



THE ILE POST

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2020

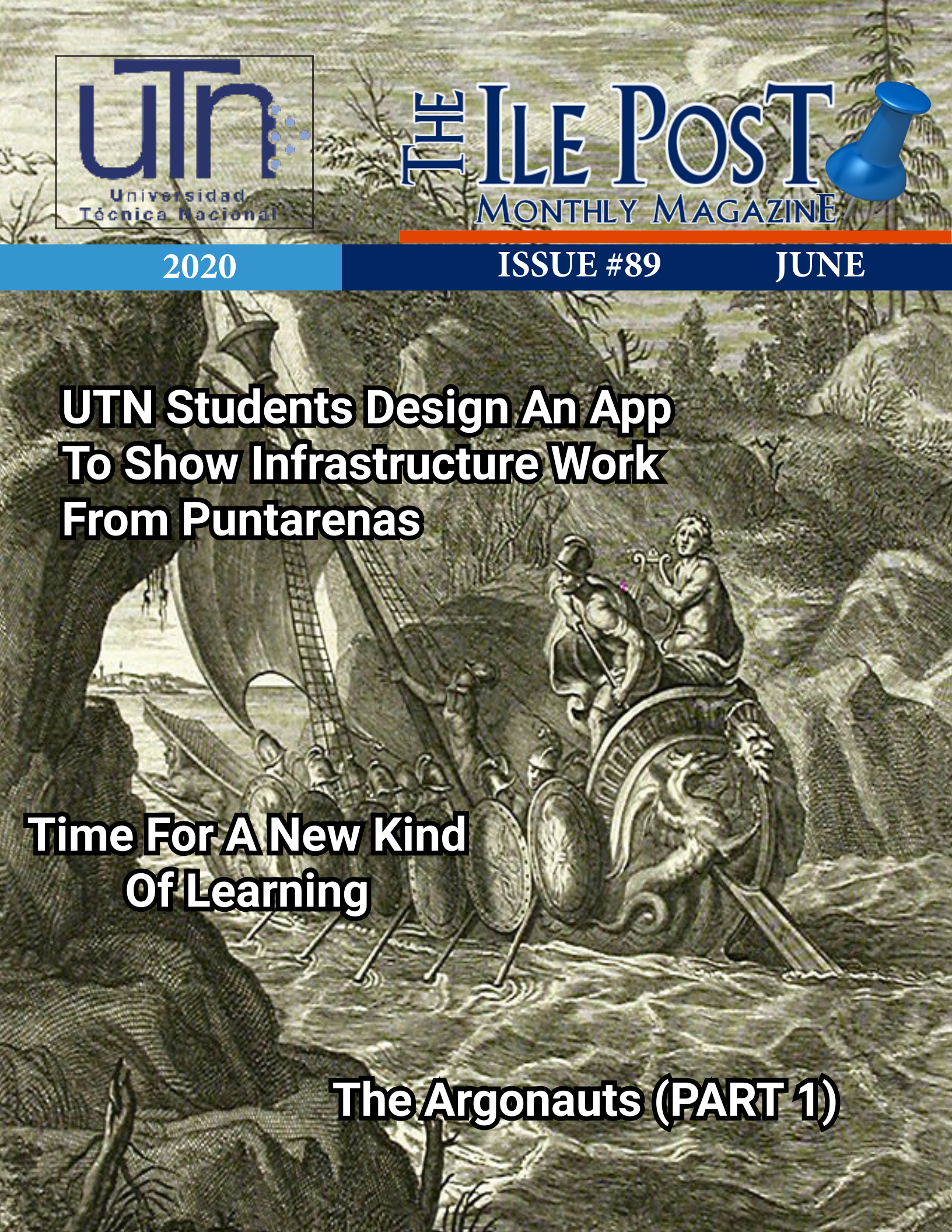
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JUNE

UTN Students Design An App To Show Infrastructure Work From Puntarenas

Time For A New Kind Of Learning

The Argonauts (PART 1)



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COVER PAGE



This year we dedicate our cover pages to different legends and ancient myths. In this issue, we are going to learn about The Argonauts a band of 50 heroes who went with Jason in the ship Argo to fetch the Golden Fleece. If you have an awesome picture you think could be on the cover of one of The ILE Post editions, send it to eherrera@utn.ac.cr. So far several readers have sent amazing pictures that we will be sharing with you soon. If you want to know what is happening in ILE, follow us on FACEBOOK.



Photo Credit:

[https://es.wikipedia.org/wiki/Archivo:The_Argonauts_Pass_the_Symplegades_\(cropped\).jpg](https://es.wikipedia.org/wiki/Archivo:The_Argonauts_Pass_the_Symplegades_(cropped).jpg)

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EDITORIAL

The Challenge Of Managing University Academic Administration, A Balance Between Teacher And Student

by Jose Soto (ILE Director)



The present edition of THE ILE POST coincides with the administration of the university changing hands after a decade of transition, beginning and consolidation of the UTN. There is a clear path to build and rectify the actions now. To do this, we must review the true essence of the educational model, the strategic framework and pay special

attention to the primary factor of action, which are the students and the academic sector—the primary gear that moves the university. The management of the academic and administration departments at the UTN must promote innovation, quality, reinforce environmental awareness and entrepreneurship skills. This triad should function within the principles of education for human development, equity and equality, freedom, participation and democratic coexistence. In addition, the human experience should be considered, and students should be honored as persons. Also, this should coincide with scientific humanism, promoting pedagogy and eco-training.

In all this, the teacher and the learners, “aprendientes” a resignified concept owned by the UTN, are the main actors of the objective for which the UTN was created. How do we know this? The strategic framework in the vision visualizes a university at the forefront of comprehensive professional training, research and extension. The practical proposal of the above is expressed in the mission statement where it says that an education of excellence, integral and inclusive should be provided. Who is in charge of this? The university of course, but mainly the academics and teachers in charge.

This is the most basic and objective analysis that one can make of the educational model and the strategic framework of the university in terms of strengthening the area of teaching and students. However, there is a risk of falling too short in the analysis, since all of the above must be combined with the holistic vision, complex thinking and the other components of the model. Now, the purpose of this attempt to summarize is to highlight the importance and role of the teacher as the one directly responsible for the educational process mentioned above, placing the

role of the student, or learner, in the balance.

Such a rich and dense educational model should provide a very broad and robust teacher training program to ensure that all of the above is fulfilled since it is the academic who manages this first-hand. Fortunately, the administrative system, the service system and the teaching administration are behind this. The strategic framework also provides for twenty institutional policies, two of which promote the education, training and updating of the University's teaching staff. However, it is clarified that this training is within the areas required by the institution, especially in the foreign environment. In the area of student interest, the policy that seeks all of the above directly is the access, permanence and academic success of the student population of the university, with special emphasis on students from technical specialties. Clearly, the university's effort to provide scholarships for access to higher education is to be commended.

The other seventeen policies seek actions in the academic administrative field that are expected to support the educational model that is focused on student training. This is fine from its conception but it is very easy to lose sight of the two key elements that make up the university, the student and the teacher. There is a risk of carrying out the other policies as an end in themselves, without taking into account that they all go towards a common end.

This edition of THE ILE POST is historical and is temporarily located at the end of a long administrative period. The achievements, the goals reached and the great contribution made to the country and to a vulnerable sector of the population—students who otherwise would not have the opportunity to receive training in higher education—should be recognized. The ILE POST of June 2020 has been published at the same time to strengthen the vision of the university's clear objectives. Finally, nothing could continue to be built without taking into account the primary factor of action that is the students and the teachers—the main machinery that moves the university.



UTN Students Design An App To Show Infrastructure Work From Puntarenas

Translated By Izabela Sepúlveda (ILE Professor)

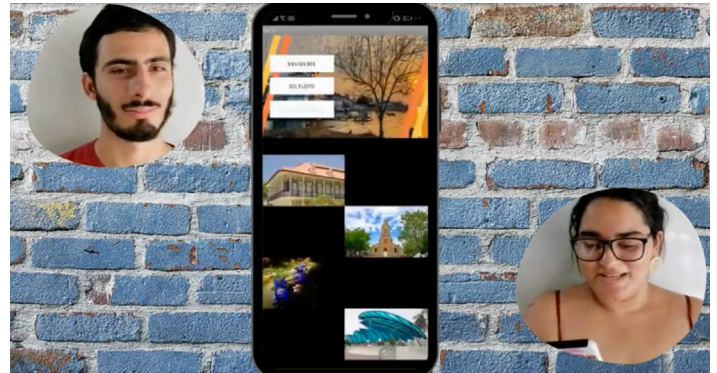
Students Freyser Pérez Moya and Sofía Porras Villegas of the Differential and Integral Calculus II course of the Electronics Course at the Pacific Campus of the Universidad Técnica Nacional (UTN), created an application that seeks to show another side of the City of Puntarenas.

Conical in the Puntarenas infrastructure, is the theme used to create "Del Puerto", the application that aims to promote tourism beyond its beach, its pier and its mud.

"The curves that result from the intersection of a cone with a plane, these are present in many places and structures, we specifically chose infrastructures, which have been present for many centuries, they can be seen reflected in majestic buildings such as the Tower of Piza and the Eiffel Tower" commented Freyser Pérez.

Sofía, her project partner, on the other hand, mentioned that our country has not been an exception, we also have infrastructure with similar characteristics. "Neither in Costa Rica ... much less in the canton of Puntarenas, did we ever have the need to show locals and foreigners the infrastructure we have to offer in the city of Puntarenas, it is steeped in both ancient and modern history, but above all in conics."

One of the important aspects considered by the creators of



"Del Puerto" is that this area is a major focus of tourist concentration where the beaches, the peninsula and the islands are exploited, but the infrastructural part has not been given relevance.

They consider that it is relevant to show these works to promote Puntarenas, due to the conglomeration of special architectural works and the idea is, through the application, to be able to promote them.

To read original news in Spanish, go to: <https://www.utn.ac.cr/content/estudiantes-de-la-utn-crean-aplicación-para-mostrar-obras-de-infraestructura-puntarenense>

UTN Students Design Respiratory Ventilator Prototype For COVID-19 Patients

Translated By Izabela Sepúlveda (ILE Professor)

Students from the Electronics Engineering degree at Alajuela Campus designed the first respiratory ventilator prototype for COVID-19 patients, as part of the Power Electronics course at the Licenciatura's level.

The team was led by Engineer Heriberto Salazar Agüero and Engineer Ana Beatriz Vargas Badilla, who held remote sessions to support the entrepreneurial and research spirit of 12 young students, who have shown great commitment to providing their contributions to society in this difficult global situation.

The prototype has its logical code design that allows it to operate the respiratory ventilator clamps. In addition, it has digital control electronic components, a respiratory regulation device, a fully controlled inhale-exhale ratio, as well as the speed of the motor that acts as an actuator for the Ambu pump, also known as a manual resuscitator or self-inflating bag.

This technical aspect is a differentiating element in this design, since it allows greater control of the system, facilitating the management of health workers.

The students not only contributed their technical knowledge of their career, but also incorporated medical and respiratory



therapy concepts to adapt it to the possible needs that patients may present.

The respirator is in its mechanical testing phase, once it passes the corresponding tests it will be presented to the health authorities of the Caja Costarricense del Seguro Social, who will finally verify the viability of the equipment.

To read original news in Spanish, go to: <https://www.utn.ac.cr/content/estudiantes-de-la-utn-diseñan-prototipo-de-ventilador-respiratorio-para-pacientes-covid-19>

The University Council highlighted The Invaluable Work Of Marcelo Prieto as First Chancellor Of The UTN

Translated By Izabela Sepúlveda (ILE Professor)

In Ordinary Session No. 10-2020, held on Thursday, May 14th, 2020, the University Council unanimously agreed to profoundly thank the first Chancellor of the UTN, Marcelo Prieto Jiménez, for his invaluable work in the creation, development and consolidation of the UTN.

The agreement adds that, the project to create the Universidad Técnica Nacional was considered by some to be a utopia; “.. yet Don Marcelo's leadership, his tireless effort, inexhaustible enthusiasm and his passion for defending the right to education made it a reality. Today, the UTN, the inclusive university, has knocked down obstacles, built bridges and opened paths for tens of thousands of Costa Ricans from the most excluded regions of the country to find the opportunity to access public higher education, decent jobs and to the quality of life that we all deserve. Thank you Don Marcelo, may you receive an everlasting tribute from the soul of the university community, through this collegiate body, our gratitude for having lit these lights that no one will be able to extinguish. “

As stated in the book “Building a Hope, a Historical Sketch of the Creation and Development of the Universidad Técnica Nacional” written by the journalist José Alberto Rodríguez, being the Dean of the Alajuela Community College, Marcelo Prieto Jiménez was entrusted by the Board of Directors of that institution, on May 17th, 2006, the mission of developing an effort to promote and coordinate with other counterpart institutions, so that in that year the bill to create the new university was presented, based on the Government Plan of Dr. Oscar Arias Sánchez .



It was actually Prieto the one who wrote the draft bill of creation of, what in principle, was going to be called “Universidad Técnica de Alajuela. “

Prieto was appointed by the then President of the Republic, Oscar Arias Sánchez, as the first Chancellor of the UTN, and was sworn in as such, on October 1st, 2009 by the Minister of Public Education, Leonardo Garnier Rímolo, during a session of the UTN Conformation Commission.

Subsequently, on May 13th, 2011, during the first voting process in which administrative officials, teachers and students participated, Marcelo Prieto was elected as Chancellor of the UTN and was reelected into office, during the second process of vote on April 15th, 2016.

To read original news in Spanish, go to: <https://www.utn.ac.cr/content/consejo-universitario-destacó-la-invaluable-labor-de-marcelo-prieto-jiménez-como-primer>



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Universidad
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12 años
construyendo desarrollo

Capitalism Has Failed In Fighting Coronavirus

By Richard Wolff / April 3rd, 2020



The desperate policies of panic-driven governments involve throwing huge amounts of money at the economies collapsed in response to the coronavirus threat. Monetary authorities create money and lend it at extremely low interest rates to the major corporations and especially big banks “to get them through the crisis.” Government treasuries borrow vast sums to get the collapsed economy back into what they imagine is “the normal, pre-virus economy.” Capitalism’s leaders are rushing into policy failures because of their ideological blinders.

The problem of policies aimed to return the economy to what it was before the virus hit is this: Global capitalism, by 2019, was itself a major cause of the collapse in 2020. Capitalism’s scars from the crashes of 2000 and 2008-2009 had not healed. Years of low interest rates had enabled corporations and governments to “solve” all their problems by borrowing limitlessly at almost zero interest rate cost. All the new money pumped into economies by central banks had indeed caused the feared inflation, but chiefly in stock markets whose prices consequently spiraled dangerously far away from underlying economic values and realities. Inequalities of income and wealth reached historic highs.

In short, capitalism had built up vulnerabilities to another crash that any number of possible triggers could unleash. The trigger this time was not the dot.com meltdown of 2000 or the sub-prime meltdown of 2008/9; it was a virus. And of course, mainstream ideology requires focusing on the trigger, not the vulnerability. Thus mainstream policies aim to reestablish pre-virus capitalism. Even if they succeed, that will return us

to a capitalist system whose accumulated vulnerabilities will soon again collapse from yet another trigger.

In the light of the coronavirus pandemic, I focus criticism on capitalism and the vulnerabilities it has accumulated for several reasons. **Viruses are part of nature. They have attacked human beings—sometimes dangerously—in both distant and recent history.** In 1918, the Spanish Flu killed nearly 700,000 in the United States and millions elsewhere. Recent viruses include SARS, MERS and Ebola. What matters to public health is each society’s preparedness: stockpiled tests, masks, ventilators, hospital beds, trained personnel, etc., to manage dangerous viruses. In the U.S., such objects are produced by private capitalist enterprises whose goal is profit. It was not profitable to produce and stockpile such products, that was not and still is not being done.

Nor did the U.S. government produce or stockpile those medical products. Top U.S. government personnel privilege private capitalism; it is their primary objective to protect and strengthen. The result is that neither private capitalism nor the U.S. government performed the most basic duty of any economic system: to protect and maintain public health and safety. U.S. capitalism’s response to the coronavirus pandemic continues to be what it has been since December 2019: too little, too late. It failed. It is the problem.

The second reason I focus on capitalism is that the responses to today’s economic collapse by Trump, the GOP and most Democrats carefully avoid any criticism of capitalism. They all debate the virus, China, foreigners, other politicians, but never the system they all serve. When Trump and others

press people to return to churches and jobs—despite risking their and others’ lives—they place reviving a collapsed capitalism ahead of public health.

The third reason capitalism gets blame here is that alternative systems—those not driven by a profit-first logic—could manage viruses better. While not profitable to produce and stockpile everything needed for a viral pandemic, it is efficient. The wealth already lost in this pandemic far exceeds the cost to have produced and stockpiled the tests and ventilators, the lack of which is contributing so much to today’s disaster. Capitalism often pursues profit at the expense of more urgent social needs and values. In this, capitalism is grossly inefficient. This pandemic is now bringing that truth home to people.

A worker-coop based economy—where workers democratically run enterprises, deciding what, how and where to produce, and what to do with any profits—could, and likely would, put social needs and goals (like proper preparation for pandemics) ahead of profits. Workers are the majority in all capitalist societies; their interests are those of the majority. Employers are always a small minority; theirs are the “special interests” of that minority. Capitalism gives that minority the position, profits and power to determine how the society as a whole lives or dies. That’s why all employees now wonder and worry about how long our jobs, incomes, homes and bank accounts will last—if we still have them. A minority (employers) decides all those questions and excludes the majority (employees) from making those decisions, even though that majority must live with their results.

Of course, the top priority now is to put public health and safety first. To that end, employees across the country are now thinking about refusing to obey orders to work in unsafe job conditions. U.S. capitalism has thus placed a general strike on today’s social agenda. A close second priority is to learn from capitalism’s failure in the face of the pandemic. We must not suffer such a dangerous and unnecessary social breakdown again. Thus system change is now also moving onto today’s social agenda.

International Community Rallies To Support Open Research And Science To Fight COVID-19



WHO and Costa Rica launch landmark COVID-19 Technology Access Pool

Thirty countries and multiple international partners and institutions have signed up to support the COVID-19 Technology Access Pool (C-TAP) an initiative aimed at making vaccines, tests, treatments and other health technologies to fight COVID-19 accessible to all.

The Pool was first proposed in March by President Carlos Alvarado of Costa Rica, who joined WHO Director-General Dr Tedros Adhanom Ghebreyesus today at the official launch of the initiative.

"The COVID-19 Technology Access Pool will ensure the latest and best science benefits all of humanity," said President Alvarado of Costa Rica. "Vaccines, tests, diagnostics, treatments and other key tools in the coronavirus response must be made universally available as global public goods".

"Global solidarity and collaboration are essential to overcoming COVID-19," said WHO Director-General Dr Tedros Adhanom Ghebreyesus. "Based on strong science and

open collaboration, this information-sharing platform will help provide equitable access to life-saving technologies around the world."

The COVID-19 (Technology) Access Pool will be voluntary and based on social solidarity. It will provide a one-stop shop for scientific knowledge, data and intellectual property to be shared equitably by the global community.

The aim is to accelerate the discovery of vaccines, medicines and other technologies through open-science research, and to fast-track product development by mobilizing additional manufacturing capacity. This will help ensure faster and more equitable access to existing and new COVID-19 health products.

There are five key elements to the initiative:

- Public disclosure of gene sequences and data;
- Transparency around the publication of all clinical trial results;
- Governments and other funders are encouraged to include clauses in funding agreements with pharmaceutical companies and other innovators about equitable distribution, affordability and the publication of trial data;
- Licensing any potential treatment, diagnostic, vaccine or other health technology to the Medicines Patent Pool – a United Nations-backed public health body that works to increase access to, and facilitate the development of, life-saving medicines for low- and middle-income countries.
- Promotion of open innovation models and technology transfer that increase local manufacturing and supply capacity, including through joining the Open Covid Pledge and the Technology Access

29.05.2020 - UN News Centre

Partnership (TAP).

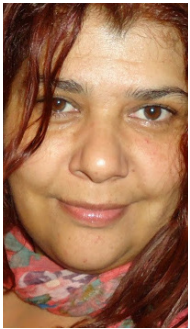
With supportive countries across the globe, C-TAP will serve as a sister initiative to the Access to COVID-19 Tools (ACT) Accelerator and other initiatives to support efforts to fight COVID-19 worldwide.

WHO, Costa Rica and all the co-sponsor countries have also issued a "Solidarity Call to Action" asking relevant stakeholders to join and support the initiative, with recommended actions for key groups, such as governments, research and development funders, researchers, industry and civil society. WHO and Costa Rica co-hosted today's launch event, which began with a high-level session addressed by the WHO Director-General and President Alvarado in addition to Prime Minister Mia Mottley of Barbados and Aksel Jacobsen, State Secretary, Norway. There were video statements by President Lenín Moreno of Ecuador; President Thomas Esang Remengesau Jr., of Palau; President Lenín Moreno of Ecuador; , Michelle Bachelet, United Nations High Commissioner for Human Rights; Jagan Chapagain, Secretary General of the International Federation of Red Cross and Red Crescent Societies; and Retno Marsudi, Minister for Foreign Affairs for Indonesia. Leaders from across the UN, academia, industry and civil society joined for a moderated discussion.

To date, the COVID-19 Technology Access Pool is now supported by the following countries: Argentina, Bangladesh, Barbados, Belgium, Belize, Bhutan, Brazil, Chile, Dominican Republic, Ecuador, Egypt, El Salvador, Honduras, Indonesia, Lebanon, Luxembourg, Malaysia, Maldives, Mexico, Mozambique, Norway, Oman, Pakistan, Palau, Panama, Peru, Portugal, Saint Vincent and Grenadines, South Africa, Sri Lanka, Sudan, The Netherlands, Timor-Leste, Uruguay, Zimbabwe

Virtual Mobility: An Opportunity To Rethink Higher Education

Written By Sandra Argüello (ILE Professor)



The Covid-19 pandemic has taken the world by surprise. The sudden changes and adjustments we have had to make have not always been easy or smooth. In higher education, although virtuality has been present since the nineties, its widespread use has been somehow slow. According to Peterson's (2017), 1994 is the year when CALCampus offered

the first online courses in the USA. Though worldwide universities have been implementing online courses and resources since then, the widespread need for online education practices and innovations resulting from the pandemic have shown that further efforts are needed. Virtual mobility is an exciting, and relatively new concept that deserves more exploration.

Vriens et al. (2010) cite the definition given by the Being Mobile project:

Virtual Mobility is a form of learning which consists of virtual components through a fully ICT supported learning environment that includes cross-border collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose, the enhancement of intercultural understanding and the exchange of knowledge (p. 1)

Virtual Mobility (VM) then is a collaborative effort to make the most of the endless possibilities in worldwide collaboration facilitated by online learning. A real example of this need for the exchange of knowledge is the initiative of the Costa Rican government to "create a set of rights for tests, medicines and vaccines, with free access or licenses on reasonable and affordable terms for all countries", as expressed by the Director General of the World Health Organization, Tedros Adhanom Ghebreyesus (WHO, 2020).

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At the higher education level, there are several examples of initiatives that explore virtual mobility. One of them comes from the Inter-American Organization for Higher Education, of which the UTN is a member of. Their initiative, Virtual Mobility Space in Higher Education (eMOVIES), is one such example. The idea is that participating institutions can enroll in virtual courses offered by other universities and receive credits for this. Student mobility, thus, is the online counterpart to the traditional exchange programs that universities have offered for a long time.

Of course, the virtual element of this exchange poses a series of challenges, but also opportunities. One of the obvious advantages is the reduced costs involved, since students will not have to travel out of the country. Another advantage is the collaboration with students and professors from other countries, which is ideal in the context of internalization. A study of an open source virtual mobility (Rajagopal et. al), found that students developed "six of the eight Key Competences for Lifelong Learning determined by the European Union (European Union 2019), including Personal, Social and Learning to Learn Competence, Cultural Awareness and Expression Competence and Citizenship Competence." (p. 13) Such competencies are also part of the educational model of our university.

As for the challenges, as our recent experience in teaching remotely has shown, there is a need for the systematization of experiences and practices, and the addressing of the access to technology, which could pose a problem in terms of inclusivity. Likewise, the affective component of education in a virtual setting has to be addressed. But, as we are seeing, virtuality is here to stay for the long run, and educational institutions have to make an effort towards more effective practices. This pandemic is not over, and we cannot be sure that there will be more in the future. It is time to think about what higher education could look like in our near and far future.

Dear Class Of 2020:

Written by *Cindy Rodríguez (ILE Professor)*



I am deeply sorry you had to start your experience in the university with 100% virtual classes. Now, let me make this clear, there is nothing wrong with virtual classes, but there is a lot you would miss this year. There are several experiences that both new and regular students should live, and you have not done it yet. You

are missing not only some learning experiences but also the social interaction and university life that comes with your first year. Let me describe to you this a little.

Even though I am a professor and not a student, I love to see students during the first day and week of classes. It is a mixture of eagerness, nervousness, and uncertainty. I can see it in your faces, hear it in your questions, and notice it in your participations. I absolutely love it! Students seem shy at first; then, small talk leads them into getting to know each other; afterwards, the dynamism of the class helps to boost personal connections. Later on, a student, or the professor says something funny, and that is all it takes for everyone to burst into laughter! I adore that moment! After that everyone feels more relaxed, and you can tell that easily. Finally, the next moment arrives: the break.

The break is an essential part of the experience as a new student in every school. The first breaks are an exploration. Some people stay in the classroom while some sit on the bench outside, and some go to the cafeteria, where the first social contacts begin. There, some start talking while waiting in line; others just look at each other and give a shy smile; then, a snack helps students have the feeling of having something to do while talking to others. On the other hand, those who wait outside of the class either start some small talk about the session they just had, or about the number of courses they are taking; this particular aspect allows students to meet their first class pals. Finally, others try to find something to see or do over the cellphone to avoid the initial awkwardness of those first encounters even though

it means refreshing Facebook or Instagram over and over with no new posts to see, especially if it is a Monday morning course. Finally, after 20 minutes, students go back to class and the amount of interaction increases thanks to the previous break. This leads to the next moment: connecting with the language.

When the current class starts, the professor gives instructions to have a conversation of getting to know each other, and students start talking, doing their best to recall words, phrases, and come up with made-up words such as "coursation". Students help each other by explaining empirically to one another. Oppositely others criticize in their mind the mistakes the one who is participating is making, not noticing the hundreds of errors made by themselves. I adore that too! I find it so innocent. There are always students who think they know more English than they actually do. Moreover, others do not say anything because they freeze, the terror of what the professors and others might think, while there are others who are so thirsty to learn. The ones who arrive late do their best absorbing every feedback given (to them or others), they ask questions even though they still do not know how, and they always participate in every activity, motivating others to do the same. Those are the ones who learn faster and better.

Something else you are missing is university life. Having classes if beyond the class. For example, the major is constantly doing activities to celebrate holidays or just to interact using English, for example, St. Patrick's, Thanksgiving, and ILE Week (usually around October). These different activities allow students to interact among different levels of the major, as well as with professors. There are other activities directed to reinforce languages as speeches, workshops, and culture fairs, where both students and professors, plus occasional guests, share experiences, tips and tricks to improve. Furthermore, the UTN also has different recreational and entertaining activities for everyone to get involved in. This ranges from sports, games, concerts, fairs, fun runs amongst many others. Different majors interact and share their talents.

THE ILE ETHOS

Part of university life is also the involvement in social issues. Students gather to talk about different social matters that are affecting the country or the university; for example, scholarships and student benefits, as other national and international issues. Additionally, students learn about situations that they may have not realized about before, such as university autonomy and how determinant it is to our public universities. All of this may even evolve to manifesting, protesting and even fundraising. In the beginning, you all might be a bit hesitant, but by and by you will learn more and more, and may be even become a student representative!

I am sharing all of this with you not because I want you to feel blue, but because I want to encourage you to continue and to embrace university life. I also want to encourage you to get involved, and to try connecting with others even though

we have to do it virtually because it is part of the beauty of this stage of your life. On the bright side, you are making history, and your experience will be unique, and it may even help you to enjoy university life even more, and to make the most out of every break, every person, and every course. Finally, it is never going to be the same, but try connecting to others, and creating a community of students, and try getting to know your professors a little bit more. Get into university mode. I really believe that the time we spend studying at the university changes our lives, the way we think, and even the way our families perceive life, so, it is fundamental, and literally life-changing. Who knows, maybe you can get your dream job while you are here, meet your lifelong best friends, and even meet the love of your life! I know that for a fact! **My best wishes to you all! Bless-**



Time For A New Kind Of Learning

By Karla Bernardo (25th January 2019)

"It's no longer what you know ... it's about what you do with that knowledge," Professor Mamokgethi Phakeng, Vice-Chancellor of the University of Cape Town (UCT), said during a panel discussion at the World Economic Forum (WEF) Annual Meeting in Davos, Switzerland."

Phakeng was among four speakers examining the topic: "A New Kind of Learning?". Her co-panellists were Andria Zafirakou, who won the Global Teacher Prize 2018 as the "world's best teacher", Lego Foundation chief executive officer John Goodwin, and founder of code.org Hadi Partovi. Justine Cassell, a roboticist from the Massachusetts Institute of Technology (MIT), chaired the panel.

The question put to the speakers was, **"What values, behaviours and skills must be taught to the new generation so they become responsible citizens in life and work?"**

Phakeng, opening the discussion, said that for her the need for a new kind of learning predated talk about the Fourth Industrial Revolution.

Remembering her time teaching mathematics, she said she had constantly grappled with the impact of technology and automation on her teaching and assessment. With the introduction of and easier access to calculators, memorising multiplication tables and drawing parabolas became irrelevant.

She asked herself why she was teaching her students these skills when they could find the answer at the touch of a button.

"What is the skill we are teaching them beyond just the knowledge of being able to do factorisation... what else is it that you are doing?"

These were the kinds of questions the basic education sector and tertiary institutions will have to ask themselves if they want to pre-

pare students for the rapid changes of the Fourth Industrial Revolution, Phakeng argued.

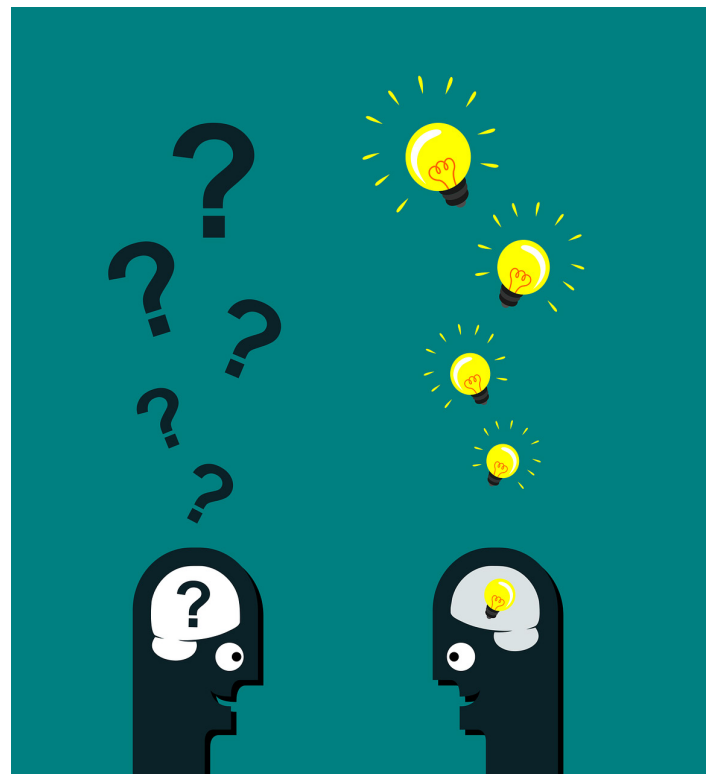
Collaboration

Asking the right questions must also be coupled with teaching, as well as encouraging the capacities that make us human.

Phakeng and her fellow panellists called for a **move away from rote learning and memorisation, towards capacity building and focusing on uniquely human experiences and emotions.** Included in these concepts is collaboration and problem-solving.

They agreed that the capacity to problem-solve is undoubtedly a necessity for dealing with the Fourth Industrial Revolution. The rapid changes will demand from young people the ability to rise above the immediate challenges and imagine the future.

better prepares the student for collaboration in the work environment.



ACADEMICS AND MORE

“People collaborate, that’s how we problem-solve,” Phakeng said.

However, collaboration is often discouraged in learning environments where the emphasis is on individual work. Also, the sharing of ideas and answers can be perceived as cheating. Phakeng referred to something she had previously discussed with colleagues: During exams, students are seated at individual desks. In the past, they were instructed to set their books aside during the examination. Then it was phones that needed to be set aside. Soon it will be watches, glasses, perhaps even buttons.

“We aren’t solving the right issue,” she said, suggesting what is instead needed is a re-imagining of the learning and assessment environment that better prepares the student for collaboration in the work environment.

Cut and paste

Phakeng recalled an exercise that she did during one of her maths classes. To challenge the perception that knowledge is gained only through memorisation and duplication, she held an open-book test for the class.



“They were amazed; they thought I was the most generous teacher,” she joked.

But, when the students tried tackling the first problem Phakeng had set, their books were of no use.

“The book wasn’t helpful because it wasn’t a ‘cut and paste’ of the problem... you had to think more.”

The type of knowledge that she challenged during the open-book test holds people back from success in the workplace. Currently, students are taught, they reproduce what they’ve learnt, they get their certificate and they land a job. But when tasked with problem-solving in the workplace, they are ill-prepared.

“We are going to have to rethink what is this learning, why do we do it and for what.”

Navigating knowledge

Knowledge, Phakeng said, “is accessible anywhere”.

And the first-year students who have enrolled for the 2019 academic year at UCT will be inundated with knowledge.

She spoke of her upcoming welcome address at Parents’ Orientation and how she is acutely aware of the different kinds of knowledge with which students will be confronted. This will include opposing political messages and pseudoscience.

“Understanding the inequity of knowledge... it’s going to be key.

“So, what is it that I need to tell them that is going to sharpen their ethical scrutiny?”

The ability to navigate these different kinds of knowledge, to know what to use and what to throw out, is part of what makes empathetic, responsible students and citizens.

The inability to navigate and scrutinise, said Phakeng, is contributing to “bringing our world to its knees”.

“It’s the what, the why, the how... For me, all of that is important in what makes us human.”

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 have you learned during this confinement? (2)

During this confinement, I have practiced more patience, meditation, mindfulness and love than ever before. I have learned tons about my boyfriend and my kids and now I know I am very good with keeping a strict diet no matter what. I realize now that my University, my students and coworkers play a very important role in my life and I miss them all.

Izabella Sepulveda

I have learned that we rarely connect ourselves to our deepest self, letting the useless aspects of life be crowned as the center of our human reality.

Meilin Pérez

I have learned that we, human beings, have to stop being so arrogant to believe that we have control over everything. This Corona virus has taught us to appreciate things that we usually take for granted like family, friends and life because all of them could disappear any minute.

Yamil Segura

I've learned that nobody knows what he's got until it's gone. Everyday I see comments on how people miss what was normal. In my case, I did not know I was going to enjoy being at home like this, but actually I do.

Elic Herrera

I have learned that we human beings have a superpower: we have the capacity to adapt to any circumstances, and with the right attitude we can make the best of them. Life goes on no matter what, and it's our decision to go with the flow or drown in it.

Xinia Nagygellé

I have learned that we have been using time to measure traffic jams and no distances. That humanity needs to live in net bonding if we really want to overcome this or any other catastrophe.

It does not matter if this virus was nature/lab created but I confirmed that we are experiencing the butterfly effect: "it is enough that a butterfly moves its wings in China to have effects on the other side of the planet". However, the relevant issue is to understand that it would also occur with positive actions.

Maria Ly

I've mostly learned that I can turn my tiny apartment into a functional GYM by using rubber bands, chairs, tables, bottles and containers filled with water, pipes, etc. Besides taking care of my family, working out is the most important thing for me

Aarón Torres

I have learned to value the time I did not have with myself before this confinement. It is important to take some time to do the things that really make us happy within the safety of our own homes: reading, exercising, learning other stuff different from our area of expertise, and finally, being grateful for everything we can do without rushing around..

Christian Corrales



The Importance Of Knowing About Drugs

By Denis Lira Hernández (ILE Student)

Have you ever wondered which are some effects or consequences of trying legal and illegal drugs? Thinking and researching before employing them is a fantastic idea to avoid issues or illnesses as time goes by. Moreover, finishing a major should be the most valuable goal people have to keep in mind because with a degree they could have an exciting life. Nonetheless, medicines are legal substances that can change into dangerous treatments if patients do not control them. Furthermore, it is significant to think about which places you are visiting due to some inhabitants might poison drinks and food. Consuming drugs today has become an addiction, especially in youth, since stealing money, wandering the streets, and using drugs in a vicious cycle are some results of experimenting at an early age.

Firstly, honesty could be one of the aspects people lose when they steal money from their parent's houses or other places. As a result, the population usually winds up believing that robbers loot cash for buying extra drugs such as cannabis, marijuana, heroin, or even cocaine, without having the idea of aiding themselves. Nevertheless, most citizens do not care about addicts; they want to talk about other's conduct without taking any action to look after someone. On the other hand, drug-dependent people turn out obtaining a bad reputation, so they shame their progenitors. However, mothers generally are the ones that try to help out their offspring without thinking twice about it, showing all their unconditional love. In other words, taking hard currency leads to severe effects for the whole family.

Secondly, people end up on the streets with few people supporting them to recover their lives. Mothers become tired of assisting their children when they do not want to stop consuming narcotics; however, some families get rid of them without any other alternative. Therefore, what addictive people do for trying to survive is wandering around every day from place to place, but it becomes difficult since neighbors turn their backs on them often. Besides, drug-addicted people begin emanating uncleanliness aroma for not having a place to clean their bodies. Despite existent institutions that look for aiding the homeless people, on the ways there are enormous numbers of individuals sleeping under cartons. Meandering on the roads is a constant problem people get for trying drugs during their early years.

Finally, a large number of human beings end up becoming addicted day after day. As a consequence, some reasons for getting addicted are for relieving loneliness or feeling terrible emotionally, which usually leads to illnesses. Likewise, an overdose is an extra concern that affects humans, killing them most of the time. Cancer, embolism, and HIV become a part of regular diseases for ingesting, for instance, alcohol or tobacco. Moreover, part of being an addictive is to hurt others for getting what they want, but this behavior only leads to jail or more obstacles to overcome their problems. Inhaling or drinking legal and illegal drugs is a vicious cycle which can cause multiple sicknesses and issues to a person.

Drug consumption is not only making older people losing their lifestyles and families but also adolescents. Additionally, it is complicated to quit narcotic dependency even if people find institutions or group support. Nonetheless, some inhabitants have stopped using any kind of depressive or sedatives. In contrast, it is necessary to think about consequences before trying substances that could damage your health. Sleeping on the streets or getting sick are not alternatives anybody desires. Moreover, wrong decisions can lead to unimaginable issues. The answer to the question "What can people do to avoid these problems?" is pretty simple, never considered trying drugs.

Hard Decisions

By José Andrés Murillo Rosales (ILE Guanacaste Student)

A perfect family is nothing but a fanciful fallacy, and the Carlini family knew it at the perfection. Thomas and Margaret used to live with their father, Enzo, an Italian sailor who moved to America, on a farm next to Charleston, South Carolina. For a time, the presence of the house's lady was habitual, but she left them since she could not recognize the man she had married many years ago. As a result of this tragic abandonment, a void in Enzo's heart that he never could fill destroyed him, and as it was expected, his children experienced the consequences. For a long time, Thomas and Margaret suffered their father's hatred in their flesh. Nonetheless, the lives at the Carlini's house was close to change.

Everything was a chain of events. When their mother left them, the poor little creatures had to endure the misery of having an abusive and alcoholic father, but Margaret was the one who fortunately received the most. She fed her father and brother while taking care of the cottage; meanwhile, father and son worked hard on the small farm they had under the merciless sun. After the day ended and her father returned intoxicated from the tavern, Margaret's nightmares were present. Most of the time, Margaret's father beat her to boredom, and if it were not that, he would grab her by the arm and drag her into his room, where the poor girl had been abused many times. Her brother Thomas, powerless due to the fear that Enzo influenced in him, used to stay as far as he could from the house, or used to lock himself in his bedroom trying to read the few books he had because he could do anything about it. Thomas abhorred his own father due to all the pain he caused to his beloved sister, and one night, Thomas unchained his wrath over him.

The contempt for his father seized Thomas, so he couldn't stand it anymore; Thomas yelled at Enzo, begging him to stop, but his father was reluctant to listen, let alone being intoxicated; with all his strength, he threw a rustic wooden chair at him, hurting his back. In a matter of seconds, father and son started to fight madly; broken furniture, torn books, and blood, sweat and tears shed decorated the entire house. Though both were hurt, none of them were willing to stop the confrontation; despite being younger than Enzo, Thomas was a ferocious fighter with a brawny body due to the farm work, and of course, the large amount of beer his father had drunk gave him an advantage. However, Thomas was getting tired and desperate; trying to stop him, Thomas eventually stabbed his father with a piece of glass from a broken window, releasing a river of blood. Thomas went victorious. Repented, running out of blood, and a little conscious, Enzo asked for apologies for the way he treated them, while he dropped some small tears over his sweaty and bloody face until he gave his last breath. His son could not understand what he had done since everything happened in seconds, and his daughter, during the fight, was secluded in a small corner of her bedroom. The Carlini family was torn.

Brother and sister were on their own. Thomas felt completely guilty for killing his father, but the idea of saving his dear sister comforted him. After what happened, it was his duty to protect her; he hugged her for the rest of the night in the same little corner, dropping tears silently until both fell asleep. Thomas became cynical and paranoid, so in the morning, after burying his father, the twin siblings took all the money that they could find and left their home in Charleston. For a long time, the twin siblings kept moving through the East Coast until they finally decided to stay in Boston. However, living in Boston would be another tough challenge for them.

The Cures And Demons Of Sleep Paralysis

By Sarah Jaffray 11th May 2016



Sleep paralysis was once known by the term 'night-mare' and associated with demonic possession. Historic treatments included bloodletting and shaving the head. Science can now explain the disorder, but it is still a frightening experience.

Today we use the term 'night-mare' to explain a generally frightening dream or unpleasant experience, but until the late 19th century the term night-mare (hyphen included) was exclusively descriptive of sleep paralysis, a sleep disorder in which the body is temporarily immobilised at the moment of waking or the moment of falling asleep. It is a minor, yet common, body/mind malfunction that upwards of 50% of the population claims to have experienced at least once in their lifetime.

The science behind sleep paralysis

Sleep paralysis is relatively easy to explain and is (generally) not a serious condition. It occurs when brain and body are not in sync during the sleep process. During a 'normal' night's sleep we can expect the brain to dispatch a message to the nervous system that relaxes the muscles; so relaxed

are they that they become inactive during sleep, protecting our body from acting out physically while in the state of sleep. As the brain is roused to a waking (hypnopompic) state or as it falls into a sleeping (hypnagogic) state the brain gives the order to end or start the paralysis.

Sleep paralysis occurs when the process happens at the wrong speed; when the brain and body are out of sync. If the brain doesn't give the order to the muscles, the muscles lay dormant while our mind is stirred to consciousness, giving us the sense of paralysis. As this liminal state persists it activates our limbic system, our centre of emotional reaction, causing fear and panic. If an individual is in the middle of a disturbing dream, this sense of fear is heightened ten-fold because there is usually a hangover that results in visual and auditory hallucination.

Although our contemporary knowledge of neuroscience demystifies sleep paralysis, its explanation does not match the extra-sensory fantastic experience of it. It's no wonder that throughout history it has been linked to paranormal forces, from demons to aliens.

Riding with the demons

The Western concept of the night-mare is weighted with an accumulation of historical interpretations that emerged from the myth of the incubus. From ancient Mesopotamia (c. 2000 BCE) to the Roman Empire, a demon known as the incubus was responsible for your bad dreams. Originating from the Latin 'to sit on', the incubus sat on top of your chest inducing horrifying dreams and physical immobility, making it the first documented explanation of sleep paralysis.

We get our term 'mare' from the Old Norse version of the incubus: the mara, which comes from the verb merran or 'crusher'. Not precisely a demon, the mara is a person with magical attributes who 'rides' their victim for the pleasure of pure wickedness. Grendel, the fearsome villain of the Anglo-Saxon tale 'Beowulf', is a perfect example of the mara crushing and devouring his prey in the dead of night. In subsequent centuries, the mara is shape-shifted into the Old Hag myth, which Shakespeare appropriates for his epic Queen Mab soliloquy from 'Romeo and Juliet'.

Today, the demon of sleep paralysis has morphed again, taking the form of the alien abduction, playing upon our fear of the unknown universe that surrounds us. The experience of sleep paralysis not only alters the consciousness of an individual at the moment of waking or descending into sleep, but it has made a lasting impression on our perception of reality in Western culture.

VISITING LANDMARKS

Maui



Maui is the second-largest Hawaiian island, but offers more miles of great beaches than any of the other islands. From those who lived on Maui and from those who have ever been there, you will hear Maui no ka 'oi. Maui is the best. But don't believe their words, come and see for yourself!

The island has lots to offer, from sunrise from the peak of Haleakala, sunbathing on the beaches in Kaanapali and Kihei, driving the Road to Hana through blossoming rainforest, and watching whales and dolphins at their natural inhabitant.

Besides wonderful and colorful nature, Maui is also a home to a rich culture and amazing ethnic diversity. In small towns like Paia and Hana you can see remnants of the past mingling with modern-day life. Aged coral and brick missionary homes now house broadcasting networks. The antique smokestacks of sugar mills tower above communities where the children merge English, Hawaiian, Japanese, Chinese, Portuguese, Filipino, into one multi-hued language. There is probably no other place so diverse and exciting as Hawaii. The more you look here, the more you will find.

Maui's diverse landscapes are the result of a unique combination of geology, topography, and climate. Each volcanic cone in the chain of the Hawaiian Islands is built of dark, iron-rich/quartz-poor rocks, which poured out of thousands of vents as highly fluid lava, over a period of millions of years. Several of the vol-

canoes were close enough to each other that lava flows on their flanks overlapped one another, merging into a single island. Maui is such a "volcanic doublet," formed from two shield volcanoes that overlapped one another to form an isthmus between them. The older, western volcano has been eroded considerably and is cut by numerous drainages, forming the peaks of the West Maui Mountains (in Hawaiian, Mauna Kahalawai). Pu'u Kukui is the highest of the peaks at 1,764 metres. The larger, younger volcano to the east, Haleakalā, rises to more than 3,000 metres above sea level, and measures 8,000 metres from seafloor to summit, making it one of the world's highest mountains. The eastern flanks of both volcanoes are cut by deeply incised valleys and steep-sided ravines that run downslope to the rocky, windswept shoreline. The valley-like Isthmus of Maui that separates the two volcanic masses was formed by sandy erosional deposits. Maui is part of a much larger unit, Maui Nui, that includes the islands of Lāna'i, Kaho'olawe, Moloka'i, and the now submerged Penguin Bank. During periods of reduced sea level, including as recently as 20,000 years ago, they are joined together as a single island due to the shallowness of the channels between them.

Sights and Activities

Without a doubt, doing a snorkel trip from Maui is great! Only 3 boats travel around Lanai for snorkel excursions, so you have an oppor-

tunity to see places and snorkel in spots that few tourists ever see. The snorkeling is great and you can see endangered seals, spinner dolphins and lots of fish. And for sure you'll never forget the visit to Blue Water Rafting. The snorkeling is great - the



caves are spectacular - there are some huge fish around Molokini. Do not miss this trip!

You'll be impressed after visiting the Hike Maui. This is a great hike! The views are spectacular and you feel like you're entering another world as you hike down into the crater.

Haleakala National Park is a true wilderness area featuring the dormant Haleakalā (East Maui) Volcano. The park covers an area of 134.62 km² of which 77.98 km² is a wilderness area. It was originally created as part of the Hawaii National Park along with the volcanoes of Mauna Loa and Kilauea on the island of Hawai'i in 1916. Hawaii Volcanoes National Park was made into a separate national park in 1961. The park area was designated an International Biosphere Reserve in 1980.



How Students React to Digital Technology

Today's students possess an unprecedented level of technological skill. They use digital media in different ways compared to previous generations. Many call young people digital natives, as they grew up with technology since birth.

When it comes to the digital realm, young people are 100% literate. Staying connected is a vital part of their lives. They use a variety of communication forms and expect teachers to use these technologies in the classroom.

According to one study, students want their teachers to use social media as a classroom tool. Many believe it helps them remain connected with both their peers and their school. It can improve communication, facilitate interactions between classmates, promote social learning and increase collaboration. It can also enhance productive behaviors. Unfortunately, most students feel teachers underutilize it.

Educators who use social media in the classroom should be aware that students want to keep their education separate from their social lives. Today's young people are wary of digital privacy in academic settings.

A virtual learning environment can enhance a student's cognitive and explorative nature, a profound educational tool. Online programs can analyze a student's past performance and identify areas to improve.

Teaching Methods Digital Media Can Serve

Digital media, which challenges both students and educators in collaborative education, can serve a variety of uses in the classroom. Technology allows teachers to connect and interact in ways that are conducive to the course material. Educators can use digital media to their advantage in a number of ways, including:

1. Implementing a Response System

Teachers can encourage students to bring their devices to the classroom, or ask them to participate in interactive polls and quizzes. Educators can use apps to create multiple-choice tests, and students can tap in answers.

The responses are automatically collected and polled. Students and teachers gain real-time feedback on their understanding of the materials. Plus, students aren't limited to prewritten answers — they can type in their own responses



to open-ended questions.

2. Enhancing the Learning Experience

Learning can often be dull. Today's educators can use technology and digital media to enhance the experience and fully engage students. From e-books and games to virtual tutors and classrooms, there is no shortage of tools to add.

With gamification, for example, teachers can require students to role-play historical or literary figures, appealing to their knowledge and interest in role-playing video games.

3. Automating Tedious Tasks

Educators are no strangers to tedious activities. They read through papers, grade tests, offer feedback and much more. Instead, they can automate these tasks and focus on what matters — the students.

Automation, which uses artificial intelligence, streamlines assignment grading and answers common student questions. It can also customize the learning experience on a student-by-student basis. In the future, AI software might play a more significant role in education.

Embrace the Future Through Digital Media

Love it or hate it, technology in the classroom is here to stay. Many educators have already seen the benefits, from higher engagement to improved retention rates.

By taking advantage of technology and implementing digital media in a positive way, schools can promote better learning for the students of the future.

The Argonauts (PART 1)

The Argo

The hero Jason was asked by his uncle, Pelias, to bring him the Golden Fleece. [For more on the hero's life and how Pelias came to give him this command, see Jason]. The Golden Fleece was a ram's fleece of pure gold; it was the prize possession of Aëtes, the King of Colchis, which was located on the far-away shores of the Black Sea [map]. Jason organized an expedition of heroes from all over Greece to sail with him on this adventure. The roster of heroes varies from source to source but there are a few who appear on almost every list: Heracles; Orpheus; the Dioscuri (sons of Zeus), Castor and Polyduces (also known as Pollux); Telamon, father of the Greater Ajax; Peleus, father of Achilles; and Argus, the builder and eponym of the Argo, the ship on which the Argonauts sailed. Argus had built the ship (with the help of Athena) with one beam from the sacred oak of Dodona. This beam could speak and at some points gave advice to the crew.

The Lemnian Women

The expedition first came to Lemnos, an island inhabited only by women, because all the men had been killed. Sometime before this, the women on the island had neglected the cult of the goddess, Aphrodite. Aphrodite, becoming angry, of course, had caused the women to give off a terrible odor. The women's husbands naturally began to avoid their wives, and eventually they sailed to Thrace and brought back concubines to sleep with instead of their wives. The women were so angry that they killed all the men and the Thracian women as well. (Only one man survived; the princess, Hypsipyle, hid her aged father in a chest and put him out to sea; he drifted ashore on the island of Oenoë.) Because of this terrible deed, the Lemnian women lived in constant fear that the Thracians would come and attack them in retaliation. When the Argonauts landed on Lemnos, the Lemnian women believed that the Thracians had come to kill them and got ready for battle. Jason sent one of his crew, a son of Hermes, as a messenger to ask the women if the Argonauts could camp out on their shore. His words convinced the women they were not in immediate danger, so they convened a council in which they decided that having a group of strong



and handsome heroes around would not be a bad idea. The women sent a messenger to bring the heroes into the city.

Most of the Argonauts were thrilled to spend the night in the city (apparently the women no longer smelled bad), but Heracles and a few others stayed with the ship. Queen Hypsipyle became quite enamored with Jason and offered to allow the Argonauts to come and stay. If Jason had any skill, it was charming women. He thanked Hypsipyle graciously but told her that he and his men had to continue on with their journey. Most authors say that the Argonauts spent only a few days on Lemnos, but this was long enough for a new generation of Lemnians to result.

The Doliones

After leaving Lemnos, the Argo sailed for the Hellespont [see Hellespontus on map]. They landed on an island in the Sea of Marmara inhabited by a people called the Doliones. Their king offered to give them shelter and to restock their supplies because an oracle had told him to offer aid such travelers. Only a few men were left to guard the ship, so when a group of giants came upon the guards, the ship would have been easily destroyed had the mighty Heracles not been one of the guards. Heracles singlehandedly shot several of the giants and chased the others away. The King of the Doliones showed Jason the route for the next leg of their journey and the Argo soon headed off, but contrary winds pushed the ship back into the harbor.

By now it was dark, however, and no one could see very well. When the Argonauts disembarked, they did not realize where they were; the Doliones believed a group of raiders had come to attack them, and so a battle ensued. Eventually the Doliones retreated, having lost

a large number of their men. The next morning, the Argonauts realized their mistake when they found the body of the king. The Argonauts and the Doliones together celebrated a magnificent funeral for all the deceased. A few days later, the Argonauts moved on.

Heracles and Hylas

The next day they came to the coast of Mysia [map]. Here, Heracles broke his oar, so the group put ashore to make a new one. Heracles went into the woods to cut down the wood for a new oar while his lover, Hylas, went to a stream to get some water. At the stream, Hylas' striking beauty caused the nymph of the stream to abduct him by grabbing him and taking him down to her palace under the water. Heracles was understandably upset by Hylas' disappearance and spent the entire night searching for him. He was still out searching the next day when the rest of the crew were getting ready to leave, and in their hurry, they left Heracles behind. Heracles managed to find his way home, where he continued his labors.

Circe

Zeus was angry at the crew for the murder of Apsyrtus, so Hera blew them off their course, sending them to the waters around Italy to protect them from Zeus' wrath. The beam of the ship with the ability to speak told the crew that they could not return home until they had been purified of Apsyrtus' murder by Aëtes' sister, the witch Circe, who lived on the island called Aeaea. They found Circe and she performed the proper sacrifices and purification rituals. After this was done she asked who they were. Medea explained the story (minus the death of Apsyrtus) to her and Circe was appalled to learn that her niece had stolen the Golden Fleece. She ordered the Argonauts to leave her island.

“English For You CR” Presents, Understanding Native Speakers Better



It is common for English students working in an English-speaking environment, to feel intimidated and stressed when trying to understand native speakers, either face-to-face, or by phone. Although this is normal even in your own native language, here are some ways in which you can solve this situation.

First, try to read the speaker's emotions: is this person happy, angry, frustrated, bored? This will help you have a clearer idea of how to interact with this person.

Second, listen to the words or ideas they repeat the most: as you know, central ideas and key words are basic to understand somebody. Getting main ideas straight can help you catch the message and the person's request.

Third, pay attention to the content words, that is, the words that convey the meaning of a sentence (we have talked about them in the past). They are normally nouns (names, places), verbs and negatives, some adjectives and adverbs (early, later, next, etc.)

Lastly, as we have also said before, don't be shy and ask the person for clarification using confirmation questions, or ask them to repeat, in other words, or give an example, of what they mean or need.

Remember: getting the context, main ideas and key words is what you need in most of the conversations in order to get the message and respond accordingly. Good luck!

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

melee

noun [mey-ley, mey-ley, mel-ey]

-confusion; turmoil; jumble.

EXAMPLE:

-A recent tussle between Maduro loyalists and the U.S.-backed opposition for control of Venezuela's National Assembly descended into a melee of competing claims that left neither side with clear authority over the assembly.

www.dictionary.com



SpaceX Launch

SpaceX, the private rocket company of billionaire entrepreneur Elon Musk, launched two Americans into orbit from Florida on Saturday, May 30th in a landmark mission marking the first spaceflight of NASA astronauts from U.S. soil in nine years.

Minutes after launch, the first-stage booster rocket of the Falcon 9 separated from the upper second-stage rocket and flew itself back to Earth to descend safely onto a landing platform floating in the Atlantic.

High above the Earth, the Crew Dragon jettisoned moments later from the second-stage rocket, sending the capsule on its way to the space station.

The exhilarating spectacle of the rocket soaring flawlessly into the heavens came as a welcome triumph for a nation gripped by racially-charged civil unrest as well as ongoing fear and economic upheaval from the coronavirus pandemic.

The Falcon 9 took off from the same launch pad used by NASA's final space shuttle flight, piloted by Hurley, in 2011. Since then, NASA astronauts have had to hitch rides into orbit aboard Russia's Soyuz spacecraft.

For Musk, the launch represents another milestone for the reusable rockets his company pioneered to make spaceflight less costly and more frequent. And it marks the first time commercially developed space vehicles – owned and operated by a private entity rather than NASA – have carried Americans into orbit.

Information taken and adapted from: <https://www.britishherald.com/human-spaceflight-from-u-s-soil-in-nasa-resumed-with-spacex-launch/>
Photo Credit: <https://blogs.nasa.gov/kennedy/2020/05/30/nasa-spacex-successfully-launch-demo-2-mission/>