its support in providing spaces for the three days of academic work that implement the Action Plan of the CRES: “a flexible plan that will adapt to the proposals that arise from a universe as rich as the diversity in this room, a job that challenges all societies,” he said.

Social Commitment And Higher Education

“The results of all the work that led to producing the proposals that you are going to examine the action plan following the III CRES are impressive,” said Brazilian academic Marco Antonio Dias Rodrigues at the start of the central conference that took place at the inaugural table.

He also commented that he appreciated the dissemination that is being given to the CRES Collection in Argentina, Ecuador, Colombia, Chile, Paraguay and Honduras, all of them committed to print the Collection.

The international consultant in higher education spoke about the relevance of this call: “It is very important for Latin America to reach a point of consensus among all the components of the academic community (...) I am an optimist. That's why I'm here. I am confident that the new generations will not repeat the mistakes of the previous ones, particularly those of mine. The current generations and those of your children will define the actions to take to keep alive the concept of public good for education and, in particular for higher education,” he said before the audience gathered in

UTN Held II Conference On Academic Innovation

Translated By Izabela Sepúlveda (ILE Professor)

The National Technical University held on Tuesday, March 26th, the II Conference of Academic Innovation 2019, Award for Innovation in the facilities of the University Administration in Alajuela.

This activity is a space of exchange and projection to promote innovation, research and entrepreneurship of the university community.

During the Conference on Academic Innovation, 22 innovative projects were presented by students and graduates from the Athens, Central, Pacific, San Carlos, Guanacaste and the Pedagogical Training Center and Educational Technology centers.

In this way, the UTN recognizes the quality, the innovative contributions and the impact generated by the projects; María del Pilar Zeledón who is the Coordinator of the Academic Innovation Network of the UTN said that these conferences are a platform to make visible how institutional innovation and entrepreneurship policies are addressed.

Zeledón explained in the following way why it is necessary to innovate: "to get our students to refresh their interest to learn and discover the potential and talent that they have inside, to prepare the academics to face the new challenges that occur in a society more complex and diverse, to strengthen empathy and collaborative work, to find new ways of undertaking the construction of human realities with equity and social justice, to generate a creative, reflective and critical thought that captivates our young people and helps them to make visible the promising destination they have at their fingertips. "



ILE students and teacher who won 1st place in Pedagogical Innovation category

Chancellor Marcelo Prieto Jiménez, citing the Declaration of the World Conference on Higher Education in 2009, emphasized the importance of investing in Higher Education due to its status as a primary force for the construction of knowledgeable societies, integrating and diverse, and to encourage research, innovation and creativity.

Prieto emphasized that, in the in the 21st-century, in the midst of a change of era, knowledge management becomes the fundamental engine of a complete global transformation of the reality we live in, which covers all areas of human life."

Category	Project	Participants	Campus
Pedagogical Innovation	Agenda U	-Eric Herrera -Sulman Arias -Juan M. Chaves -Hailyn F. Fernández -María José Solano	Main Campus Alajuela
Investigation	Environmental Management and Macroinvertebrates	-Adrián Arce -Oscar Vega -Pablo Fernández -Erick Segura	Main Campus Alajuela
Technological Innovation	COTAG (Agricultural Technological Control)	-Johel Alberto Agüero -Anthony Rojas	Pacific Campus
Social Innovation	Entrepreneurship Seminar Guanacaste 2018 " Promoting Inclusion in the Business Market"	-Yorlenny A. Bolaños -Marcela Cerdas -Paola Valerio	Guanacaste Campus

Astronomers Deliver First Photo Of Black Hole

On Wednesday, April 10th, Astronomers unveiled the first photo of a black hole, one of the star-devouring monsters scattered throughout the Universe and obscured by impenetrable shields of gravity.

The image of a dark core encircled by a flame-orange halo of white-hot gas and plasma looks like any number of artists' renderings over the last 30 years, APF reported.

But this time, it's the real deal. Scientists have been puzzling over invisible "dark stars" since the 18th century, but never has one been spied by a telescope, much less photographed.

The supermassive black hole now immortalized by a far-flung network of radio telescopes is 50 million light-years away in **a galaxy known as M87.**

"It's a distance that we could have barely imagined," Frederic Gueth, an astronomer at France's National Centre for Scientific Research (CNRS) and co-author of studies detailing the findings, told AFP.

Most speculation had centered on the other candidate targeted by the Event Horizon Telescope – Sagittarius A*, the black hole at the center of our own galaxy, the Milky Way.

By comparison, Sag A* is only 26,000 lightyears from Earth.

Locking down an image of M87's supermassive black hole at such distance is comparable to photo-

graphing a pebble on the Moon. European Space Agency astrophysicist Paul McNamara called it an "outstanding technical achievement".

It was also a team effort.

"Instead of constructing a giant telescope that would collapse under its own weight, we combined many observatories," Michael Bremer, an astronomer at the Institute for Millimetric Radio Astronomy (IRAM) in Grenoble, said.

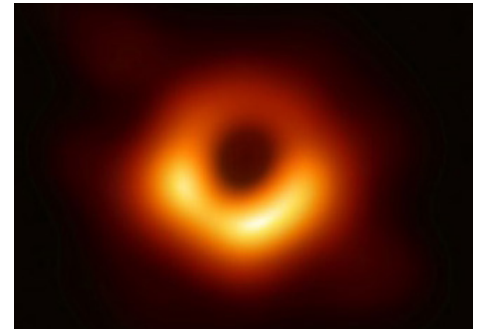
Over several days in April 2017, eight radio telescopes in Hawaii, Arizona, Spain, Mexico, Chile, and the South Pole zeroed in on Sag A* and M87. Knit together "like fragments of a giant mirror," in Bremer's words, they formed a virtual observatory some 12,000 kilometers across – roughly the diameter of Earth.

In the end, M87 was more photogenic. Like a fidgety child, Sag A* was too "active" to capture a clear picture, the researchers said.

"The telescope is not looking at the black hole per se, but the material it has captured," a luminous disk of white-hot gas and plasma known as an accretion disk, said McNamara, who was not part of the team.

"The light from behind the black hole gets bent like a lens."

The unprecedented image – so often imagined in science and science fiction – has been analyzed in six studies co-authored by 200 experts from 60-odd institutions and



published Wednesday in *Astrophysical Journal Letters*.

"I never thought that I would see a real one in my lifetime," said CNRS astrophysicist Jean-Pierre Luminet, author in 1979 of the first digital simulation of a black hole.

Coined in the mid-60s by American physicist John Archibald Wheeler, the term "black hole" refers to a point in space where matter is so compressed as to create a gravity field from which even light cannot escape.

The more mass, the bigger the hole. At the same scale of compression, Earth would fit inside a thimble. The Sun would measure a mere six kilometers edge-to-edge.

A successful outcome depended in part on the vagaries of weather during the April 2017 observation period.

"For everything to work, we needed to have clear visibility at every [telescope] location worldwide", said IRAM scientist Pablo Torne, recalling collective tension, fatigue and, finally, relief.



Phot and information taken from: <http://www.iran-daily.com/News/241218.html?catid=3&title=Astronomers-deliver-first-photo-of-black-hole>

Julian Assange Arrested In London

On April 11th, Wikileaks co-founder Julian Assange has been arrested at the Ecuadorian embassy in London. Assange took refuge in the embassy seven years ago to avoid extradition to Sweden over a sexual assault case that has since been dropped. The Met Police said he was arrested for failing to surrender to the court. Ecuador's president Lenin More-

no said it withdrew Mr Assange's asylum after his repeated violations to international conventions. But WikiLeaks tweeted that Ecuador had acted illegally in terminating Mr Assange's political asylum "in violation of international law". Home Secretary Sajid Javid tweeted: "I can confirm Julian Assange is now in police custody and

rightly facing justice in the UK. "I would like to thank Ecuador for its cooperation & met-police UK for its professionalism. No one is above the law." Mr. Assange, 47, had refused to leave the embassy, claiming if he did he would be extradited to the United States for questioning over the activities of WikiLeaks.

Information taken http://www.panarmenian.net/eng/news/267548/Julian_Assange_arrested_in_London



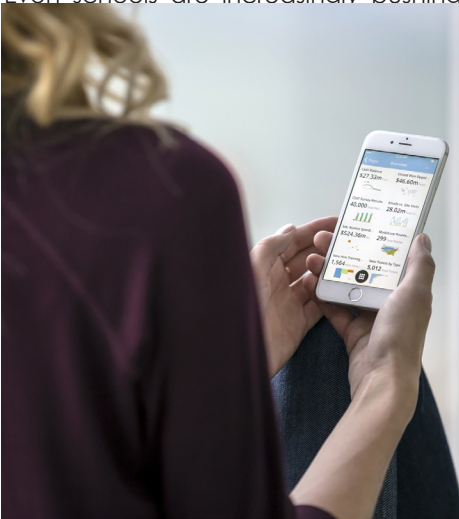
Social Media: Should You Share Pictures Of Your Children Online?

By Garfield Benjamin, Solent University for The Conversation

Gwyneth Paltrow – who has 5.3m Instagram followers – reportedly ran into a spot of trouble with her daughter, Apple Martin, recently when the 14-year-old called out her mother for posting a picture of her on social media. Whoever you sympathise with, the incident has sparked a broader discussion about how much parents should share about their children online.

We are often wrongly told that young people don't care about privacy. Even useful advice assumes they are oversharing or don't understand. But, as I have written previously, parents perhaps have less to worry about than they might think – young people do tend to treat privacy responsibly. In fact, it is often parents, rather than their children, who need to think more carefully about their online activities.

Social media is designed to promote participation. **With more and more of our lives moving online, it is almost impossible to escape, particularly as disengaging can lead to social exclusion.** Even schools are increasingly pushing



children's lives and data online. It's easy to embrace the idea of facial recognition software being used in schools in the name of child protection, monitoring progress or improving students' experiences, but data is increasingly being captured and stored without proper consent.

Add in the recent UK Children's Commissioner report on the huge amount of data about individuals gathered during childhood – and the role of parents in

this – and it is thoroughly unfair to blame children and young people for “over-sharing”. The world's entire digital society is designed to manufacture consent and participation, and young people (and many other marginalised groups) often have little choice but to engage.

Private citizens

Against this backdrop of institutions and parents collecting and sharing data about young people, it's perhaps unsurprising that children are, in fact, concerned about privacy. They just have different concerns. While adults might be focused on keeping their data private from corporations, governments, hoodie-wearing hackers or online stalkers, children and young people have additional worries.

They're particularly concerned about keeping their posts private from schools and family members. And younger people are finding ever more innovative ways to gain the specific types of privacy they want.

They tend to become better at managing multiple identities and cloaking communications. While we all have different versions of ourselves that we present to others – at work, at home, with friends, at play – technology allows users to obscure their activities with fake personal profiles or hidden meanings. They can use parallel accounts – such as “finstagram” (fake instagram) profiles – to separate images intended for their private peer groups and their families. Young people are, unsurprisingly, proving to be adaptable and innovative in their use of technology.

Businesses often try to push data as the new oil – a commodity to be traded. But when thinking about groups with less power in society – including children and young people but also other groups marginalised by race, age or sexuality – this model seems absurd. Instead, **we should move towards seeing data in terms of identity.** Proper consent should be sought and breaches viewed as a kind of identity theft. Under this understanding of privacy, Apple Martin would arguably be right to criticise her mother's post.

The law is slowly starting to support this way of thinking, too. The EU's GDPR legislation, for example, goes some way

towards returning consent and control to users regarding how and when their personal data is collected and used.

But what about when privacy is breached by parents? It's easily done. Many people want to share pictures of their children with family and friends. But teaching our children about online activity, data and privacy is important. And parents should lead by example. Wanting to show off our kids shouldn't contribute to a system that normalises surveillance and a lack of privacy. They'll get enough of that anyway. Parents shouldn't be giving the impression that even those closest to them will exploit a young person's data or identity. That will just prepare them for a lifetime of expecting to be bought and sold online as part of a large data set. If anything, parents should be giving their children the tools to protect themselves.

What to do

It's never too young to start. New parents should think carefully about how much they will share about their children online. This doesn't mean keeping everything private, just sitting down and agreeing what is and isn't OK, when and with whom to share things, and passing on these decisions to family members and others who may inadvertently “leak” pictures to wider audiences.

Education can start young as well. I have recently started asking my three-year-old whether I can share pictures of him with family or friends – and yes, I also asked whether he was happy to be mentioned in this article. Every little helps.

The Children's Commissioner has also released ten **top tips for minimising children's data footprints, including avoiding posts that can identify your child's birthday or location and speaking to organisations about the data they collect on them and why.** And there are some great organisations – such as Doteveryone, Carnegie UK Trust and the Electronic Frontier Foundation – that have useful information and advice for anyone looking to improve their online habits.

Teaching our children about consent is important in any aspect of life, and online privacy should be no exception.

What's Your Language-Learning IQ?

Written By Aarón Torres Rojas



Do you have to be intelligent to learn a foreign language? The answer is yes, but there are many different ways to define intelligence. Sometimes intelligence means that you are fast and accurate in taking tests. Sometimes intelligence is defined as being very smart in mathematics. Intelli-

gence can also mean that you are very good at talking with people and understanding them.

For many people, intelligence means the mental abilities that are measured by an IQ (intelligence quotient) test. IQ tests are multiple-choice, timed tests kind of like TOEFL. On IQ tests, you have to choose answers to word problems, mathematical problems, logic puzzles, and other questions very quickly. Your score on an IQ test supposedly tells you how smart you are.

Do you need to have a high score on an IQ test to be successful in English? According to experts, there are many different kinds of intelligence, and IQ tests measure only two types. There are at least five other kinds of intelligence as well. And those other types of intelligence might be more important for learning a language than IQ-test intelligence, depending on what kind of activities or tasks you are doing.

Look at the following list of seven kinds of intelligence:

- **Linguistic intelligence:** you are good at speaking, using words, writing, communicating in a language, solving word problems.
- **Logical-mathematical intelligence:** you are good at using numbers, logic, calculations, learning and understanding grammar rules.
- **Spatial intelligence:** you are good at drawing, painting, using color, art, graphics, pictures, maps, and so on.
- **Bodily-kinesthetic intelligence:** you are good at muscular coordination, athletic skill, body language, pronouncing a language.

- **Musical intelligence:** you are good at music, tones, hearing, producing the intonation and rhythm of a language.
- **Interpersonal intelligence:** you are good at talking with other people, understanding them, using language to communicate with other people.
- **Intrapersonal intelligence:** you are good at self-confidence, self-knowledge, using language to analyze yourself.

This first two, linguist and logical-mathematical, are the types of intelligence measured on IQ tests. The other five different kinds of intelligence, and maybe you will discover that some of them are more important for learning a foreign language. Which kinds of intelligence do you score highest on? Lowest? Your scores will give you an idea of what kinds of activities and tasks you prefer to do. Usually, you like to do things that you do well, so your scores should tell you in which kinds of intelligence you are strongest than others.



What do your high scores and low scores mean? How will this information help you to learn English more successfully? Each kind of intelligence may be important, depending on the activity or task you are doing. If you are weak in some kinds of intelligence, then you need to become stronger in those areas to be a better language learner. In a further article, I will introduce you to some strategies that you can do to become stronger in those weak language skills and areas. In conclusion, the most important lesson for you here is that you can make use of many different kinds of intelligence in learning English.

Source:

Brown, H. Douglas. Strategies for success: a practical guide to learning English, Longman. San Francisco State University. 2003.

Photo credit: <https://pixabay.com>



Fluency Or Accuracy: What Defines The L2 speaker?

By *Xinia Nagygellér (ILE Professor)*



While living in the United States for three years, Antonio was able not only to use the little and less than perfect English he knew effectively to make friends and travel around but also to work and make a living in the midst of a mostly native English speaking community. He relates how his

not understanding others and his lack of appropriate vocabulary, grammar and pronunciation often led to misunderstandings and communication gaps. Even when these drawbacks did not lead to any serious situation, he acknowledges that had his language skills been better and had he cared more about achieving a higher proficiency, he would have had better job opportunities in his field of study, Agronomy, and not just the minimum wage, menial kind of endeavors he was lucky to be appointed to.

Just like Antonio, many people consider that meeting their needs and wants in another language will suffice, and there is no need to worry about how good or accurate their performance actually is. They stand for the idea that being able to communicate is all that matters. In other words, they care more about transmitting their ideas, even if with mistakes in different areas, in a fluent way. It may be true that ultimately what you want when speaking a foreign or second language (L2) is to transmit your thoughts and be understood. But inadequate structures, vocabulary, and matters dealing with pronunciation may make it impossible for your interlocutors to decode the real meaning of your intended message. Hence, accuracy may be neglected for the sake of fluency. Although there are many skills and competencies to be attained in the makeup of the successful second and foreign language speaker, the real question lies in what the ultimate trait in the pursuit of proficiency is. Would it be fluency, accuracy, or something else?

In order to explore this topic, it is necessary to discuss what each of these important and interesting terms refers to. To begin with, there is fluency. For the Common European Framework of Reference for Languages (cited in De Jong, 2013),

fluency constitutes an important aspect when evaluating “overall speaking proficiency”. In this way, speakers at different levels of proficiency may be described as communicators “with a degree of fluency” (B2), those who express ideas “fluently” (C1), and those who do it “very fluently” (C2). Furthermore, Housen et.al (2012) report how fluency has been defined in the past and continues to be seen “as the ability to produce the L2 with native-like rapidity, pausing, hesitation, or reformulation” (p. 2). As a result, fluency refers mostly to how close the L2 speaker resembles native speakers of the language in their reaction time and production skills. Second, there is accuracy, the “ability to produce target-like and error-free language” (Housen et.al, 2012, p.2). As such, accuracy would be the exact correct way a native speaker of the language uses words, syntactical structures, and pronunciation devices. A third component of L2 proficiency, complexity, must be mentioned here as it has been studied together with fluency and accuracy, constituting a triad of the most important elements a proficient language learner would want to develop. “Complexity is commonly characterized as the ability to use a wide and varied range of sophisticated structures and vocabulary in the L2” (Housen et.al, 2012, p.2). Thus, a good degree in the mastery of complex structures, idiomatic expressions, and even shades of meaning for common terms would also reflect the L2 speaker’s proficiency in the target language.

As seen, discussing what comprises a good level of proficiency in the L2 language is a quite complicated matter which goes beyond how fluently or accurately a person can transmit his or her ideas. Actually and as explained by Housen et.al (2012), even though these three components of language proficiency constitute separate areas or constructs, they are intertwined and work together molding what the L2 speaker can do or not in the language. Moreover, the authors go further and mention how even when the three aspects of proficiency are necessary and even inseparable, they usually develop at different rates, so that while an individual may be quiet fluent in the language, his or her degree of accura-

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accuracy or of complexity may lag behind and need an extra push and effort to develop. This may be the case of the many 'Antonios' out there who are able to get around with limited but perfectible language skills, and who could achieve a higher level in the mastery of language skills and professional development if they wanted to. Ideally, and in order to become a more proficient language speaker and have better opportunities and success in the use of the target language, a good level of accuracy and complexity could be acquired with constant exposure and use of the L2. It is great to possess a high degree of fluency in the target language, hopefully as that de-

scribed for the C2 speaker in the CEFR. However, a competent learner and speaker of a L2 cannot neglect the development of those two other aspects in the realm of language proficiency when the goal implies achieving native-like performance and achievement. Neither fluency, complexity nor accuracy can be used as single traits or descriptors of the proficiency an individual has achieved in a second language; they constitute a whole, and as a whole, they shape and define the L2 learner.

Source:

De Jong, N.; Groenhout, R.; Schoonen, R.; & Hulstijn, J. (2013). Second language fluency: Speaking style or proficiency? Correcting measures of second language fluency for first language behavior. *Applied Psycholinguistics*, March 2013. DOI: 10.1017/S0142716413000210. Retrieved from www.researchgate.net/publication/235940325_Second_language_fluency_Speaking_style_or_proficiency_Correcting_measures_of_second_language_fluency_for_first_language_behavior
Housen, A.; Kuiken, F.; & Vedder, I. (2012). Complexity, Accuracy and Fluency in SLA. *Dimensions of L2 Performance and Proficiency*, Jan. 2012. John Benjamins Publishing Company . DOI: 10.1075/llt.32.01hou. Retrieved from www.researchgate.net/publication/284417241_Complexity_accuracy_and_fluency



ACADEMICS AND MORE

How To Adapt Education For the Digital Age

By Zeinab El Maadawi on SciDev



With the first-ever International Day of Education in January, the world needs to come to an honest re-assessment of the state of education worldwide.

For centuries, higher education has operated under a paradigm where its purpose was to create a theoretical foundation for future success. At best, students gained the technical skills for their future careers as part of their university studies — and it was assumed that upon entrance into the ‘real world’ after graduation, they would learn how to be a successful employee or entrepreneur.

In reality, this was a belief in **two separate worlds with two separate learning outcomes: theory and technical skills in higher education, and soft skills in the professional realm.**

However, current research makes it quite clear that these two worlds need to meet. And there are more pressures calling for change. The world is changing rapidly. Automation and artificial intelligence (AI) may be buzz words, but in fact these phenomena are starting to have a tangible effect on the lives of people in the working world — from self-driving trucks that deliver goods to AI machines that correctly diagnose eye diseases.

‘Two worlds’

According to a McKinsey Global Institute report in 2017, up to 50 per cent of current work activities across the globe could be automated by 2030. So those technical skills you learned at university? Chances are, machines will be far better at them than you are.

With increasingly capable machines, workers will

need to adapt, and it will be the soft skills where they have the competitive edge: leadership, management, lifelong learning, innovation, complex problem solving, creativity, emotional intelligence, and resilience.

The phenomena of those ‘two worlds’ of technical and soft skills has been much discussed within academia. Philosopher Eric Hoffer said: **“In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”**

But the time for academic discourse is now up. Society can no longer afford to maintain the educational status quo. According to the World Economic Forum’s Future of Jobs 2018 report, by 2022 “no less than 54 per cent of all employees will require significant re- and upskilling”, a big part of which will be soft skills training.

Beyond the technical

The most effective way to catch up with the trend will be to address the problem at different stages. Higher education needs to be rethought. Students should not only acquire up-to-date technical and digital skills, but those vital human skills, including active learning and different strategies that enable them to become agile learners.

In addition, **educators and policymakers need to re-evaluate the added value of degrees.** A degree does not guarantee employability, and many universities are recognising this. In response, they are starting to unbundle learning into credentials that demonstrate one’s ability to conquer well-defined skills and competencies. So

ACADEMICS AND MORE

instead of traditional degree, they offer professional diplomas (also called micro degrees).

Another pillar of a reformed system should be training on the job. Organisations need to invest in their employees' professional development and build up a well-defined lifelong learning system. This requires both financial commitment and time commitment, but is the only way to maintain a competitive workforce in times marked by rapid change.

That change is closely linked to technology. Perhaps ironically, technology itself could also pave the way for such a transformation.



Tech-enhanced

Technology-enhanced learning, with properly target audience-oriented or customised teaching and learning methodologies, can provide affordable, engaging, and personalised learning.

E-learning courses, either in a stand-alone format or blended with other types of instruction and

training, can efficiently close the knowledge and skills gap if combined with innovative pedagogy (teaching, learning, and assessment).

One example of this is the flipped classroom, where students listen to a lecture online and then participate in a group discussion or project work. Analytics and machine learning can also be used to generate a self-guided learning experience. This will also reinforce the mindset of lifelong and agile learning that is needed to tackle an uncertain future. Meanwhile, collaborative learning in an online social context would strengthen the values and skills needed for a team-based work environment.

If made accessible to a wide audience, e-learning can empower disadvantaged populations that risk getting left behind during the 4th industrial revolution brought on by the wide adoption of information and communication technologies. Innovation is not the privilege of the Western world.

Some of the big up-and-coming hubs for tech start-ups are in fact in Africa, and companies are increasingly interested in the untapped opportunities of African markets. It is here that the digital age, and with it technology-enhanced learning, can in fact serve as an equaliser that creates so far unseen possibilities.

More than anything, we should believe in the value of education, but simultaneously maintain that value by changing with the times. If we are willing to rethink our approach to higher education, learners will again inherit the world — and these learners might just be a lot more diverse than they were in the past.



Information taken from: <https://ourworld.unu.edu/en/how-to-adapt-education-for-the-digital-age>

Photo credit: <https://pixabay.com>

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:

What are two challenges that Costa Rican youth face today?

I am a foreigner, and I think Costa Rica is a great country because it opens its doors to many people. One of the main challenges is that companies usually ask for studies and experience. In the case of young people, it is very difficult to have both when looking for a job.

Magda Cordero

Every year there are more and more students who do not finish high school. This situation brings them problems when they try to get a job. There are too many people and not enough jobs.

Katherine Rojas

The main challenge is to know what they want to do with their lives, or if they are following the right road to achieve their goals. Those are decisions to make that will affect the rest of their lives.

Dayana Urbina

It is very difficult to find a job which offers the opportunity to student so that we can work and study at the same time.

Aarón González

One of the main challenges is to say no to drugs. The number of young people who consume drugs is incredible. The government must do something about it.

Daniela Carranza

I am really worried because I read that there are many people with university studies who cannot get a job. The government and private institutions must work to solve that problem. I am studying, and it would be terrible for me if I don't find a job after I get my bachelor's degree.

Kevin Chaves

To be accepted by society is difficult, so young people sometimes do things they think will help them to fit into this society or within a group of friends, and these actions can bring serious consequences if they are not correct.

Gabriela Mora

One of the main challenges is to become aware of what we did in the past as a nation to understand how to improve and become citizens of the XXI century which demands people to be more active and prepared.

Leonardo Bado



Animal Welfare Regulations

By Christopher López (ILE Student)

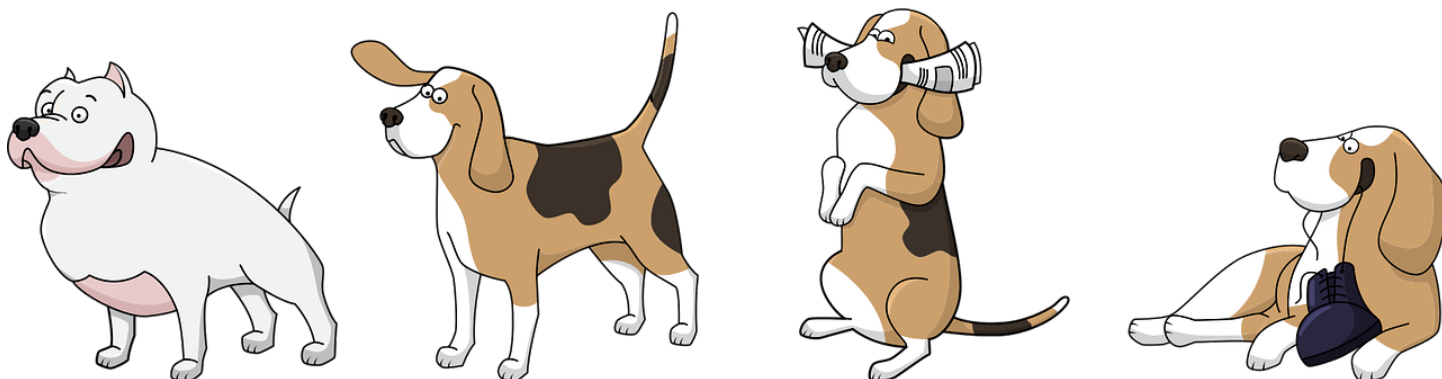
Animal welfare regulations in Costa Rica must be improved as many people still damage and mistreat wild and domestic animals; some of the improvements that must be updated in our regulations are related to longer court sentences, higher fine amounts, and more efficient ways to capture the suspects. We need to make people more conscious that animals are living creatures and they need to be treated as such. Therefore, the laws should create a sense of "fear" that makes us, all of us, not to hurt any animal. Just a little improvement in our regulations will save thousands of lives for both animals and humans.

One of the aspects that outshines the others would be the sentences and how short they are compared to the damage people cause. This problem can be resolved with deeper analysis of the current regulations we have since they lack that sense of fear due to the short time a person would spend in jail. In addition to longer sentences, having offenders do community service in animal shelters can be the perfect way to save money and have more hands helping. Along with social work, psychological help must be given to those who mistreat creatures to make them understand how innocent animals are.

Parallel to longer sentences, higher fines must be charged. This would help funding shelters and keep them in suitable conditions for the animals. These fees must be taken into consideration based on how much the recovery of an animal takes. The amount of money for a surgery on a cat would not be the same as the one for a jaguar or deer. Rescuers are also included in this since they risk their lives protecting wildlife. As previously mentioned, community service can also be a good option for helping shelters and protecting centers.

All these fines and laws cannot be applied if the suspects are not captured, so part of the improvement should be done on training certain people in our country to make the captures more efficient. Starting with our forest rangers; they need to receive intensive training to track and find the suspects doing illegal things in the woods. Police officers and traffic officers should share responsibilities and watch our conservation areas in order to make sure that illegal trafficking of animals is eradicated. Brigades can also receive training not only on how to save an animal in danger but also on how to inform and collect evidence to prove that the suspects are guilty.

Animal welfare regulations can be definitely improved quickly, but the main laws start being applied at home with what we teach to our children. We should teach kids since they start school on how to take care of wildlife in general, opening their eyes and making them see that animals are also living creatures and deserve to be treated as such.



How Stress Affects A Working Environment

By Laura Solano (ILE Student)

It is difficult to control everything at the office, especially when excessive stress impacts the work environment. Unfortunately, the famous question: "How do you handle stressful situations at work?" is one of the most important points to check by human resources specialists when it comes to selecting the prospect match for any available position. It looks like something obvious to identify a stressed employee, but in many cases, it is not always noticeable. A negative work environment is the first cause for quitting a job among companies. In addition, an employee under stress can impact a workplace, which may result in a loss of revenue. Stress at work may cause serious damage; as a result, it can affect an employee's performance, team relationship, and, in the worst scenarios, his/her stability.

Nobody likes being told they are getting bad results at work. Working under stress can cause changes in the way an employee does his/her job; in fact, as soon as stress starts being perceived as excessive, the same way performance levels start to decline. Indeed, easy responsibilities suddenly can take double the time to achieve, which results in an overwhelming fusion of different situations. How is it possible to improve metrics when negative stress effects make it harder to respond? A stressful environment affects the ability to focus, can be harmful, and may result in fatal mistakes. For instance, it is good to remember to a certain degree, stress is manageable, but in the worst of circumstances, it could be disastrous.

Working being driven by stress makes a staff member vulnerable to disagreements. Consequently, an individual may get mad for something simple as a gesture, a strong cologne smell, or even the ticking of a workmate wristwatch. An important piece of interaction at work is the emotional response to a difficult incident. Moreover, there are aspects that will not be under your control, but it is appropriate to play a satisfactory role at work to achieve and complete the daily duties.

In the same way, when it turns from "what you should do" to "what you should have done" it means an employee is failing. Unfortunately, it is not simple to say an employee has been fired due to stress, but in the end, the main cause is the result of collateral consequences caused by the root of the problem: stress. It is probably impossible to defend or justify oneself in front of a boss in order to change his/her mind and avoid being fired. Therefore, having the experience to lose a job due to stress is something everyone wants to elude in the resume.

To sum up, the impact of stress may come up at work due to stress, and this influences the way in which an employee complies with his/her contract. A stressed employee can face serious problems that may not only be experienced by him/her self, but also by coworkers and all of the staff.



Are You a Stress Eater?

By Nancy N Wilson on June 30, 2016 in Alternative Health

Stress eating is a bad habit that develops over many years. For those who are afflicted, you may or may not be aware of it, because it has been part of your life for such a long time that it seems perfectly normal.

Stress eating involves bouts of over-indulging in foods that are bad for your health –whenever you feel stressed. You may be doing it because it makes you feel better and it gives you a sense of control at a time when your life feels out of control. It may make you feel better in the moment; but, it is a dangerous habit that should be broken.

How It Develops

The interesting thing is that not everyone who deals with a lot of stress eats large amounts of bad food to feel better or to hide from negative feelings.

In fact, some people do just the opposite – they stop eating.

People who overeat generally, or who are emotional overeaters, are at a higher risk for becoming stress eaters, as well.

For other people who fall into this trap when they are stressed, but, otherwise have fairly normal appetites, there are studies that suggest it may be due to a hunger hormone, which spikes when a person is stressed.

If you actually feel hungrier when you are stressed, and it isn't just driven by the need for a distraction, the hormone may be the problem. For me, it's the need for distraction – so be honest with yourself about this. When I am stressed, I often eat when I am not hungry at all.

Symptoms of Stress Eating

You may not know that you are a stress eater. You may think you simply have a big appetite; or just not particularly great at controlling your cravings.

If you are not sure, keep a journal. Make notes of everything you eat (and how you are feeling at the time) that are outside of regular meal times. Look for patterns of stress eating.

For example, the times when you head to McDonald's right after you have a fight with your significant other, or the boss has chewed you out for something you did (or didn't) do. Or, the evening when you eat an entire pint of ice cream when you are sitting alone after a hard day of work. Or, you eat two pieces of pie when you were worrying about the big test that is coming up. Those are classic signs of stress eating.

Other signs of stress eating:

- You always gain weight during

stressful times in your life

- You feel like you deserve to eat what you want because of everything that has happened

- You feel a sense of urgency in terms of eating certain foods – there may be a compulsion to get in the car and drive to get that hot fudge sundae you want.

- After a long difficult day, food is the only thing you can think about.

- You have uttered the words “I need this to feel better.”

What You Can Do About It

When you recognize the signs and think (or know) that you are a stress eater; then, it is time to STOP! It may be difficult to stop completely – and NEVER do it again. But, there are some things you can do to slow it down, and eventually stop completely.

Things that Can Help

Acknowledgement – In order to change any habit, the first step is to acknowledge that you have the habit, and are committed to breaking it. If you do not take this step, anything else you do will be temporary. Your efforts may help for a short time, but you will fall back into the pattern at some point.

Meditation – Meditation is a great way to ground yourself and empty your mind so that the stress no longer overwhelms you.

Meditation takes practice. Do not feel discouraged if you don't “get it” right away. Stay with it.

Because of the vast number of advocates for this practice and the fact that it has been around for centuries, there is obviously real benefits that can be enjoyed from meditation.

Begin slowly and work up to longer periods of time. Try a few minutes of meditation each day and let your mind clear itself. It may take as long as a couple of months before you are consciously aware of the benefits.



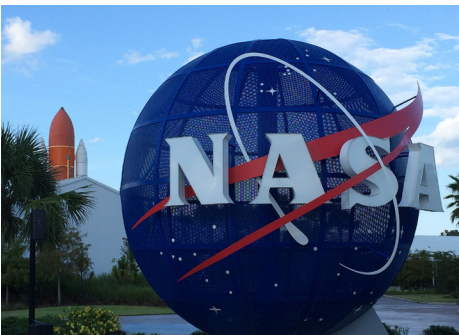
VISITING LANDMARKS

CAPE CANAVERAL, FLORIDA



Cape Canaveral is a city in Brevard County, Florida, most famous as the home of America's launch pad, Kennedy Space Center. Cape Canaveral is part of a region known as the "Space Coast", since all of the manned United States spacecraft are launched from the Space Center on nearby Merritt Island.

The city of Cape Canaveral sits at the northern end of a barrier island on the Atlantic coast of Florida, south of the geographical Cape Canaveral.



What To See

Kennedy Space Center Visitor Complex (Just to the west of Orsino on Florida State Road 405, between Range Road and East Avenue SW), Daily 9AM-6PM; some holidays -7PM or -8PM. This busy tourist attraction offers museums, movies, a rocket garden and bus tours of former shuttle preparation and launch facilities. This is an official federal site — however, the visitor complex is run by contractors for a profit, so prices are comparable to private tourist attractions, not a typical

national park. Basic admission (a 1 day pass) includes an excellent bus tour (including the complimentary bus tour of Launch Complex 39 and the Apollo/Saturn V Center), the museums (including the exhibit featuring the Space Shuttle Atlantis), and the IMAX movies. Additional special tours or programs should be booked in advance since they sell out quickly. **NOTE:** this facility may *sometimes* be closed on launch days! 1-day adult \$50, children (3-11) \$40. Discounts and other passes available. Parking \$10.

Air Force Space and Missile Museum (Tours leave from the AF Space and Missile History Center just outside the south gate of Cape Canaveral Air Force Station).

M-F 8AM-4PM W-Th 9AM (launch and operations schedule permitting). The three-hour tour includes stops at the Air Force Space and Missile Museum, the Cape Canaveral Lighthouse and several historic launch complexes. Reservations are required and seating is limited. Adults must be able to present one form of official ID, such as a driver's license, military ID and/or passport, when checking in at the History Center. Bus and most facilities are NOT handicapped accessible. Note that these sites can be seen daily via a fee-based special KSC bus tour of Cape Canaveral. **Free**

What To Do

• **View a rocket launch:** NASA keeps a list of Brevard County parks where

rocket launches can be viewed. They also provide limited opportunities to view launches through the Kennedy Space Center Visitor Complex. The best places off-site are to the south from Jetty Park near Port Canaveral, or across Indian River in Titusville.

• **Go on a Cruise from Port Canaveral** - Evening and extended cruises offered. These are especially popular for their casino facilities which are not available on land.

• **Zero Gravity Corporation**, Parabolic flights on a modified 727, offering brief periods of weightlessness. \$3675. edit

• **Cocoa Beach Sportfishing Charters**, 800 Scallop Dr. Deep Sea Fishing Charters leaving from Cocoa Beach and Port Canaveral. Catch Dolphin, Wahoo, Sailfish, Grouper and many others. Children Welcome.



• **Air Force Space and Missile Museum** (Tours leave from the AF Space and Missile History Center just outside the south gate of Cape Canaveral Air Force Station). M-F 8AM-4PM W-Th 9AM (launch and operations schedule permitting). The three-hour tour includes stops at the Air Force Space and Missile Museum, the Cape Canaveral Lighthouse and several historic launch complexes. Reservations are required and seating is limited. Bus and most facilities are NOT handicapped accessible. **Note** that these sites can be seen daily via a fee-based special KSC bus tour of Cape Canaveral. **Free**



3. Markdown in Etherpad/Google Docs

[Etherpad](#) is great tool for collaborative editing, but suffers from two key problems: no syntax highlighting or preview for markdown (it's just treated as simple text); and you need to find a server to host it or do it yourself. However, there's nothing to stop you editing markdown with it. You can do the same thing in Google Docs, in fact, and I have. Editing a fundamentally plain-text format in a word processor just feels weird though.

EtherPad

Really real-time collaboration.

4. Overleaf/Authorea

[Overleaf](#) and [Authorea](#) are two products developed to support academic editing. Authorea has built-in markdown support but lacks proper simultaneous editing. Overleaf has great simultaneous editing but only supports markdown by wrapping a bunch of LaTeX boilerplate

around it. Both OK but unsatisfactory.



5. StackEdit

Now we're starting to get somewhere. [StackEdit](#) has both Markdown syntax highlighting and near-realtime preview, as well as integrating with Google Drive and Dropbox for file synchronisation.



6. HackMD

[HackMD](#) is one that I only came across recently, but it looks like it does exactly what I'm after: a simple markdown-aware editor

with live preview that also permits simultaneous editing. I'm a little circumspect simply because I know simultaneous editing is difficult to get right, but it certainly shows promise.



HackMD

7. Classeur

I discovered [Classeur](#) literally today: it's developed by the same team as StackEdit (which is now apparently no longer in development), and is currently in beta, but it looks to offer two killer features: real-time collaboration, including commenting, and pandoc-powered export to loads of different formats.



Sherlock Holmes



Sherlock Holmes and Jack the Ripper appeared in London around the same time. There is a major difference between them, however, in that, whilst one of them was all too real, the other was fictional.

However, it often happens that the line between them gets somewhat blurred and some believe that Jack the Ripper was fictional and that Sherlock Holmes was reality.

The character of Holmes was very much based on a group of real people and, in a new online documentary *The Man Who Killed Sherlock Holmes*, the filmmakers set out to chart the origins and the career of the world's most famous consulting detective.

Follow him from his gestation in the streets of Edinburgh to his arrival in London, where he and his trusted friend and colleague Dr. John H. Watson would capture the hearts and minds of the Victorian public.

Indeed, Holmes's almost superhuman abilities, coupled with his almost uncanny ability to solve even the most complex of cases by observing, deducing and reasoning - often by spotting tiny little clues that the ordinary police had missed - must have seemed to many readers to be the perfect foil for the real-life detectives who at the time were trying to hunt Jack the Ripper down in the streets of East London.

Arthur Conan Doyle

Holmes's creator, Arthur Conan Doyle, was born in Picardy Place, Edinburgh

on the 22nd May 1859.

His father, Charles Altamont Doyle, was a gifted artist who created some wonderfully fantastical illustrations that had an almost ethereal air about them. He created scenes that showed fairies and other supernatural creatures swirling around the tower and spire of St. Giles's Cathedral in Edinburgh. Indeed, the seeds of Conan Doyle's later interest in spiritualism, fairies and the paranormal were, most likely, sown at his father's knee.

Later, when Conan Doyle was beginning to write his Sherlock Holmes stories, he would ask his father to provide the illustrations for the early works, and Charles, evidently, recognized his own traits in the character of his son's creations as he drew the detective, more or less, as a mirror image of himself.

A Chronic Alcoholic

However, Charles was also a chronic alcoholic and Arthur's childhood was blighted by his father's drinking. Conan Doyle's mother, Mary, would often have to carry her comatose husband to his bed, and on several occasions Charles would go so far as to sell his own clothing and various household possessions in order to raise the money to buy alcohol.

Throughout his younger days, the family were forced to move frequently as Charles's condition, and the family's finances, took several downward spirals.

How Charles Influenced Holmes

Again, these childhood experiences firmly embedded themselves in young Arthur's memory and they would re-surface years later in both the character of Sherlock Holmes and in his adventures. Holmes's famous, or infamous, addiction to cocaine, for example, is very much based on his father's "habit." Drunkenness, often accompanied by violence, is a recurrent theme in the adventures of Holmes and Watson, whilst the character of the alcoholic

husband crops up time and time again in the stories.

Conan Doyle was fortunate, however, in that his mother struggled to bring some semblance of normality to the family home and would do all that she could to keep young Arthur away from the destabilizing effect of his father's drinking.

Childhood Tales of Chivalry / Sent Away

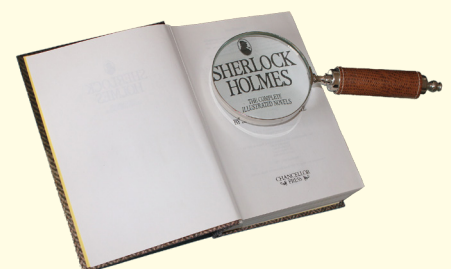
She took solace in medieval tales of chivalry and would regale her children with epic stories of the adventures of bold knights riding bravely to the rescue of distressed damsels.

The young Conan Doyle absorbed these tales with enthusiasm and they too lodged in his memory from where they would later resurface to influence him, both professionally and personally. Indeed, the adult Conan Doyle's chivalry, together with his willingness to take up the cudgel on behalf of the underdog, were legendary and both of these traits were, doubtless, influenced by the tales he had absorbed from his mother throughout his childhood years.

However, his mother was also determined that her husband's drinking would have as little effect as possible on her children, and to that end, when Arthur was nine, several uncles paid for him to be sent to the Jesuit preparatory school Hodder Place in England, and from here he progressed to the main Jesuit college, Stonyhurst.

To read Sherlock Holmes stories, go to:

[Sherlock Holmes](#)



“English For You CR” Presents, Understanding Native Speakers



Understanding native speakers can be one of the most demanding tasks for any English learner. If you're speaking face to face (in opposition to on the phone), you can use some strategies to help yourself follow better what the other person is saying by paying attention to:

1. **Intonation:** are they excited, happy, or annoyed? Their tone of voice can give you important hints. Body language also helps (gestures, etc.)
2. **Stressed words:** in English, important nouns, verbs and adjectives are stressed and pronounced louder and more clearly than other words.
3. **Repeated words or expressions:** they provide key information and emphasis.

You can also repeat in your own words (restate, echo) what they say, and ask for clarification if necessary.

Remember:

*the more you listen to English,
the easier it will be to understand other people!*

You can listen to our podcast including this section, music in English, news, and more in:
<http://www.EnglishforYouCR.com> and www.facebook.com/english.foryoucr

vade mecum

-noun [vey-dee mee-kuhm, vah-]

something, especially a book or manual, that a person carries about for consulting.

EXAMPLE:

The complete poem, though subjected to repeated prosecutions, made its way in pirated editions and became a vade mecum among the radicals.



Jazz Day

Jazz Musicians in front of the Cathedral of Cologne, Germany are celebrating International Jazz Day.

As the great Nina Simone said, "Jazz is not just music, it is a way of life, it is a way of being, a way of thinking". The story of Jazz is written into the quest for human dignity, democracy and civil rights. It has given strength to the struggle against discrimination and racism. UNESCO believes in the power of Jazz as a force for peace, dialogue and mutual understanding and this is why in November 2011, the UNESCO General Conference proclaimed 30th April as "International Jazz Day".

This Day is intended to raise awareness of the virtues of jazz as an educational tool, and a force for empathy, dialogue and enhanced cooperation among people. Many governments, civil society organizations, educational institutions, and private citizens currently engaged in the promotion of jazz music will embrace the opportunity to foster greater appreciation not only for the music but also for the contribution it can make to building more inclusive societies.

- Jazz breaks down barriers and creates opportunities for mutual understanding and tolerance;
- Jazz is a vector of freedom of expression;
- Jazz reduces tensions between individuals, groups, and communities;
- Jazz encourages artistic innovation, improvisation, new forms of expression, and inclusion of traditional music forms into new ones;
- Jazz stimulates intercultural dialogue and empowers young people from marginalized societies.

Information taken from: <https://en.unesco.org/commemorations/jazzday>

Photo credit: www.flickr.com/photos/iip-photo-archive/26938492987/in/photostream/