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Ecological Blue Flag For UTN

What Happens In Schools When Life Has Become An Open-book Test?

Free Software (I)

Ernest Hemingway

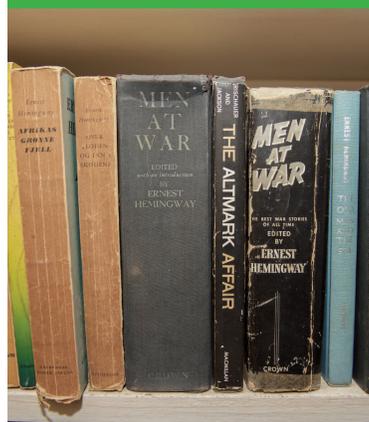
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<https://www.facebook.com/TheILEPost?ref=ts>

COVER PAGE



This our coverpage shows some of author Ernest Hemingway’s own books that can be seen on a shelf of his office at Finca Vigia - his home in San Francisco de Paula, Cuba - during a tour by U.S. Secretary of State John Kerry on August 14, 2015. . If you have an awesome picture you think could be the cover of one of The ILE Post editions, send it to eherrera@utn.ac.cr. So far several readers have sent amazing pictures that we will be sharing with you soon. If you want to know

what is happening in ILE, follow us in FACEBOOK. Photo credit (US) Department of State):

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EDITORIAL

Motivation Means More Than Only A Salary

by Eric herrera



Just because you have eaten at a lot of restaurants it does not mean you know how to cook. Just because you have watched a lot of movies it does not mean you can be a film director. And just because you have travelled by

bus all your life does not mean you can be a bus driver. If it is all absurdly obvious, why do some people believe that just because they have taken classes, they can teach or tell people how to do it?

Many people think teaching is easy, that it is just to standing up in front of a group of students, giving some instruction, smiling and voila: the teaching-learning process is on. Lamentably, this is not true. Today teaching is one of the most challenging occupations there is. Every day more and more variables directly or indirectly affect teachers as professionals and as human beings. To mention a couple of examples, the introduction of information and communication technology is a big step in the improvement of learning, but how many courses to prepare teachers for its use are offered? at what time is a full-time teacher going to take them? who is going to pay for them?

In many universities, it is a requirement for teachers to have bachelor's , master's and a licentiatuira degree; in addition, they also want teachers to have a doctorate degree. This sounds great, but are universities going to give some time for teachers to to get these qualifiactions? or do they simply want teachers to make magic with their time in order to teach full-time, study, and have and support a family at the same time?

On the other hand, some institutions are all ears only for outside comments, initiatives, experiences, and ideas. However, if you ask teachers who they can contact,

or where they can go to talk a about a complaint, suggestion, or to get ideas on how to implement something he or she believes is going to bring an improvement for the current system, most of them would not know how to answer. Furthermore, teachers' opinions are hardly taken into account when a new plan or strategy is implemented. Most of the time authorities just order what is required as an imposition, and worst of all these implementations sometimes happen, or are planned by people who are not teachers, or have little experience in the daily modern experience of teaching young generations. Teachers, as any other human beings, need to be motivated in order to achieve that feeling of identification to work and fight for the organization they work for. Unfortunately, the agglomeration of situations like the ones described before adds an emotional weight to the teachers' burden, so that the inspiration inside teachers is halted, and in some cases to the point that it does not want to come back.

However, looking on the bright side, these problems have a solution if government and school authorities work together with teachers to find ways to bring together their points of view, ideas, and suggestions. Motivated teachers value their work in a way they feel fighting like soldiers for their jobs, an institution, and most importantly their students. Motivation means more than just a salary.



United Nations Sustainable Development Goals (SDGs)

On June 30th, UTN organized a conference to analyze the United Nations Sustainable Development Goals (SDGs) 2030 as a continuous effort to contextualize the university's strategic planning and the programming and implementation of measures to join these efforts.

The SDGs, also known as Global Goals, build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. They recognize that **ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.**

United Nations System Coordinator in Costa Rica Alice Shackelford and Technical Secretariat Prospective Policy Analysis Coordinator of Ministry of National Planning and Economic Policy Carlos Marschall Murillo presented the MDGs and explained their importance and explained that while the SDGs are not legally binding, governments are expected to take ownership and establish na-

tional frameworks for the achievement of the 17 Goals. Countries have the primary responsibility to follow-up and review the progress made in implementing the Goals, which will require quality, accessible and timely data collection, said Alice Shackelford.

To know more about these 17 Sustainable Development Goals, go to [United Nations Sustainable](#)



Ecological Blue Flag For UTN

UTN **main campus in Alajuela** obtained the Ecological Blue Flag in the category of Actions for Confronting Climate Change.

The Blue Flag Ecology Program is a joint venture of several Costa Rican authorities, including the Costa Rican Tourism Institute, MINAE (Ministry of Environment), National Water Service, Ministry of

Public Health and CANATUR (National Tourism Chamber) along with the member community striving to achieve the Blue Flag.

Costa Rica's Blue Flag Ecological Program (Bandera Azul Ecológica) was launched in 1996. It helps protect both the environmental and social landscapes of Costa Rica.

UTN has always been characterized by its full compromise with environment conservation and raising awareness in people about the responsibility of environmental stewardship in order to stimulate a sustainable change in their behavior.

The concept of ecocampus which takes into consideration biomimicry (an approach to innovation that seeks sustainable solutions to human challenges by emulating nature's time-tested patterns and strategies) is an example to follow for more organizations in Costa Rica. With Sa Ka Mína forest (7.000 mt²), gardens all around the campus, democratic hallways, UTN has achieved an important environmental recognition from this organization.



President Visits UTN



President Luis Guillermo Solís visited UTN to meet with UTN University Council and Chancellor Marcelo Prieto.

President Solís said he was impressed and happy to see how the youngest university in Costa Rica has shown such a development in teaching and research areas. He also expressed that the government would give the university all its support to the \$50.000.000 credit UTN is requesting to invest in infrastructure and equipment for all its different campuses.

Small-Scale Cheese Production Conference

UTN Atenas Campus works on research, development and transfer projects to help small-scale cheese producers so that with hygienic measures and food safety processes can improve their production process. As the market for artisan cheese gets ever more competitive, how can the understanding of and the control over raw materials help farmhouse cheese makers ensure that their businesses are

sustainable?

It is estimated that 90% of cheese production in Costa Rica is made by small and medium-sized enterprises (SMEs). Some of the most common types of cheese in the country include:

Turrialba: It is fairly salty, comes in blocks with eyeholes and lasts about four or five days in the refrigerator.

Goat Cheese: eaten by people with intolerance to cow products, it is milder if you separate the males from the females, and more powerful if you keep them together due to the influence of hormones.

Monteverde: A somewhat waxy, low fat cheese that is specific to the Monteverde region. It was first introduced into the Costa Rican market in

1974, when it quickly became a national favorite for its smooth texture and creamy flavor.

These conferences are part of a program in which Banco Nacional grants credit for financial support to small-scale cheese producers, and UTN helps support the producer by giving them the necessary training to make these small companies as competitive and healthy as possible.



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German Parliament Approves Same-Sex Marriage

Germany's parliament has voted by a wide margin to legalize same-sex marriage after Chancellor Angela Merkel changed her mind and said members of her ruling conservative bloc should follow their personal conscience rather than the party line.

The parliament voted by 393 to 226 on Friday in favor of same-sex marriage.

The reform gives full marital rights for same-sex couples and allows them to adopt children.

Merkel, who will seek a fourth term in a national election in September, told reporters after the landmark decision that she had voted against the measure because she believed that marriage as defined under German law was between a man and a woman.

But she said her decision was a personal one, adding that she had become convinced in recent years that same-sex couples should be al-

lowed to adopt children.

"I hope that the vote today not only promotes respect between the different opinions but also brings more social cohesion and peace," Merkel said.

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cision was a personal one, adding that she had become convinced in recent years that same-sex couples should be allowed to adopt children. "I hope that the vote today not only promotes respect between the different opinions but also brings more social cohesion and peace," Merkel said.

The measure was signed into law by the president sometime after July 7. Many other European countries, including France, Britain and Spain, have already legalised same-sex marriage.



Information and image taken from: <http://mwcnews.net/news/europe/66535-same-sex-marriage.html>

France To End Sales Of Petrol Diesel Vehicles By 2040

As part of the Paris Agreement, French Environment Minister Nicolas Hulot has announced a series of measures to make France a carbon neutral and more sustainable country by 2050. Most prominent among the goals are his plan to ban all petrol and diesel vehicles in the country by 2040, **ceasing the use of coal to produce energy by 2022**, and reducing the country's nuclear usage from 75 percent to 50 percent.

In addition, Hulot intends to start a campaign against unsustainably sourced goods by **no longer importing palm oil and soya farmed in ways that contribute to deforestation**.

France is one of many European countries that have recently announced plans to reduce emissions

and change the lifestyles of their citizens to become more environmentally friendly. Recently, Norway made waves when they announced that they would **ban the use of oil to heat homes by 2020**. Sweden, taking a similar road as France, has pledged to become carbon neutral by 2045.

Changes are not just being made



on a national level, though: industry leaders are also announcing gambits to be greener. Most notably, **Volvo just announced they will only produce electric vehicles from 2019 onwards**. Tesla, meanwhile, is continuing its crusade to bring electric cars to the masses with the Model 3 the first models of which are already in production.

A common argument against climate change is that a single country or industry's contribution is but one "drop in the ocean." But the ocean is made of drops, and it is only through country by country and company by company changes that we'll fight to save our planet from the damage we're responsible for.



Based on information taken from: <https://futurism.com/france-just-announced-radical-changes-to-the-countrys-climate-policy/>

Image taken from: <https://pixabay.com/en/electric-charge-road-sign-sign-2301604/>

“Bad Science” Is Everywhere. What Can We Do to Stop Its Spread?

IF IT SOUNDS TOO GOOD TO BE TRUE...

The old adage “Don’t believe everything you read” has perhaps never been more relevant than it is right now. The internet is flooded with “fake news” disguised as solid scientific research, and it’s led to a public that is skeptical of science.

It’s hard to blame them, either. Pressure within the scientific community to produce headline-worthy results and secure elusive funding has led to a proliferation of poorly conducted studies plagued by conflicts of interest.

John Oliver pointed out several such examples in a 2016 episode of the HBO series *Last Week Tonight*, noting that a widely cited study on the health benefits of champagne didn’t actually include any human participants, just rats. Another study targeted by Oliver claimed that **driving while dehydrated was as dangerous as driving drunk** — that one had a remarkably small sample size of just 11 men and was funded in part by Coca-Cola.

Meanwhile, **the emergence of the 24-hour news cycle has left some journalists eager to publish anything expected to generate interest, even if the science isn’t sound.**

For example, in 2015, the results of a “laughably flimsy” study designed specifically to expose the problem

of bad science getting press landed on the front page of Europe’s largest daily newspaper. The likely reason? It had a headline people would want to click on: chocolate accelerates weight loss.

The public’s response to this complicated situation is troubling. Some people choose to assume all studies are untrustworthy rather than take over the media’s role of determining which are actually worth consideration. Others just decide to believe the studies they want to believe, which is even worse, according to Oliver: “If you start thinking that science is à la carte and if you don’t like it, another study will be along soon, that is what leads people to believe man-made climate change isn’t real.”

A TEAM EFFORT

Thankfully, now that the problem of bad science has been identified, we can do something to solve it.

Change must often come from within, and to that end, scientists such as Brian Nosek are urging their colleagues to hold one another accountable. **More than 270 researchers contributed to his Reproducibility Project, which aimed to verify the results of published psychology experiments to expose those backed by faulty science,** and he has urged the community to increase transparency by keeping public logs of their experiments.

To prevent the spread of faulty studies that do make their way to the media, Facebook, a major source of false information disguised as fact, has begun telling users when links they’re about to share are to “disputed” content, which could dramatically decrease the number of false science stories that go viral.

Meanwhile, new browser plugin Unpaywall gives anyone with internet access the ability to read paywalled research papers for free. This increases the amount of peer-reviewed (and more likely to be true) information available to the public — they just need to be willing to look for it.

Though these efforts aren’t likely to get rid of clickbait disguised as science overnight, they will help stem the tide. The most important thing is for the public to remain skeptical, yet never jaded. Science can do amazing things, and every once in a while, a study that sounds too good to be true on the surface turns out to be a genuine breakthrough.



information taken from: <https://futurism.com/bad-science-everywhere-what-can-stop-spread/>

Picture taken from: <https://pixabay.com/en/fake-news-media-disinformation-2355686/>

An 11-Year-Old Boy Scored Higher In An IQ Test Than Albert Einstein And Stephen Hawking

An 11-year-old boy has scored higher in an IQ test than Albert Einstein and Stephen Hawking. The so-called genius benchmark is set at 140 and Arnav Sharma gained a score of 162 – the maximum possible result you can achieve on the paper. It is a whole two points higher than

German-born theoretical physicist Einstein and celebrated cosmologist Hawking. Arnav, from Reading, passed the infamously difficult test a few weeks back with zero preparation and had never seen what a typical paper looked like before taking it. His mark in the exam, which primarily

measures verbal reasoning ability, puts him in the top one per cent of the nation in terms of IQ level.

Arnav, who also cites his hobbies as coding, badminton, piano, swimming and reading, also has an unusually good geographical knowledge, and can name all the capitals of the

world.



information taken from: <https://futurism.com/an-11-year-old-boy-scored-higher-in-an-iq-test-than-albert-einstein-and-stephen-hawking/>

Picture taken from: <https://www.youtube.com/watch?v=aglfE1FrwgM>

How We're Harmed By Our Dissatisfaction With Ourselves

By Leo Babauta

Over the last five years or so, as I've worked with thousands of people on changing their habits, I've come to a realization: **dissatisfaction with ourselves is a pretty universal phenomenon.**

We are unhappy with who we are, sometimes in small ways but often in very fundamental ways.

We doubt ourselves, feel inadequate, dislike our looks, criticize our failing harshly, feel uncertain about whether we're worthy of praise or love.

The result is anxiety, procrastination, fear, and the inability to change our habits. I've seen so many people who are unable to stick to an exercise program or healthy diet changes because they don't believe in themselves. At the heart of their failure to make positive changes **there is a deep feeling of unworthiness and inadequacy.**

Every time we fail, we are harsh with ourselves, and we see it as just more evidence that we suck. Every time things are less-than-ideal, we blame ourselves (or, if we don't want to be blamed, we blame other people).

What if, instead of beating ourselves up (or blaming others), we just accepted what happened and then took appropriate action? What if we took this as **an opportunity to see our humanness, to love ourselves**, to see ourselves as innately good?

This dissatisfaction with ourselves doesn't just hurt our health habits ... it hurts our productivity and ability to focus on meaningful work. We doubt whether we're up to facing this task filled with discomfort and uncertainty, so we look for relief from all of it instead of just trusting that we're up to the task. We procrastinate, seek distraction, try to run from the uncertainty.

Our relationships are also harmed by this dissatisfaction with ourselves — **when we don't believe in ourselves, we are insecure in our relationships.**

That can result in jealousy, anger, fear of losing someone, and treating the other person with distrust. That's not a good recipe for a good relationship, and if the relationship becomes shaky, we often either blame the other person or see it as more evidence that we suck.

Our happiness is marred by this dissatisfaction with ourselves— if we don't like ourselves, don't trust ourselves, don't see ourselves as worthy of love ... then how can we truly be happy in each moment? Underlying each moment is a dissat-

isfaction, a lack of contentedness, a wish that things would be different.

These are just a handful of ways that dissatisfaction with ourselves is harming us. This problem actually affects every area of our lives, from jobs to finances to parenting and more.

The Way Out: Loving Ourselves

Instead of harming ourselves with this self-doubt, this constant feeling of inadequacy ... what if we loved ourselves instead?

What if we trusted ourselves, believed in our basic worthiness, believed that we would be OK even if things didn't work out as planned, believed that we are loving, kind, and innately good human beings?

That would change everything: we'd be more trusting in relationships, we'd procrastinate less because we knew we could handle uncertainty and discomfort, we'd become healthier because we would see healthy food and exercise as just two more ways to love ourselves. We'd seek ways to love others, to serve the world with meaningful work, to enjoy the basic goodness of every moment. We'd be happier, and in the times when we're not happy, we'd still be able to find contentment in the middle of difficulty.

Of course, that's much easier said than done. We have so many years of experience in disliking ourselves, in being harsh with ourselves, that loving ourselves can seem impossible. It's not. You can do this.

It starts with the simple intention to love yourself, to see yourself as adequate and worthy of love, to wish for your own happiness and the relief from pain and stress.

Once you have this intention, you can practice a daily session of wishing for your own happiness, wishing for an end to your pain. You can start to see the basic goodness in everything you do, even if it's less than perfect (as all humans are). You can see the good hearted nature in every one of your actions, even the ones that are harmful. You can start to see the good-hearted nature in what everyone else does as well.

This is the practice, and it takes lots of practice. But **loving yourself might just be the most important project you've ever undertaken**, because it will change your world.

Trick Your Memory Before It Tricks You

By Andrés Bejarano (ILE Professor)



Trick your memory before it tricks you. Always have something at hand to help you remember those things that you treasure the most. Whether it is your relative's and closest friend's birthdays or a tune that you would like to sing along to the next time you hear it. Memory techniques vary from person

to person, and even the same technique can be utilized differently by different individuals. **The most important thing is to learn how your brain works and understand** what the easiest way is for you to store and retrieve information.

So regarding this matter, I can say that memory is definitely one of my best allies and that mnemonics such as **puns -tongue twisters- mental images** and even **sounds** have always been an important source for me to use in my classes and also when it comes to learning foreign languages all throughout my life. In addition to that, the so-called **Shadowing Technique** has also become super helpful, and though I do not use it a lot in class, I highly recommend it for students to use it as a technique for improving their language at home.

Let's start with an easy one. Playing with sounds, but being aware of how those sounds convey meaning and even how that meaning changes drastically when combining them differently is something that I enjoy quite a bit.

For example, during the moments that I spend learning Italian, I often try to remind myself of the proper way to combine the monosyllables "se" and "si" which are kind of "backwards" when comparing it to Spanish. The issue here is that when they refer to the conditional "if" and the impersonal form "it", they work in completely opposite ways in these two languages. So I decided to make up a sentence that would help me remember this difference in a playful way. The phrase is: "**Non so se si puo**" which corresponds to: "**No se si se puede**" in Spanish or "**I don't know if you can**" in English. So I say it repeatedly until I get completely familiar with it. In this case, I am not trying to memorize the phrase per se. What I am trying to accomplish with this is to get accustomed to the combination of syllables, which later on would allow me to use it correctly and more spontaneously in other kinds of contexts.

Another technique that I love to use are tongue twisters which would be the more sophisticated version of the previous technique. And yes, I use them not only for my pronunciation classes but also for conversation classes. For example, there are times when I notice that resorting to those kinds of sound playing would help my students to remember the correct pronunciation of the words, the meaning and the appropriate use in context. I also like to make up my own tongue twisters either long or short, and in some cases I come up with them on the spot. Basically out of necessity, just to do something fun for me or for my students to help them remember the word more easily for the next time they have to use the word.

I particularly remember the time when I was teaching one of my groups the meaning and pronunciation of the word "**yearning**". Once I explained what the word meant and how it was pronounced, I took advantage of the fact that one of my students name was **Yerlin**. That was a golden opportunity to make up a sentence such as "Yerlin is now yearning for her boyfriend's love". It was really nice to see how they gladly repeated it while they had fun seeing Yerlin blush a little. Not to mention that Yerlin herself played along and was a pretty good sport about it.

Then the shadowing technique which was developed by Professor Alexander Arguelles, (Arguelles, 2006) which basically consists of **using audio material that we enjoy listening to and trying to imitate what we hear as if we were the "shadow" of the audio material**.

With this technique, one gets the chance to improve pronunciation, develop native like intonation, understand grammar rules in a more natural way and acquire tons of vocabulary. Sometimes without even being aware that we are doing so. This one in particular, is one of my favorite techniques because as you know, nowadays it is very easy to stop, to rewind and to fast-forward videos and audios as we please. Besides, this trick also favors the concept of comprehensible input for language acquisition proposed by Stephen Krashen, (Krashen, 1981). He is a strong advocate of the idea that first we need to immerse ourselves in an ample repertoire of language input whether it be from reading or listening a lot.

But he insists that the input not only has to be comprehensible but also fun. Krashen is thoroughly convinced that if we do this, the rest of the language skills that we require to communicate will gradually emerge and can be put to use almost automatically. Give it a try; you got nothing to lose and a lot to gain out of this experience. I always tell my students to try to read and listen to as much language material as possible. We can also do the shadowing technique by “dictating” what we heard on the audio back to the microphone in Google Translator and see how well we do on saying it correctly. I use it a lot when studying Italian and I have no complaints whatsoever. Now, what about mental images which are not just plain images Well, even though mere images are another source that I use all the time like showing pictures of nouns and verbs to trigger immediate comprehension of the words, I also like to use images that work as special reminders. Some times to remember a grammar rule, an expression or even a single word.

My students know that I use pictures of **Batman and Robin** to help them remember that sentences in present or past continuous need both the verb “to be” (“Batman”) and the “ing” form of the verb (“Robin”) and the omitting one of them would be like breaking apart this team that was originally called: the “The Dynamic Duo”. So this is not only a matter of showing an image but putting it to work in your mind to help you refresh your memory about this particular grammar rule.

We need to remember that **the brain is like a network that stores and retrieves information through**

electrical impulses and that these impulses become stronger when we have more quantity and more diverse stimuli. So the more effective ways we have to associate what we have learned with other things that are significant to us, the more likely we are to remember it not only well but fast. So doing those things would be like having well-tuned up machine ready to learn just about anything.

Another funny example of this use of images, that I can remember, is that the first or maybe the second time that I learned the name of the traditional game called: Hop Scotch, I decided to do something a little bit out of the ordinary to help me remember it for the rest of my life. I took a roll of scotch tape, threw it on the floor and jumped over it trying to picture myself playing the game. This may sound crazy and pretty funny considering that this game is supposed to be mainly for girls. Nonetheless, you can bet I have never forgotten these words ever since.

So here you go a few of my most treasured techniques for storing and retrieving information that might actually work for anybody. I encourage you to explore them and if you already use them, I would like to know what yours are. Keep in mind that they also tend to be idiosyncratic; in other words, they are very particular to each individual. For this reason, I don’t think everybody would be very much into jumping over a piece of scotch tape out of the blue or walk around saying things like “non so se si puo”. But trust me, it works and definitely si puo.

What Happens In Schools When Life Has Become An Open-book Test?

by Peter Pappas

I grew up in an era of top-down information flow – book publishers, newspapers, magazines, network TV, radio. **I was accustomed to someone else making decisions about what I should read, watch and listen to.** They created information, I consumed it. Other than writing an occasional letter to the editor, it never occurred to me that I had anything to add to the dialogue – even then someone else decided if my letter would get published. Information came to me according to their schedule. My only option, was deciding what to pay attention to.

School was just a continuation of the informational flow that dominated the rest of my life. Teachers, like their mass media counterparts, defined what was important for me to know and scheduled when I should learn it. I spent hours listening to teachers talk, and then practiced what teachers told me at my desk. Later, I gave the information back to the teacher on a test – usually in the same form I received it.

A few teachers fostered my critical thinking skills, but at best I was merely asked to assess the positions of competing “authorities.” Great debates texts chose the issues and confined the discourse to re-runs of classic loggerheads such as the Federalists vs anti-Federalists.

I had some skepticism for my informational landscape, but I was quite comfortable with the experts curating my information. What could be more reassuring than Walter Cronkite claiming “... **and that’s the way it is.**” He reminded me of my favorite teachers.

Fast forward to a digital age which has fractured the information flow – fragmenting it into ever smaller pieces: LP record > CD > single song download > ringtone. Now



we are armed with gadgets that allow us to re-assemble the info bits; by-passing the curatorial function that had been served by the legacy mass media. Who needs a Walter Cronkite? I can be my own editor, reviewer, researcher and entertainment director. I don’t simply consume information – I am a content producer. I blog, I tweet, I review my Amazon purchases, I make sure my Facebook friends know “what’s on my mind.” Forget that much of what I post / tweet about are links to the mainstream media, if they can’t survive, they’ll have to come up with a new business model!

The legacy mass media aren’t the only ones struggling to adjust to the transformation of information.

Today, students feel in charge of information – their landscape is explored with an expectation of choice, functionality and control that redefines our traditional notions of learning and literacy. Unlike newspapers, schools aren’t quite yet an endangered species – at least until someone figures who will watch the kids all day. But **schools run a greater risk of becoming irrelevant to students.**

It’s time to redefine the information flow in schools. Educators must realize that they cannot simply dispense information to students. They will lose the battle of competition for student attention span. Instead they must teach students

how to effectively use the information that fills their lives – how to better access it, critically evaluate it, store it, analyze and share it.

Students are adrift in a sea of text without context. As the barriers to content creation have dropped, old media (for all its flaws) has been replaced by pointless mash-ups, self-promoting pundits, and manufactured celebrity. The web may have given us access and convenience, but it’s an artificial world where rants draws more attention than thoughtful discussion. Responsible general interest media are being replaced by a balkanized web where civil discourse is rapidly becoming less civil.

Schools can become thoughtfully-designed learning environments where students can investigate information and be given a chance to reflect (with their peers) on what they learned and how they see themselves progressing as learners. That can be done with a variety of technologies – even pencil and paper. A social network is already sitting in the classroom that can interact with information and each other without the need to go online.

Teachers shouldn’t feel in competition with all information permeating their students lives. Instead, they should realize that they can help their students become more skillful curators of their unique digital worlds. Most importantly, they can assist students in becoming more purposeful in their information choices. Despite their claims of multi-tasking, students will someday realize that infinite amounts of information competes for their finite attention. Their **ability to critically filter out unwanted “informational noise” may eventually emerge as the most important new literacy.**



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 is an important lesson you have learned since you are at UTN?

I have learned that life is sometimes difficult, but if you are perseverant, you can achieve your goals, and that you have to meet people before you talk about them.

Ana Lucía Masís

I have learned to take any opportunity in life because I do not know if I would have a similar chance in the future.

Paula Vargas

I have learned to be more responsible of my actions. I definitely made the best decision coming to UTN.

Donald Barrantes

I have learned to believe in myself, and that I have to work hard to improve in my life and in my studies.

Mael Alvarado

I have learned that you can do amazing things if you think it is possible. Stay cool and keep studying

Ewin Melendez

I have learned to wite in English which is something I thought I had a good idea about it because of what I have learned in high-school, but I was wrong.

Ana Ynaey

I have learned that difficult does not mean impossible. It only means that I have to work harder to achieve it.

Jessica Garzón



Before coming to UTN, I had not found any good friend, but studyng and sharing at UTN has given me the chance to make some great friends.

Josseth Chavaría



Jealous Love

By Daniela Jiménez (ILE Student)

Once upon a time, there was an amazing girl called Cherry. Cherry had many friends because she was outgoing, charming, and friendly; everybody loved her.

Moreover, she had a twin sister called Bugs, but her sister was different from her because she was mean to the people around her, also she was extremely lazy and arrogant, and nobody understood why she was like that if her sister Cherry was the best person in the world. Bugs was like that because she felt jealous of her sister. At school, Cherry had many wooers because she was really beautiful, but Cherry was interested only in one of them, and he was called Alejandro. However, Alejandro was shy, and he never had the courage to ask Cherry out, so one day Alejandro had the guts and asked Cherry to go to a party.

- "Hi Cherry would you like to go with me to a party tomorrow?" Asked Alejandro.

- "Hi Alejandro, well I will be pleased to go with you to the party," answered Cherry happily.

Cherry went home excited because the boy she liked asked her out to go to the most important party. The party was going to be held at a friend's house they both had in common. When Cherry arrived home, she told her mother that she was going to a party with Alejandro. When Cherry mentioned that, her sister Bugs heard the conversation, and she felt down in the dumps because Bugs was also in love with Alejandro, but her sister Cherry did not know about it.

- "I really hate her, and she continues being the favorite. That's not fair, I have to do something to stop her." Bugs thought.

The next day, Cherry was full of beans because it was the day she was going to the party with Alejandro, so she decided to go shopping and buy an expensive beautiful dress.

- "Bugs, would you like to go with me to the mall?" Asked Cherry "I need a magnificent dress."

- "I really do not want to go," answered Bugs moodily.

Despite the fact that Bugs did not want to go, she accepted. Once at the mall, Cherry was extremely eager with all the dresses in the shop. However, Bugs was pretty annoyed because she knew that her sister was better than her in every way, so Bugs started to think about what she could do to ruin her sister's date. Even though she had phenomenal ideas, none of them were possible. As a result, she thought she couldn't do anything to avoid it and that made her heart sink.

After they arrived home, Cherry decided to get ready, so she went to the closet to put on her outstanding dress; at that moment, her evil sister Bugs saw the perfect opportunity to lock Cherry in, so she did.

- "Bugs, what are you doing? Let me get out of here!" Cherry screamed.

- "Sorry, but I am the one who is going to the party with Alejandro," answered Bugs.

When Bugs left home, Cherry tried to get out of the closet, but she could not. She could not understand why her sister was so evil. Then, she started to think, and she realized that the only thing in Bugs' mind at that moment was to go to the party with Alejandro; she was in love with him too.

At the party, Alejandro was waiting for Cherry, but he did not know the one coming was Bugs.

- "Hi handsome" said Bugs.

- "Wow, you look gorgeous," said Alejandro astonished. "Let's go inside."

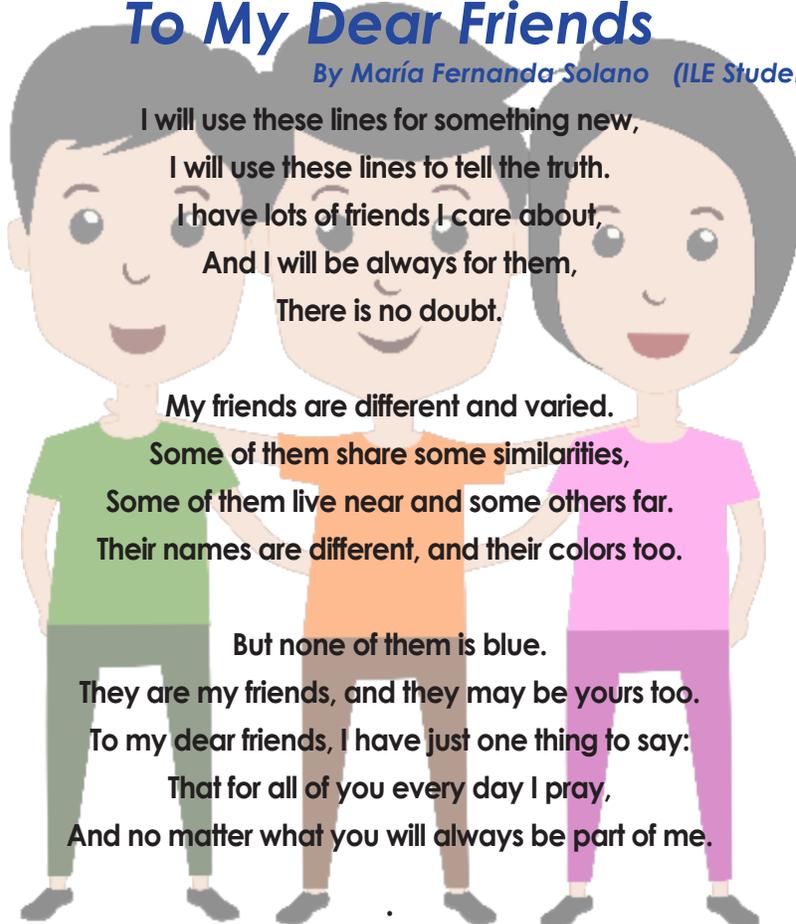
Bugs and Alejandro spent the whole night together, and they were pretty happy of being together, but unfortunately the night was over, and Bugs had to return home.

When Bugs arrived, Cherry was waiting for her pretty upset. They argued for an hour, and Bugs explained Cherry that she did it because it was the only alternative she had to meet her true love. Cherry was mad, yet she forgave her sister.

Eventually, Cherry talked to Alejandro about the situation with her sister, and Alejandro could not believe what Cherry told him. Although he understood the issue, he did not forgive Cherry and Bugs, and they couldn't live happily ever after.

To My Dear Friends

By María Fernanda Solano (ILE Student)



I will use these lines for something new,
I will use these lines to tell the truth.
I have lots of friends I care about,
And I will be always for them,
There is no doubt.

My friends are different and varied.
Some of them share some similarities,
Some of them live near and some others far.
Their names are different, and their colors too.

But none of them is blue.
They are my friends, and they may be yours too.
To my dear friends, I have just one thing to say:
That for all of you every day I pray,
And no matter what you will always be part of me.

My Mom

By Pamela Arce (ILE Student)



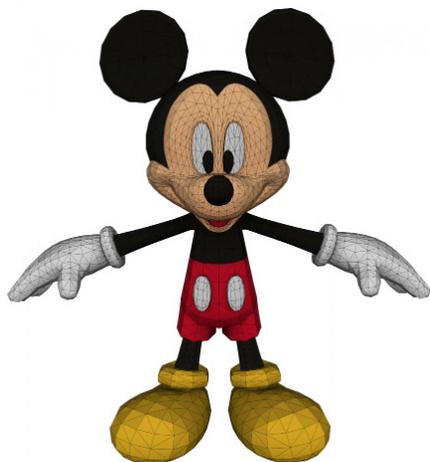
My mom, my mom,
I will wait for you.
You always come at noon
To make me happy when I'm blue
You rapidly come as a fresh breeze,
I think you are made only for me.
Even though you are not warm
You always make me feel calm.
Your face is white, soft and bright
Just like a full moon light.

Why is Mickey Mouse More Popular Than Bugs Bunny?

Posted by Charles Kenny on Wednesday, January 15th, 2014

Baiting title aside, Mickey Mouse really is more popular than Bugs Bunny. He sells a lot more merchandise, appears in far more places around the world and is lauded as a mascot for the company that operates 'The Happiest Place on Earth.' Bugs never even got such opportunities and yet as a character, he is far superior to Mickey. Why is that?

People don't seem to be able to get their fill of that little rat, him with his squeaky voice and gee-whiz attitude. Mickey is completely inoffensive, involved in a long-term, caring relationship, optimistic. Bugs is the opposite: he's a wild man with a raging carrot-dependency, big with the exploding props and the verbal abuse, and one of these days he's going to go over the edge. Mickey never will.



He and his girlfriend will spend their days in inoffensive, unfunny bliss. But it is Bugs who makes us laugh, and isn't that, after all, enough? Is it really down the characterisations though? Bugs is a hugely

popular character on his own, as is the rest of the Looney Tunes gang. What it really comes down to is how Bugs' and Mickey's respective owners have treated the characters down through the years.

Mickey was turned into a mascot; placed on a pedestal and held up to be admired by all. Disney and Mickey are synonymous with each other, which is exactly how the studio would like it to be. Mickey does represent a wholesomeness and innocence that a corporation such as Disney would be more than happy to exploit. The benefits are too great to ignore. Mickey could never possibly be a bad character, and neither would his owner, right?

Disney have also merchandised the living daylights out of Mickey since day dot. He is anywhere and everywhere and on just about everything too.

Contrast that with Bugs. Even though his character is impeccable, his place as a mascot/spokesman for Warner Bros. is/was limited at best. Sure he appears in the opening logo, but he doesn't really do anything else for the studio outside of that. He is on merchandise, but nowhere near as many items as Mickey. The proof is in the pudding: Mickey has about 63,500 items on Amazon; poor Bugs can barely crack a tenth of that.

The suspect is that Disney is better at managing Mickey in all his roles as entertainer, mascot and salesman. The mechanisms have been in place for decades and Disney is quite adept at keeping them turning. Warners on the other hand,



have permitted the Looney Tunes to stagnate on occasion and despite big-budget feature films in the 90s, the characters required an attitude adjustment for their return to TV. All in all, Bugs should be out there flogging as many things as Mickey, but the truth is that he doesn't even have that much to sell.

What kind of lesson can be gleaned from this? Bugs and the Looney Tunes gang may have suffered from the old line of thinking at Warners that the animation department existed solely to help sell the live-action stuff (back when shorts were included with features). They never really escaped that down through the years, and to an extent still do today; the mural at the Warners' lot features mostly superheroes now. Mickey was lucky in that Disney originated and succeeded thanks to animation, and his part in the success hasn't been forgotten, even to this day. That's why Mickey is more popular than Bugs, even if he doesn't deserve to be.

Las Vegas, Nevada



Las Vegas, the player's town—an exciting place, wild and weird and always moving, where at night the Strip shines brighter than day anywhere else. Vegas is a land of glitter and illusion, a web spun out of neon. A city that glamorous and thrilling on the surface, but lurid and seedy once you scratch the paint. Old money, power and grudges. A city that will suck the life out of you. Las Vegas is a city of dreams and aspirations, of wild success stories, miraculous luck — and abysmal failure. For every gambler who wins, a hundred lose. and for every gambler who risks it all and becomes rich, many more bet it all and walk away with nothing. Some of the year-round gamblers keep permanent rooms in the larger hotels and live like kings.

Others sleep where they can and live from stake no stake, subsisting on the free food the larger casinos supply to players. Tourists see only the bright lights and excitement, the chance to have some fun, see some shows and maybe win some money.

The Ins and Outs

Vegas is an extremely easy city to visit, since nearly 600 daily flights arrive and depart from McCarran International Airport (at the south edge of town, near the end of the Strip). Bus and train service abounds, and two major highways (US 95 and 15) intersect just north of the downtown area. Hotels and casinos run package deals with the airlines and bus services, providing inexpensive

transportation and lodging.

The Strip

The major street in Las Vegas is Las Vegas Boulevard, which runs from end to end through the center of the city. But all that most people know of Vegas — or care to know — is the Strip, the three mile section starting at the Convention Center in the middle of town and running south to the edge of the city. Most of the major hotels and casinos are located on the Strip, as are most of the shows and revues. The main attractions include:



Caesar's Palace

This Roman-style resort sparked Vegas's ongoing competition of thematic one-upmanship, with its statue of Caesar out front and its miniature Roman city, the World of Caesar, filled with costumed gladiators and elegant shops. A statue of Bacchus provides the finishing touch, delighting visitors by "coming to life" every hour on the hour.

The Luxor

This 30-story golden pyramid revisits the wonders ancient Egypt. In addition to the casino itself, the Luxor features its miniature Nile river that guests can travel in small boats. Each night, a beam of light shoots from the pyramid's tip up into the heavens, lighting the way for the spirits of the pharaohs. Well according to the brochures, anyways.

New York-New York

One of the newer and currently the tallest hotel on the Strip. New York-New York is a miniature Manhattan complete with a 150-foot tall Statue



of Liberty and 300-foot long Brooklyn Bridge. Kine visitors can stroll through Central Park, ride a roller coaster around Coney Island or just enjoy a slice of New York pizza.

The Venetian

The Venetian is themed on the city of Venice, and is especially notable for its shopping area, St. Mark's Square at the Grand Canal Shoppes. This plaza is made to look like it is outdoors, and includes a gondola which will carry patrons for a small fee. It also has a ceiling painted to look like the sky on a bright summer day, and more than one nostalgic Kindred have been known to linger in this area, trying to recapture what it was like to see the sun while human.

Choose Your Poison

In Vegas, you can get anything you want, if you have the money. Prostitution is legal. Alcohol is everywhere, and the casinos usually provide free drinks as long as you continue gambling. Shops, some public and others not, cater to every fetish or fascination, from exotic pets to unusual foods to antiques to adult toys. In general, anything goes in Las Vegas, as long as it doesn't hurt business and the cops don't see you doing it.



Ernest Hemingway (1899-1961)

Early Life

Ernest Miller Hemingway is one of America's most celebrated and cherished authors of his time. Hemingway first began his career as a writer for a newspaper office in Kansas City when he was seventeen. Then shortly after the United States had dived into World War I Hemingway volunteered in an ambulance unit for the Italian Army when he was wounded on the battlefield (he was hit with Austrian trench mortar shell that left fragments in his leg and was also hit was a burst of machine gun fire). After he was wounded he spent a considerable amount of time in the hospital. He then returned to the United States where he became an American and Canadian reporter and was soon sent to Europe to report events such as the Greek Revolution. While in Europe Hemingway joined the 1920's expatriate (citizen residing in another country) America group and his first important novel *The Sun Also Rises* (1926) was a written record of his experience in the group, and also by chance became his first well-known novel. He then began work in the Red Cross and fell in love with one of the eighteen nurses employed. The relationship could not last his return to the United States and the nurse became engaged in an affair with an Italian officer, leaving inspiration for Hemingway's novel *A Farewell To Arms* (1925).

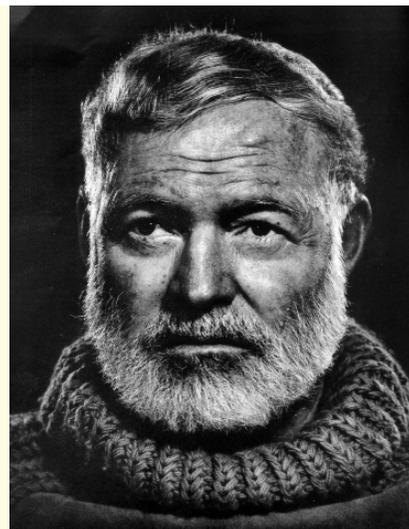
First Novels & Life After World War I

Hemingway resided in Chicago from late 1920 to 1921. He married for the first time with Hadley Richardson on September 3, 1921. Soon after they married they moved to a cramped apartment that Richardson felt was dark and depressing. In December of 1921 the Hemingways moved to Paris, France as advised by Hemingway's mentor Sherwood Anderson. While in Paris Hemingway covered the Greco-Turkish war for the Toronto. In 1923 during Hemingway's return to Toronto, Canada his first son John Hadley Ni-

canor Hemingway. Around the same time John Hemingway was born Ernest Hemingway had a fallout with his editor, who believed that while Hemingway had been living over seas he had had life easy and began giving Hemingway boring, unimaginative assignments, and Hemingway became irritated and resigned in December of 1923. His resignation was ignored or declined though because he continued to write for the Toronto Star through most of 1924. Hemingway's first major literary debut came in 1925 with the publication of *In Our Time*. In 1927 Hemingway divorced his first wife to re-marry to Pauline Pfeiffer. In 1927 Hemingway released *Men Without Women*, a collection of short stories, and *The Killers*, one of Hemingway's most famous novels. In 1928, Hemingway's financial trouble father suffering from diabetes committed suicide, greatly affecting Hemingway. His father's suicide is thought to be the inspiration behind his character Robert Jordan's father's death in *For Whom The Bell Tolls*. In 1928, Hemingway's second son Patrick Hemingway was also born. In 1931, his third son, Gregory was also born. In 1929, Hemingway published *A Farewell To Arms*.

The Spanish Civil War

In 1931, Hemingway was advised to move to Keywest, Florida. Here he established his first real home. Hemingway could fish, go to the local and famous bar Sloppy Joe's and travel to Spain at his leisure to obtain information for his books *Death In The Afternoon* (1932) and another collection of short stories, *Winner Take Nothing* (1933). Over the next nine or ten years throughout the 1930's Hemingway would write an estimated 70% of his life writing. In 1937 Hemingway traveled to Spain to report the Civil War on goings for the North American Newspaper Alliance. Hemingway also began to experience a number of health problems at this time. He managed to acquire an an-



thrax infection, a gashed forehead, grippe, several toothaches, ripped groin muscle, his finger was sliced to the bone, lacerations to his arms, legs and face, hemorrhoids, kidney infections, and a broken arm from a car accident. Despite all Hemingway's health problems in 1938, he managed to release a new collection of stories, titled *The Fifth Column*.

Impact On History

Hemingway was one of America's most influential and inspiring writers of his time, and still is today. His writing has inspired many directors to put them into picture. He has also influenced the the known "American Character" who portrays "grace under pressure". He has also influenced painters such as Edward Hopper in his painting, *Nighthawks*. He also inspired the genres of Pulp fiction, and Crime fiction to blossom and grow. He also influenced and inspired writers such as Hunter S. Thompson, Chuck Palahniuk, Douglas Coupland, Robert Ruark, Elmore Leonard, many Generation X writers and Beat Generation writers. Over all Ernest Hemingway's lasting impact on history was his phenomenal writing techniques, ideas, and stories that have influenced and are still influencing and inspiring writers all over the world to this day.



“ENGLISH FOR YOU CR” PRESENTS, Modals of ability and possibility



In English, whenever we want to express abilities or possibilities, we use modals such as **can**, **could**, or **be able to**.

Can is used in the present form. For past forms or conditionals, we use **could**. For the future, present perfect and other tenses, we use **be able to**.

For example:

- **Present:** I can speak French fluently.
- **Past:** My brother could read when he was five.
- **Conditional:** If I could, I would travel abroad.
- **Future:** I won't be able to go to your party on Saturday.

For effects of formality, we may use **be able to** in the present or past also:

- **Present:** I'm sorry, I'm not able to help you.
- **Past:** She wasn't able to finish the report on time.

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

AMELIORATE

to make or become better, more bearable, or more satisfactory.

EXAMPLE:

*Why did he go into the record business?
Because he wanted to ameliorate the
condition of the average man through the
one thing that can ameliorate --not bigger
cars or better TV sets, but through art,*

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Macy's 4th Of July Fireworks Spectacular

The Macy's 4th of July Fireworks Spectacular is an annual television broadcast of the Independence Day fireworks show in **New York City**, and has been broadcast annually since 1977.

The Macy's Department Store, whose home base and main store are based in Manhattan, have hosted an annual pyrotechnic celebration of America's birthday with a half-hour, 40,000 shell show from barges on either the East River or the Hudson River. The show is set to a musical soundtrack synchronized to the pyrotechnics.

To know more about this celebration, go to <https://www.macys.com/social/fireworks/>

Information taken from: http://otherholidayspecials.wikia.com/wiki/Macy%27s_4th_of_July_Fireworks_Spectacular
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