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**Sala Cuarta Accepts Action Of Un-
constitutionality Filed By Public
Universities Against Fiscal Plan**

**When Adults Abdicate
Responsibility:
Blame the Teacher**

Origami Or The Art Of Folding



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COVER PAGE



In this issue, we are going to learn about Dr Seuss' The Cat in the Hat, a classic of children's literature, helping them develop emotional intelligence with its stories. 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.

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EDITORIAL

Hey Government! Leave The Universities Alone! (We Are Doing Our Part)

by Jose Soto (ILE Director)



The topic of university autonomy has been catching attention in Costa Rica lately. This goes along with heated discussions about not allowing higher public education institutions to keep their budgets independently managed.

The government policies and tax reforms overturn universities on the margin of strict monitoring of their expenses. By doing this, there is a risk of hindering a regular growth of academic quality.

What is University autonomy?

University autonomy is an essential pillar of the well-functioning of universities and are essential pillars of the future sustainability of the institutions. They are also key to securing the right research conditions that lead to scientific progress, benefiting society at large (universityworldnews.com, par. 3) Universities, therefore, need to keep governments and other agencies at bay as they may attempt to endorse their particular agendas in the curriculum. Science and research need to stay objective and independent, and the academy provides such conditions.

Universities must remain unattached to financial constraints. In Costa Rica, there is not a strong case of government agency or a particular group adjusting academic ideas to their benefit. The discussion lies instead in spotting as many flaws in order to consider cutting down on government resources. These flaws include the wrongful use of public funding which has been narrowed down to salaries. The legislative assembly loses perspective on what the academy consists of and different threats to cut down on public funding begin. Doing the same with a little less seems to be the way out, as it has been said. However, this

is not a solution either since higher education is not inexpensive from UTN's point of view. By reducing funding, the academic freedom to develop programs, research, and teaching programs run counter to what the university autonomy is about. Then, what is the way out? Balance, ultimately.

University autonomy in action can be successfully achieved by means of balanced considerations and careful planning of yearly budgets and promoting effective communication within the institutions. Balance can be achieved by envisioning financial scenarios through a detailed analysis of different variables regarding a close study of academic profiles and student yearly admissions. This includes a constant revision of study plans, research projects and other variables. It is not an easy task, but it has to be accomplished by considering all the elements at hand and report back to the government regarding the correct use of resources and funding being used. By doing so, universities will show themselves as agile and dynamic in terms of execution.

To secure University autonomy, a balance among all the variables must be achieved. In the current financial crisis of the country, maintaining university autonomy becomes a challenge. Nevertheless, if every single academic and worker seeks to collaborate to let balance happen, the present and future fruits of autonomous actions will help universities to achieve their goals.



Sala Cuarta Accepts Action Of Unconstitutionality Filed By Public Universities Against Fiscal Plan

Translated By Izabela Sepúlveda (ILE Professor)

On July 24th, 2019, the Constitutional Chamber gave action to unconstitutionality against the law to strengthen public finances presented by state universities. What is intended is that articles 5, 6, 11, 14, 17, 19 and 26 of Title IV of Law No. 9635 be declared unconstitutional, as they are deemed contrary to articles 78, 84 and 85 of the Political Constitution.

The chancellors of CONARE allege that there is a violation of the Magna Carta because the Special Fund for the Financing of State Higher Education (FEES) is subject to compliance with these articles, when it is a budget that has an origin and a fixing regime and own constitutional determination, which ordinary law cannot abolish or repeal.

Among the main arguments, it is stated that article 26 intends to apply the fiscal rule to state universities, while article 17 provides for the reintegration of any surplus of the university budget into the national

budget, which would deviate the constitutional destiny of the transfer FEES to be used for a different purpose, which violates the provisions of the Constitution.

Likewise, constitutionally, public universities have full legal capacity to acquire rights and contract obligations, as well as to give their own organization and government, within which is the definition and approval of their National State University Higher Education Plan (Plans), of five-year validity, as well as the formulation and approval of its institutional budgets to comply, without the intervention of the Executive Power or its government instances, aspects that are violated by the contested articles.

UCR Chancellor and President of CONARE Dr. Henning Jensen Pennington explained that it is important to defend what is established in the Political Constitution, since it is the fundamental text that defines the model of the Costa Rican State



and is the basis of everything the national legal scaffolding. The autonomy of state universities is part of that state model and it ensures the conditions for the fulfillment of the objectives of institutions of higher culture, in which political interests outside the academy must not have interference.

Upon admission of the action, a hearing is granted for fifteen days to the Attorney General of the Republic, to the General Comptroller of the Republic and to the Minister of Finance, for their corresponding release on this issue.

See original news in Spanish in: www.utn.ac.cr/content/sala-iv-da-curso-acción-de-inconstitucionalidad-interpuesta-por-las-universidades-públicas

The Academic Innovation Network Presented The III Edition Of the Yulök Academic Innovation Magazine

Translated By Izabela Sepúlveda (ILE Professor)

On Friday, June 28th, the presentation of the III Edition of the Yulök Academic Innovation Magazine was held at the Auditorium of the National Technical University (UTN). This magazine is in charge of the Academic Innovation Network of the Center for Pedagogical Training and Educational Technology, with the support of the Chancellor's Office, the Vice-Chancellor for Teaching and the Vice-Chancellor for Research and Transfer.

Yulök Academic Magazine Director María del Pilar Zeledón Ruiz announced the contents of this III Edition.

For his part, Center for Pedagogical Training and Educational Technolo-

gy Director Ricardo Ramírez Alfaro said that the Yulök Academic Innovation Magazine is fulfilling the objective for which it was created.

"This magazine was created to promote educational models, generate spaces for thinking, share research results, socialize information and, above all, provide feedback on the work of the National Technical University, which is fundamental," said Ramírez.

UTN Chancellor Marcelo Prieto emphasized that the Journal of Academic Innovation is ready to be indexed.

"I would like to highlight that this III Edition is very significant, since we are fulfilling the fundamental re-

quirement that is required in the academic publishing world, so a magazine can be included in the corresponding index, that is, we are ready for Yulök to be a magazine indexed," said Prieto.



UTN And Earth University Join Efforts To Train Small Businesses In Guácimo, Limón.

Translated By Izabela Sepúlveda (ILE Professor)

As part of the liaison actions of the Directorate of Extension and Social Action of UTN's Main Campus, on June 18th, a socio-educational workshop with people who have a social and educational experience was held in the community of Guácimo, Limón, a small agricultural and touristic area.

The project is part of a strategic and educational alliance with Earth University, where it is intended to exchange learning and work experiences of both institutions of higher education in the areas of agroecology, environment, entrepreneurship and life skills training. For the implementation of the workshops, the themes of innovation, creativity, leadership and collaborative work were developed, which were directed towards enhancing these skills for the sustainability and growth of different enterprises.

The idea was facilitated by the socio-emotional support team of the DEAS Business Development Program of the Headquarters, UTN, in coordination with Kimberly Coto Vargas, Community Social Projects Manager of the Community Development Program at Earth University.

Through various participatory techniques, people



shared their experiences of collaborative work and reflected on the importance of creating networks based on solidarity, empathy, commitment and sharing ideas to strengthen projects.

This training allowed highlighting the importance of these training spaces, as a tool that allows them to strengthen their competitive and technical skills so that their small businesses survive and grow in a market that is increasingly demanding and requires constant updating and innovation to be attractive at the local and national level.

See original news in Spanish in: www.utn.ac.cr/content/utn-y-universidad-earth-unen-esfuerzos-para-capacitar-pequeños-emprendimientos-en-la-zona-de

UTN San Carlos Campus Held Film Art And Culture Forum

Translated By Izabela Sepúlveda (ILE Professor)

Art and culture are necessary elements of the teaching-learning process, it is for this reason that the Vice-Chancellor office for Research and Transfer, together with the Integrated System of Libraries and Digital Resources, the Library of San Carlos Campus, and the Subarea of Humanistic Formation, organized on Thursday, June 6th, a movie night forum for everyone studying subjects corresponding to this area. The activity took place in the Environmental Management Engineering building and everyone watched and enjoyed the movie "La Sal de la Tierra" (2014) directed by Wim Wenders and Juliano Ribeiro Salgado.

The objectives of the activity include being able to get closer to the university community so that they know about the digital library of the UTN, as well as the dissemination of important data for the improvement of educational quality.

The film forum featured the exhibition of the documentary, which deals with the life of photographer Sebastiao Salgado on his journey through the five continents photographing humanity in all its facets: the one that creates and the one that destroys, the one that persecutes, kills, migrates and the one that conserves the forest, where it exposes a message of awareness re-



garding human rights, migration and climate change and its effect on humanity.

The film shows a valuable message about the attitudes of human beings and its impact on the context, once the film finished, group questions and activities related to the film were made. There was also the valuable testimony of Don Juan Acosta Solano, a Salvadoran photographer who was forced to migrate to avoid the repression of the dictatorship in his country in 1980, with which the students could relate the content of the documentary to the reality that Central American countries are facing.. It concluded with a discussion about the impact of the topic that brought them together: humanity.

See original news in Spanish in: www.utn.ac.cr/content/sede-de-san-carlos-realizó-cine-foro-sobre-arte-y-cultura

How Recycled Water Could Revolutionise Sustainable Development

By Tamara Avellán United Nations University

By 2025, absolute water scarcity will be a daily reality for an estimated 1.8 billion people.

In a world where vital resources are increasingly scarce, nations cannot afford to flush them down the drain. But that is exactly what we do. After we use water in our homes and businesses, it is washed away, and takes many valuable resources with it. Wastewater is rich in carbon and nutrients and — if collected and treated properly — it could provide new water, fertiliser, and energy. A number of nations and major cities have already built sophisticated wastewater treatment plants that effectively recover nutrients and bioenergy, and produce “new water” that can be reused. But more than 80% of all wastewater still currently flows into natural ecosystems, polluting the environment and taking valuable nutrients and other recoverable materials with it.

Think smaller

While wastewater systems in large cities are often effective, they are also very expensive to construct and costly to maintain and operate. This is still better than the situation in smaller cities. There, you frequently find badly adapted systems that lack the necessary staff to perform the needed maintenance and operation.

In Latin American countries, those living in small and medium-sized cities have, at most, onsite treatment in the form of septic tanks that lack regular and proper maintenance.

In Guatemala, only about 5% of cities with fewer than 2,000 inhabitants have centralised treatment plants; and in the Atitlán Lake Basin in Guatemala, roughly 12% of the population is not connected to any kind of sanitation system at all. If any infrastructure exists in these areas, its main goal is to collect wastewater, not to treat it and reintroduce it into the water cycle.

This is even more problematic if we consider that, according to the United Nations Population Fund, the pop-

ulations of small and medium-sized towns will double in Latin America over the next 15 years and double again in the coming 30 years. And yet, most efforts to improve wastewater management focus on the region’s big cities.

Using wastewater to save trees

Imagine that outside one of these small cities lies a lovely piece of land: on the surface it is aesthetically pleasing and provides refuge for local wildlife. Beneath the surface is a wetland that treats wastewater and produces energy. The energy produced saves families from having to resort to using firewood collected in the wild or manure for cooking purposes. What’s more, the outflow of this wetland can be used safely in crop irrigation.

This is not a dream scenario. It is called a “constructed wetland environment” and is already in practice on a small scale worldwide.

As part of a team looking into the potential of constructed wetland environments, we have analysed 800 examples of biomass in more than 20 countries.

We found that, depending on climate and the kind of plants used in the construction of this type of wetland, up to 45 hectares of land could be irrigated using wastewater on a daily basis. This would reduce the need for fresh water for irrigation and energy for pumping.

Under this system, a hypothetical community of 60 people would require a wetland area of about 420 square metres. And this wetland could supply the community with 630 kilograms per year of dry biomass, which could go on to produce ten gigajoules per year of energy.

To put that in perspective, an average household in Ethiopia requires about seven gigajoules for cooking and there are about five people per home, so the annual energy requirement for cooking in this community of 12 homes is about 84 gigajoules.

The biofuel produced by the wetland



can, therefore, supply about 12% of the cooking fuel needs of the village. And by reducing cooking fuel needs by 12%, this village can save half a hectare of forest per year on average.

We can stop wasting water

Another solution is constructing decentralised wastewater treatment plants in affected communities. Unlike city wastewater treatment plants, decentralised plants treat raw wastewater directly where it is produced instead of being confined in the sewer system. In rural areas, this setup can provide ready access to clean water and reduce environmental pollution. Due to their relatively small size and low carbon footprints, the negative impact these plants have on the environment is lower than traditional plants. Another bonus is that each site can be tailor-made to suit local climatic conditions, aesthetic requirements, water quality demands, and intended use of the water.

There is no longer any good reason to waste any type of water. Collecting and exploiting wastewater is both technically feasible and financially justifiable.

If properly managed, the water we have already used stops being an environmental hazard and becomes an affordable and sustainable source of energy, nutrients, and other recoverable materials.

Umbrella Movement Protests In Hong Kong Continue

By Dr. Kelly Chernin Research Assistant Professor AT Appalachian State



It's a tradition for people in Hong Kong to protest on July 1, the anniversary of the day in 1997 when the Chinese took over control of the territory from the British.

This year, the protests were likely the largest in Hong Kong history, and smaller protests continued.

On July 1st, several dozen protesters out of a crowd of maybe a million turned violent, rushing the legislative council building, breaking glass and vandalizing the interior.

The violence came despite the fact that protesters achieved a major victory in their fight to protect their legal system from Chinese interference.

That victory was won on June 15th when Hong Kong Chief Executive Carrie Lam acknowledged popular resistance and announced **she would suspend a vote on a proposed new law that would allow China to extradite suspects accused of certain crimes and prosecute them in Chinese courts.**

Even after suspension of the vote, **protesters continued to demonstrate – demanding that Lam step-down and the bill be permanently withdrawn.**

'One country, two systems'

Chinese rule over Hong Kong, an island territory off the coast of Shenzhen, has long been disputed.

The British colonized Hong Kong in

the 1800s following the Opium Wars. But China never accepted this territorial claim, and insisted that Hong Kong belonged to China.

In 1997, after a decade of negotiations between the United Kingdom and China, Hong Kong returned to China – with some strings attached. Knowing that Hong Kong had developed under a Western system of government, then-Chinese leader Deng Xiaoping made Hong Kong a "Special Autonomous Region" and agreed to give the island a 50-year transition period to come fully under Chinese rule.

Under this system, Hong Kong would retain its judicial system and legislative council, affording the island relative independence in its day-to-day operations. But Hong Kong would belong to China. The arrangement became known as "one country, two systems."

Controversially, full suffrage and free elections were not part of the 1997 deal.

For two decades, though, the "one country, two systems" arrangement seemed to give Hong Kong relative autonomy from Chinese interference.

Then, in 2014, China announced that people would be allowed to vote in Hong Kong's 2017 chief executive election only from a short list of preapproved candidates.

Thousands took to the streets to demand universal suffrage. To protect themselves from police spraying tear gas at the front lines, they used umbrellas, giving rise to the name the "**Umbrella Movement.**"

Emboldened by international support for the Umbrella Movement, Hong Kong's young activists continued their efforts to protect their independence from China. Nine Umbrella Movement leaders ran for local office in Hong Kong in the territory's 2015 elections.

In 2016 elections, two pro-independence politicians even won seats

in the legislative council. However, they were quickly expelled for "failing" to properly recite their loyalty oaths at a swearing-in ceremony.

In 2017 Carrie Lam, a candidate loyal to Beijing and the driving force behind the extradition law, was elected chief executive – Hong Kong's highest public official.

Creeping Chinese influence

Under Lam's leadership, traditionally pro-democracy politicians were removed from office. Some were even arrested and jailed as dissidents.

Today, only 24 pro-democracy politicians remain in Hong Kong's 70-seat legislative council.

Increasing Chinese influence on the island territory also threatens Hong Kong's clout as a major economic hub.

For decades, Hong Kong's relative autonomy has made the island territory an appealing place to do business in Asia. But under stronger Chinese rule, financial markets and regulatory systems in Hong Kong may become less reliable as they begin to reflect the national interests of China – not those of the free market.

The American Chamber of Commerce and several prominent Hong Kong business leaders have publicly spoken out against the extradition law.

"One country, two systems" has allowed Hong Kong residents to openly disagree with policymakers in a way mainland Chinese cannot. As required by Hong Kong's legal system, democracy protesters arrested for their political activism are given legal representation, trials and serve time in Hong Kong's well-regulated prisons.

The extradition law's threat of trial and punishment in China would have a chilling effect on future democracy demonstrations, further eroding "one country, two systems."

Neuroteaching

Written By Gabriela Calvo (ILE Professor)



What is neuro teaching? Neuro-teaching, Neurodidactics or Neuroeducation is a new vision of teaching based on providing educational strategies and technologies focused on the functioning of the brain.

This new educational discipline combines neuroscience, psychology and education, with the aim of taking maximum advantage of brain functioning in order to optimize the teaching and learning process. "Results indicate that Neuro Teaching brings about better students' performance more specifically in those subjects with perennial negative trends.¹" Neuroeducation is a very recent field of action, in which both educators and neuroscientists collaborate. This scientific development project wants to combine the knowledge we have about how the brain works, how it learns and what things stimulate its development when learning with what is known about educational processes.

All the knowledge that cognitive science and neuroscience has been collecting during the last two and a half decades is applied in neuroeducation.

These are some of the aspects involved in neuroeducation:

1. Brain plasticity and neurogenesis

Brain plasticity has been one of the most relevant discoveries in the field of neuroscience. Thanks to the Italian psychiatrist Ernesto Lugaro, we now know that the brain has a great capacity to adapt throughout life, meaning that "throughout life the anatomo-functional relations between neurons can change in an adaptive fashion to enable psychic maturation, learning, and even functional recovery after brain damage.²"

Provided the right stimulation, the brain is capable of constantly creating new neurons and connections between them, which in the field of education means the capacity to learn new things at all times.

2- Mirror neurons

Mirror neurons are a group of brain cells that are activated both when we perform an action and when we see someone performing it. This happens not only with actions, but also with emotions. Therefore, it is believed that they are the basis of empathy and language acquisition. Understanding the importance of mirror neurons is fundamental for neuroeducation.

3- Feelings and learning

Emotions interact with cognitive processes. Therefore, a key part of neuroeducation has to do with managing emotions so that they not only do not interfere but also benefit the learning process.

By knowing a little about these aspects involved in neurodidactics, educators can then adapt their teaching style in order to optimize the learning process.

In the case of teaching a second language to adults, for instance, frustration might be the main emotion to learn how to deal with. Adult learners might feel that their learning process is too slow or that they might never get to achieve their goals. By understanding how feelings interfere with the learning process, educators would then be more aware of the fact that their class structuring, their attitudes, and emotions greatly influence the development of their students' brains and the way they learn. Consequently, it is necessary to create a positive learning environment in the classroom, where teachers are close and empathic with their students. It is necessary to teach students how to deal with stress, frustration and anxiety while they are in the classroom and are learning something new.

Finally, in all of this concerning teaching with emotions, we must keep in mind that feedback is essential for neuroeducation and the learning process. It is not only worth giving out a numerical grade on exams or papers or just highlighting the errors in red. It is necessary to indicate the errors in a concrete way, but also to indicate what has been done well. Thus, in this way students are motivated and given concrete guidelines to improve.

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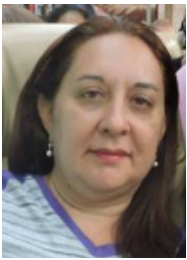
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Maslow's Pyramid Of Needs

Written By Eugenia González (ILE Professor)



Having taught primary school students for almost twenty years and then young adults at the university, makes me reflect on the way students learn and their needs in the learning process. Many times, as a teacher, I ask myself **why some students learn faster than others, or how I can help my slower students be more competent.** Definitely, this is something that is

in the back of my head all the time. As a result, I usually spend too much time designing and adapting activities that can be useful for all students, but especially for those who need extra help in the learning process. How do I explain a specific topic? How should I start? What methodology may I use? What materials are appropriate? How much time should I spend reviewing? Etc. These are just a few examples of questions that spring to my mind all the time. I know as a teacher, I need to consider different factors that may influence my students' proficiency, and the way they react and behave in the classrooms. That is why it is important to pay attention to some psychological theories such as Maslow's theory of motivation that can be applied to any context in life. This theory focuses on essential elements in life, and how these aspects influence the way students learn. According to Naranjo (2009), motivation is a very relevant aspect in different areas in our lives; for instance, in the working and educational fields. Motivation is essential since it guides our actions and helps the individual fulfill his objectives and goals in life. Thus, this motivation influences the students' learning process and teachers should know some relevant aspects about it.

Maslow identified five basic needs that have to be fulfilled in every person's life. His pyramid of needs should be considered especially important in the students' development. According to him, there are several specific needs that individuals have in their lives. Cherry (2019) points out some relevant facts about Maslow's biography:

"Abraham Maslow was an American psychologist perhaps best known as one of the founders of humanistic psychology and for his famous hierarchy of needs. Maslow felt that Freud's psychoanalytic theory and Skinner's behavioral theory were too focused on the negative or pathological aspects of existence and neglected all of the potential and creativity that

human beings possess."

The primary and most important level in the pyramid of Maslow is the psychological needs. This is the base of people's needs. According to his theory, every individual has a basic need for survival. Each person needs food, clothing in general basic things to live. When any of those basic needs are not fulfilled, the individual is not complete (Martin and Joomis, 20107). If you apply this to education, we can infer that students who lack money to assist the university, or do not have the appropriate meals every day cannot develop properly in the academic field. This is generally true for many Costa Rican students who come from very low income families. Teachers sometimes forget that the students we have in our classrooms are human beings that suffer and lack sometimes many things. How many times have teachers thought about the students who come to class hungry or worried about different situations that may be happening at home? That is why it is necessary, not only to consider their academic needs but also their integral development as individuals. As a result, it is pertinent to invest resources to give low income students basic things such as food and clothing as it is done in many other public institutions where for example, basic meals and some other expenses are subsidized by the institution.

The second main level in Maslow's hierarchy refers to safety needs. This includes a security of environment, employment, resources, health, a housing, etc. The individual has to fulfill those requirements for continuing to a higher level of hierarchy. Not having those elements on one's life will provoke anxiety and fear in the individual who cannot fulfill those needs. That is why it is necessary, to pay attention to students who have to face difficulties to fulfill the safety needs and try to give them their necessary resources.

Besides the safety needs, Maslow conceives the love and belongingness needs. These needs are at the third level of the pyramid. They are associated with love and belonging. According to Martin and Joomis (20107), these needs are met through satisfactory relationships—relationships with family members, friends, peers, classmates, coworkers, teachers, and other people with whom individuals interact. These satisfactory relationships imply acceptance by others. Having satisfied their physiological and security needs, people can look for love and belonging relationships and then continue to the next level.

Self-esteem is the fourth element in Maslow's pyramid. Once individuals have satisfactorily met their need for love and belonging, they can begin to develop positive feelings of self-worth and self-esteem. Esteem and prestige needs can equally be referred to as ego needs in the human environment. It is always natural that people seek for esteem and prestige in human environment when it is obvious that they feel secure in their respective social groups such family group, social group, communal group, working group, friends' group among others in their various communities in the society (Aruma and Enwuvessi, 2017). Teachers should pay attention to the relationships of students in the classroom to have a respectful environment where everybody feels loved and accepted. As Maslow points out this security and acceptance is a key aspect in the individual's development.

Finally, once the individual has acquired the first four needs, they can then get his/her self – actualization. This fifth level of Maslow's pyramid represents an individual's need to know and understand. According to Maslow's hierarchy, this motivation cannot occur until the deficiency needs have been met to the individual's satisfaction. Maslow argued that once individuals satisfied their previous needs, the individual can move on and fulfill his potential through introspection, contemplation, and self-discovery. He called this need the self-actualization need and claimed that the final need is the self-transcendence need, which is the need to go beyond one's self. This need could manifest itself through spirituality, deep meditation, peak experiences, or using one's potential to make the world a better place to live. (Uysal, Aydemir and Genç, 2017.)

In summary, individuals have to fulfill different hierarchy levels. Maslow believes that people are motivated to achieve certain needs, and some needs are more important than others. If you apply that to

education, the most basic need for our students is for physical survival, and this will be the first thing that motivates their behavior. Once that level is fulfilled, it is time to continue to the the next level. According to McLeod (2018), every person is capable of getting to what Maslow calls the level of self-actualization. This author explains how progress is often disrupted by a failure to meet the lower level needs and how life experiences, including failure in different areas in their lives, may cause an individual to fluctuate between levels of the hierarchy. Therefore, not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs to get that personal fulfillment. As a result, it is relevant for people in the educational field to consider those aspects, to help students to find their self-self-actualization in the process.

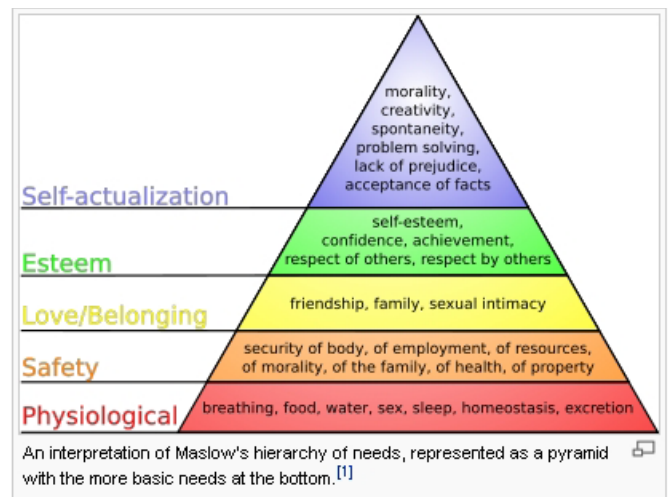


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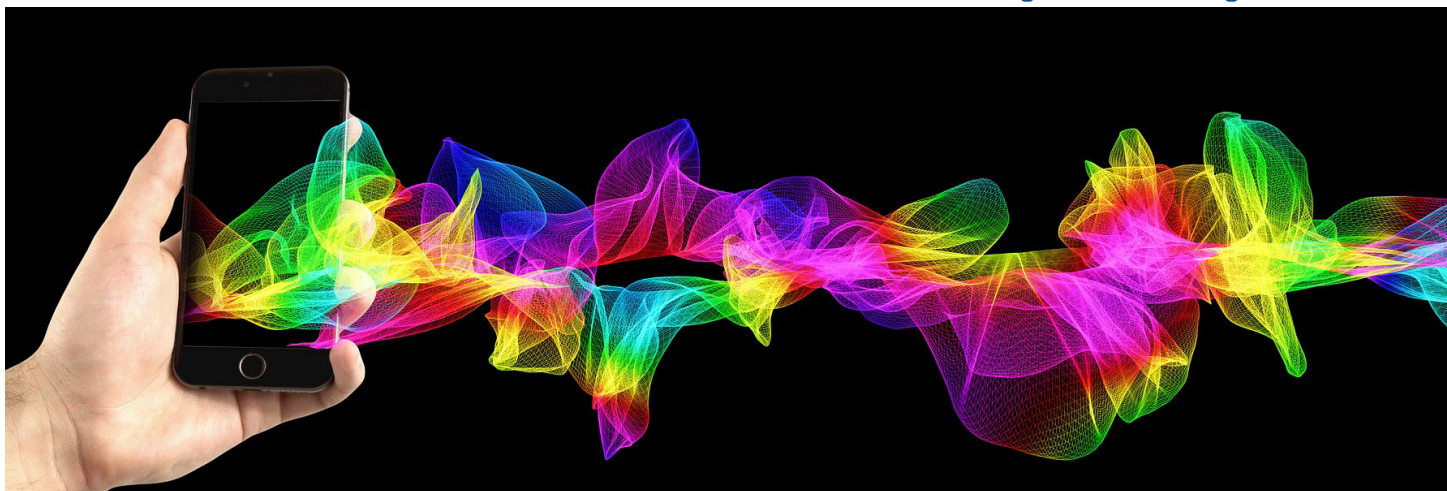
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When Adults Abdicate Responsibility: Blame the Teacher

By Mike Crowley



I laughed out loud when I read an extract from Rachel Botsman's new book in *The New York Times*. The essay describes what unfolds when the author introduces the Amazon Echo to her three year-old daughter and informs her that she can ask Alexa anything. The child proceeds to ask the kinds of mundane questions many of us have probably asked Siri. She inquires about the weather, gets the device to play music, says something rude to it, then engages in the kind of childish innocence I witnessed my own children have with their toys many years ago. Funnily enough, I interpreted the piece as a description of the relationship between a parent and her child, not technology. Then — just as I was yawning, waiting for it — Botsman becomes alarmed: "My small experiment, with my daughter as the guinea pig, drove home to me the profound shift in our relationship with technology."

One doesn't need to bother wondering if this "small experiment" wasn't simply established to illustrate a foregone, pedantic conclusion. Children who are, quite literally, left to their own devices, will make mistakes. We know this intuitively. This is not a seismic shift in society. Children need parents, guidance,

and boundaries. They need adults who are firm, consistent, and loving. At the heart of Botsman's "experiment" lies a powerful, valid question that should concern us all: "How do we teach our children to question not only the security and privacy implications but also the ethical and commercial intentions of a device designed by marketers?" Is this only the work of schools?

The educator in me is irked beyond belief when I read rational aspects of good parenting turned into dystopian concerns about technology. George Couros refers to this "distorted view of the digital world," from an analysis of the reality of digital natives as, "a view that reflects the fears of adults rather than the aspirations of youth." If we are honest with ourselves as adults, as parents, as educators, we know what young people need. Botsman gets this right, but only up to a point:

"Our kids are going to need to know where and when it is appropriate to put their trust in computer code alone. I watched Grace hand over her trust to Alexa quickly. There are few checks and balances to deter children from doing just that, not to mention very few tools to help them make informed

ACADEMICS AND MORE

decisions about A.I. advice. And isn't helping Gracie learn how to make decisions about what to wear — and many more even important things in life — my job? I decided to retire Alexa to the closet."

Yes, of course it is her job to help her child make important decisions in life, but hiding the reality of technology in the closet is not the way to be an effective parent or a responsible adult. Schools do this, too, as Couros notes: "Too often, the fear of mistakes from our students leads us to shut everything down.... We often punish the majority of our students because the fear of what the few might do." Control is the opposite of empowerment. The implications are significant. We have an obligation to help our children, our students, to navigate the complex world of today's technologies and to do so with a critical eye, an awareness of the inherent, potential dangers, and an understanding of how personal data and the dynamics of the attention economy work. We will not achieve this by placing constraints on technology use, but through open dialogue, education, trust, and a willingness to learn from mistakes. We should not legislate for the majority by focussing on what the minority might get wrong. We have an obligation to place the inevitable needs of young peo-



ple above our own fears and anxieties. We can't stick our heads in the shifting digital sands. We can lock the technology in the closet if this is our inclination, but we must assume responsibility for the implications of this short-sighted decision if this is the unenlightened path we choose.

Abdicating our responsibility as adults is not an option. "Ignoring the realities of our world is a strategy, just not one that is very effective," Couros reminds us. Even Alexa knows this.

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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:

Do you think that the recent strike movements in Costa Rica are fair?

Many people want to avoid the cruel reality of Costa Rica: we are broke. We see some efforts by the government to cut spending and increase tax collection, but it is obvious that it is not enough. For me, it is weird, but these movements are fair and unfair at the same time.

Pablo Vásquez

I honestly think these movements are fair up until a certain point. The moment they affect third parties' rights is when they need to stop or be stopped.

Paula Barantes

In the case of education, I think it was not fair. Students are losing a lot of lessons, and that is time that cannot be recovered.

Vivian Vargas

Although people must fight for their rights, most people do not want to contribute in order to sacrifice a little bit so that we can improve the country's economy.

Michelle Arguedas

The situation in Costa Rica is becoming worse every day. People are worried, and that is why strikes are fair; otherwise, the government will take advantage of people.

Evany Suárez

The strike movements are fundamental to improve and defend people's rights. It does not matter the social class or job. This time we saw how even students went on strike because they wanted the minister to resign. I only disagree with these movements when there is violence.

Liana Mena

There are two sides to analyze. On the one hand the movements are fair, for people are fighting for their rights, but on the other hand the public opinion does not support them because they interfere with crucial services like health and education.

Jonathan Espinoza

Most of the reasons are fair. Unions tell the government that they do not accept the laws and regulations the government establishes. The government neither pays attention nor covers the main needs of the population such as aspects related to labor conditions and infrastructure. In addition, there is a lot of corruption in the government.

Rim Padilla



The Worst Hotel

By Leo Bado (ILE Student)

In the summer of 2014, I stayed at the worst and most decaying hotel I have ever stayed in my entire life. Without even passing through the check-in process, you could notice the pitiful physical conditions in which the humongous building was maintained. Dusty furniture, stuffy rooms, and flies everywhere, was the disgusting face of the place once you had given it a first glance. The dystopian nightmare did not finish there because inside the bedroom the place was closely similar to a prison, with a soggy bathroom, dull and deteriorated tables, and a bed which surface was extremely dirty and full of fingerprints. Even more, not missing anything for the perfect ingredient that would make this hell look comfortable and in better shape, the hotel staff were a bunch of rude and deceptively malevolent human beings that only wanted to get your money out of your pockets. Unapologetically and feisty, neither of them had the slightest hint of sympathy or reliability on their faces. Not that I do not remember the hotel's name, but since I wanted to get away as soon as possible from that apocalyptic memory, I will not tell you the name because I do not expect to appear again in that infernal place for the rest of my heavenly life, so to speak.



The Best Christmas

By Mónica Rodríguez (ILE Student)

My first Christmas celebration was not only a magical, but also an unforgettable event. I remember it was really a snowy and cold night. Firstly, my parents and I were getting ready for hosting all our relatives. Right after, our family members started showing up bringing the most delicious homemade food I have ever tasted in my life. Afterwards, my father called us to gather in the living room, where the chimney was located, and we started to exchange presents. Finally, when the night was almost over, Uncle Jerry gave us sticks, and we all enjoyed eating marshmallows. In the end, what really had a special meaning for me that night was that our family members gathered together, and truly believed in the Christmas spirit.

Sanatorio Durán

By Alejandra Morales & María Jesús Zamora (ILE Student)

Sanatorio Durán is the most unnatural place that I have ever visited. Firstly, in the parking lot the overcast weather made me feel like a ghost could appear next to me. It was very foggy, cold, and I could feel chills all over my body. Suddenly, I walked into the hallway, and I found a creepy and unpleasant room. I remembered this creepy room had dirty walls and ruins. Later on, an old-fashioned surgery room looked like a haunted place, very frightening actually. I could see where ghosts often appeared and showed signs of my worry or anxiety. Throughout the tour, stranger sounds came from the walls: they were terrifying like spirits or dead people. In the Sanatorio Durán, I felt the deepest feelings of the haunted and loneliness of that place.

The Day I Learned A Lesson

By Cristian Moya (ILE Student)

A year ago, I experienced a situation that I will not forget. First, I was walking on my way home at Pacto del Jocote, then a stranger asked for some help. I was listening to music, so I had to pause it. Although my mother has always told me I should not talk to strangers, I went straight to him. I trusted him. When I approached, he asked if he could use my cellphone because his car stopped working. The car was making weird sounds which made me believe what he said. I decided to lend him my iPhone so that he might solve the situation by calling a friend or a family member. In fact, he seemed so kind to me that I did not doubt it. As soon as the stranger grasped my phone, he immediately ran away while making fun of me. Hence, I felt so foolish, and I swear my face turned red. During that time, feeling so stupid and sad, a young man came up to me. I was shaking and crying my eyes out. He hugged as if he were a friend of mine; he said he saw the situation. I was not really focused on his words. Therefore, the guy showed me his hand while holding my phone, so he let me take it back and said goodbye. I was speechless, yet I could smile back at him. Even though I went through that terrible situation, I learned I should not trust strangers as quickly as I did.

Origami Or The Art Of Folding



Origami is the art of paper folding (from the Japanese *ori* meaning “folding” and *kami* meaning “paper”). The term refers to all types of paper folding, even those not of Japanese origin. In Japan origami is a folk art that goes back to the 17th century CE, and perhaps even earlier, but which became really popular in the mid-1900s. However, there are paper folding traditions in China and Europe, notably Spain and Germany. But since paper is so perishable, the only way of tracing its history is through references in published texts.

In the early 1900s, origami artists began creating and recording original pieces. Akira Yoshizawa created innovations such as wet-folding and a diagramming system, which created a renaissance for origami. In the 1980s, a system-wide study of the mathematical properties of origami were explored, which led to a complexity of pieces which has gone on for decades.

The number of folds can be small, but combined in a variety of ways they can make intricate designs. Most designs begin with a square sheet of paper whose sides may be different colors or prints. Traditional Japanese origami doesn't have strict rules, and sometimes cuts are made. **Modular origami**, or unit fold-

ing, is a form that uses several sheets of paper for one design. Each sheet of paper is folded into a module or unit, then assembled by inserting flap into pockets, both accounted for in the design. The tension created by the flaps and pockets holds the design together.

Kusudama (literally “medicine ball”) is a form created by sewing multiple pyramidal units together through their points to create a spherical shape. Sometimes a tassel is added, and they were once used for potpourri. This can be similar to modular origami, but uses thread, glue, or tape to hold the piece together.

Sometimes paper money is used, also known jokingly as “**moneygami**”. This is thought to have originated with Chinese refugees detained in America. It is also known by the name Golden Venture folding, named after the ship they came over on.

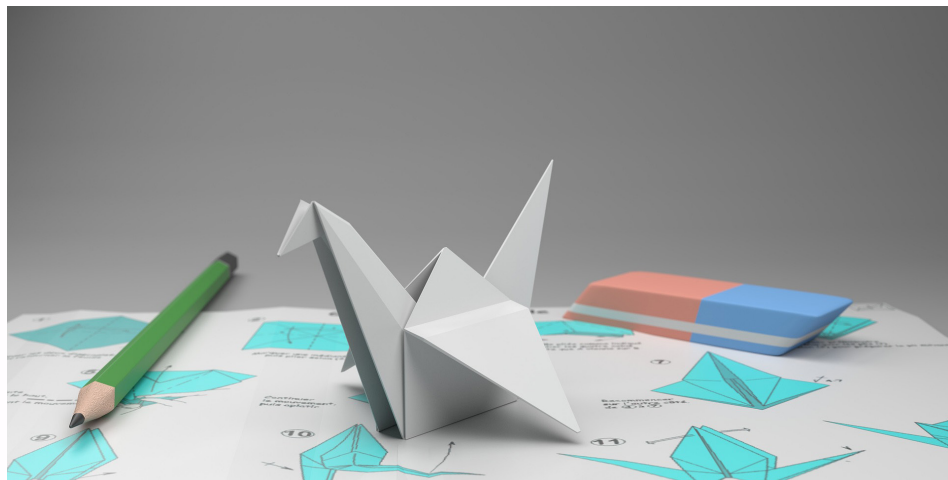
Origami presents several subjects of mathematical interest. Technical origami, also known as origami sekkei, has developed on a parallel with mathematical origami. In this field the basic structure of a design can be plotted out on paper or a computer before its execution. This allows for the creation of extremely complex designs.

The main starting point for these pre-conceived designs is the **crease**

pattern, or CP, which is the layout of creases necessary for the final model. This is different than a diagram, but is increasingly used instead of a diagram. There is a challenge in “cracking” the pattern. Some designers don't publish a diagram, so one is left with only the CP to complete the design.

Some designers want to sequence the steps of their models but are unable to design clear diagrams, either due to lack of diagramming programs or artistic ability. They occasionally use a Sequenced Crease Pattern (SCP) or Progressive Crease Patterns (PCP), which are names for a set of crease patterns. This allows them to offer a step-by-step explanation.

One of the foremost origami artists in the world is American physicist Dr. Robert J. Lang. He is known for his intricate designs. He has been involved in the mathematics of origami and in the use of computers to apply the theories of origami for real-world engineering applications. Nine years ago he left the engineering field to become a full-time origami artist and consultant. Yet he keeps his involvement in physics current with part-time laser consulting and as an editor of the *Journal of Quantum Electronics*.



VISITING LANDMARKS

LONDON



Noisy, vibrant and truly multicultural, London is a megalopolis of people, ideas and frenetic energy. The capital and largest city of both England and of the United Kingdom, it is also the largest city in Western Europe and the European Union. Most residents of Greater London are very proud of their capital, the multiculturalism of the city, and their membership of the European Union, despite 52% of the UK population as a whole who voted in a recent referendum choosing to leave the EU. It is unclear what the outcome of the referendum will be on London. Situated on the River Thames in South-East England, Greater London has an official population of a little over 8 million. However, London's urban area stretched to 9,787,426 in 2011, while the figure of 14 million for the city's wider metropolitan area more accurately reflects its size and importance. Considered one of the world's leading "global cities", London remains an international capital of culture, music, education, fashion, politics, finance and trade.

Districts

London's vast urban area is often described using a set of district names, such as Bloomsbury, Mayfair, Wembley and Whitechapel. These are either informal designations, reflect the names of villages that have been absorbed by sprawl, or are superseded administrative units such as parishes or former boroughs.

Such **names have remained in use through tradition, each referring to a local area with its own distinctive character, but without official boundaries.** Since 1965 Greater London has been divided into 32 London boroughs in addition to the ancient City of London. The City of London is the main financial district, and Canary Wharf has recently developed into a new financial and commercial hub in the Docklands to the east.

The West End is London's main entertainment and shopping district, attracting tourists. West London includes expensive residential areas where properties can sell for tens of millions of pounds. The average price for properties in Kensington and Chelsea is over £2 million, with a similarly high outlay in most of central London.

The East End is the area closest to the original Port of London, known for its high immigrant population, as well as for being one of the poorest areas in London. The surrounding East London area saw much of London's early industrial development; now, brownfield sites throughout the area are being redeveloped as part of the Thames Gateway including the London Riverside and Lower Lea Valley, which was developed into the Olympic Park for the 2012 Olympics and Paralympics.

Greater London consists of 32 London boroughs and the City of London that, together with the office of the Mayor of London, form the basis for London's local government.

The Mayor of London is elected by London residents and should not be confused with the Lord Mayor of the City of London.

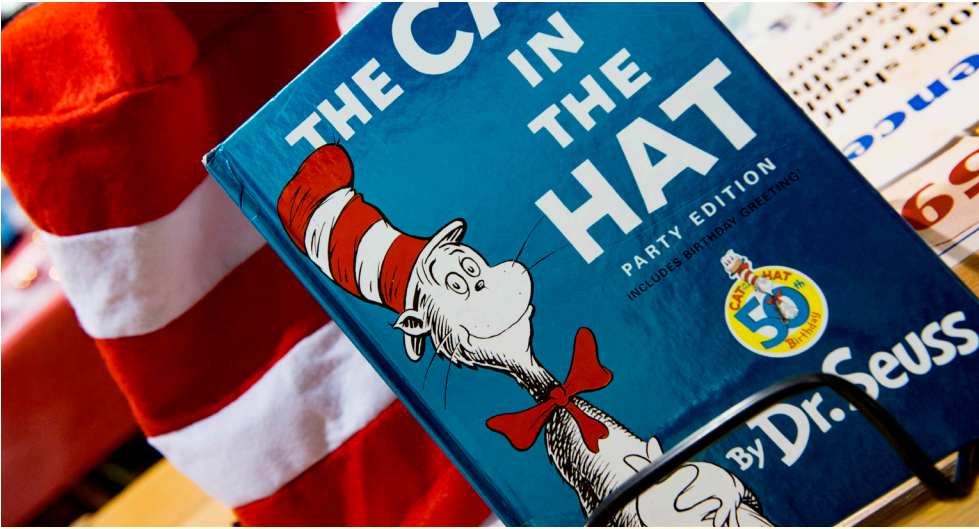
Climate

Despite varied weather patterns, the city has an unfair reputation for being drizzly, grey and rainy. This is mostly an unfounded belief. In fact, London enjoys a drier climate than the rest of United Kingdom (and a warmer one) due to it having its own urban microclimate. On average, only one in three days will bring rain and usually then only for a short period. In some cases, 2010 being a well-known example, the city can go without rain for several weeks, leading to hosepipe bans across the city.

As for temperatures, London is far milder than nearby continental European cities due to the presence of the Gulf Stream. The average daily maximum is 8°C (46°F) in December and January (a full 4 degrees warmer than the rest of the United Kingdom on long-term average) and February is usually the coldest month of the year. In summer, temperatures can rise up to 24°C, and once reached as high as 38°C.



The Cat In the Hat



The Cat in the Hat by Dr. Seuss is a book where an eccentric stranger (who's a cat!) comes into the house of two young children, Sally and Sam, who are having a very dull day. Their mother is out, and when the Cat comes in, he reassures the kids that their mother won't mind him or his tricks! This can offer an opportunity to talk about the first question set. You can discuss what trust is and who you can trust. It will be a concept that the kids will have been drilled about quite frequently, but hopefully the book will offer them a new vantage point. They'll be able to further develop why they have their opinions, not just what is right action in a strange situation. The story continues as the Cat falls while trying to balance too many things, and drops everything that he was holding. While talking with the kids about this section of the book, you can draw on the second question set. They attempt to promote thought about who has responsibilities and why they do. Since children are often taught to not make a mess, it will offer them an opportunity to find their own reasons for why people keep telling them to be tidy.

The second issue that arises after the Cat drops what he was holding would be to discuss what wrongness is, and how we should respond to it. The third question set deals with this. The Cat is making decisions that are very careless, presumably to amuse the children and himself. However, some of the things he's doing are dangerous, and may not be acceptable to support. Should we laugh when people do wrong things to entertain us? Taking this approach can let the kids build off of their previous experiences, and can help them decide how they want to act when approached with 'wrong' behaviour.

The Cat, seeing that his last attempt to entertain was thwarted by his poor balance, tries another way to amuse the children. He brings in two friends, Thing One and Thing Two. These two Things make even more of a mess than the Cat did, and then the children's mother is seen coming home! This can bring up discussions about social expectations, which are in the fourth question set. You could talk about what is appropriate behaviour, and how it differs between your home, and the home of a friend. Secondly,

after their mom is seen, Sam decides that enough is enough. He decides to capture the Things. This readily introduces the kids to the concept of rudeness, and whether it's okay or not to be rude to someone. It will be a concept that stems from the book, but relates to their lives.

As the mom comes in, we as the reader are left with the question, would you tell your mom? With ending the book like this, Dr. Seuss creates a perfect scenario to discuss lying. These are questions found in the last question set. They hopefully create the scenario to clear up some ambiguity about lying. Can people can be hurt even if they never find out that you've lied? Since this draws on situations the kids would have been in (deciding to lie or not), they'll be able to draw concrete examples, which will help keep them engaged. If they seem to be having difficulty engaging, you might want to create a scenario where someone has lied, and get the kids to discuss whether it's okay or not (could be lying that you cheated, lying to a friend). A note of warning, it's important that if you talk about examples the kids bring up that you make sure not to go into too much detail, because there's a chance that this 'incident' could have involved others in the class. I think lying is an important topic to introduce in a discussion, because most people are simply told not to lie, and not shown the damage of lying. When kids come to their own conclusions, they are much more likely to stick to them in times of distress.

To learn more about this book, go to:

[The Cat in the Hat](#)
by Dr. Seuss

“English For You CR” Presents, Addressing People Politely



In professional or academic contexts, you will see that the cultural convention in English is to use certain words and to address people by their last name in order to show respect. Let's see some examples:

In a store or hotel, you will hear employees addressing customers simply as “sir” or “ma’am” (short for “madame”). This is the most convenient way since it shows respect and you don't need to know the other person's name.

On the other hand, if you know their name, the right thing to do is to address them by their last name: “Mr. Sánchez” or “Mrs. Harris”. The word “miss” for unmarried women is generally avoided in the standard culture.

Finally, if you're talking to a teacher, doctor, or police officer, they are normally addressed by using specific words along with their last name: “Professor Goodman”, “Doctor Arias”, “Officer Garrison”.

Remember: showing respect and politeness will take you far in life. Even if there are linguistic or cultural barriers that you don't know very well, you can always ask people, “How may I call you?” “How do you want me to call you?”

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

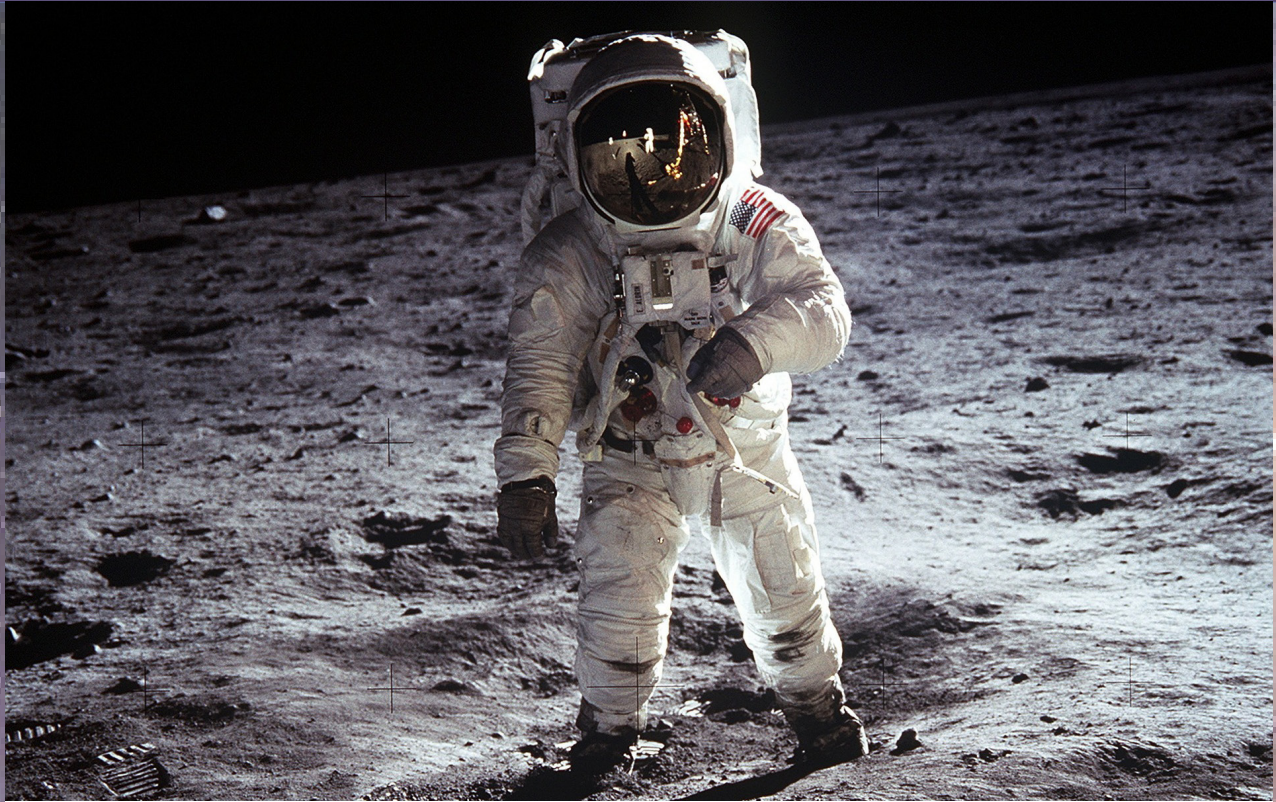
manqué

adjective [mahng-key]

-having failed, missed, or fallen short, especially because of circumstances or a defect of character; unsuccessful; unfulfilled or frustrated (usually used postpositively):

EXAMPLE:

I got an e-mail from a fellow-scholar who accused me of being an intellectual *manqué*.



The Moon Spirits

On 20th July 1969, Neil Armstrong and Buzz Aldrin landed on the surface of the moon. In the months leading up to their expedition, the Apollo 11 astronauts trained in a remote moon-like desert in the western United States. The area is home to several Native American communities, and there is a story — or legend — describing an encounter between the astronauts and one of the locals.

One day as they were training, the astronauts came across an old Native American. The man asked them what they were doing there. They replied that they were part of a research expedition that would shortly travel to explore the moon. When the old man heard that, he fell silent for a few moments, and then asked the astronauts if they could do him a favour.

'What do you want?' they asked.

'Well,' said the old man, 'the people of my tribe believe that holy spirits live on the moon. I was wondering if you could pass an important message to them from my people.'

'What's the message?' asked the astronauts.

The man muttered something in his tribal language, and then asked the astronauts to repeat it again and again until they had memorised it correctly.

'What does it mean?' asked the astronauts.

'Oh, I cannot tell you. It's a secret that only our tribe and the moon spirits are allowed to know.'

When they returned to their base, the astronauts searched and searched until they found someone who could speak the tribal language, and asked him to translate the secret message. When they repeated what they had memorised, the translator started to laugh uproariously. When he calmed down, the astronauts asked him what it meant. The man explained that the sentence they had memorised so carefully meant 'Don't believe a single word these people are telling you. They have come to steal your lands.'