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UTN Atenas Campus Offers Two New Licentiate Programs

Poseidon

**Comprehensible Input And
Class Management**

INSIDE

- 2 EDITORIAL
UTN NEWS
- 3 UTN Atenas Campus Offers Two New Licentiate Programs
- 4 UTN Inaugurates Version 2.0 Of The National School of Rice
WORLD NEWS
- 5 Experts Had To Use Pictures To Explain Coronavirus Vaccine To Donald Trump
- 5 Too Much Washing And Sanitizer Could Raise Risk From Other Viruses
- 6 What If It Were You? Fighting "Globalization Of Indifference" On Refugee Crisis
THE ILE ETHOS
- 7 Empathy
- 8 Comprehensible Input And Class Management
ACADEMICS AND MORE
- 10 The Importance Of Continuous Learning
- 12 VOX POPULI
THE ATTIC
- 13 The Clandestine Package
- 13 Online Courses vs. Traditional Courses
- 14 Run as Fast as You Can.
- 14 Black Bear: The Nightmare Trip
POP WORLD
- 15 How It Was Started: Liquid Nitrogen Ice Cream
VISITING LANDMARKS
- 16 Quebec
DISCOVERING TECHNOLOGY
- 17 How To Make Your E-Learning Course More Interactive
LANGUAGE CORNER
- 19 Poseidon
- 20 English For You
LOUDER THAN WORDS
- 21 Goðafoss

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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 Poseidon who was feared as the provoker of earthquakes and worshipped as the creator of the horse. 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.

<https://pixabay.com/photos/sculpture-marble-art-aphrodite-2228673/>



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EDITORIAL

Stick To What You Know best.

by Eric Herrera (ILE Professor)



Although teachers are one of the most important factors contributing to student achievement, it is very interesting how they are rarely taken into consideration when there are changes in organizational directives that influence their work. Since a couple of years ago, UTN authorities implemented directive 115, which has not proven to be the best for

teachers' work nor the work environment.

Why are teachers discontent with directive 115?

To start with, one of the main obligations of any employer is to provide the necessary tools and resources so that employees can do the job that has been agreed upon; before UTN's authorities decided they wanted teachers to stay at the institution for the hours they established, they had to determine if they had the necessary spaces and tools teachers needed, the offices or cubicles for teachers when they are not teaching, the computers and printers, paper and copier machines to work with, a good internet connection to access information needed, and specific software to work with depending on subject area, etc. So far, the UTN is not able to supply all teachers with these essential resources.

Second, all regulations included in directive 115 were never shared with teachers for them to give their opinions and suggestions in order to guarantee an equitable document. This aspect really shows how the directive is more than an academic proposal, but an administrative imposition giving teachers a non-participative role in such a relevant change in the teachers' work.

Third, the Internet has dramatically changed the way academic work is done. The quick access to a large amount of information makes it easier for teachers to plan classes, prepare better and more varied learning environments, achieve interaction by utilizing digital media, keep updated with the latest information, learn empirically, etc. However, employers must take into consideration the necessary time a teacher needs to do this, and that since all subjects are different, the time to prepare and research for each subject cannot be the same. Directive 115 established by the UTN provides an equal number of hours to evaluate and to plan, which is something completely unrealistic taking into consideration the nature of each program, subject, and the number of students registered in each class. In addition, another aspect that blurs this practice is that teachers were never shown any institutional or even national study that supported the number of hours that the UTN decided was necessary for these tasks.

Fourth, since the directive is not clearly written, it leaves itself open to different interpretations. Directors are the ones in charge of ensuring that teachers comply with what the initiative says. However, some directors manipulate the initiative according to their needs. For example, a director told his/her teachers that if one of them took vacations, the director had the right to modify a teacher's assigned hours for a specific purpose during the time the other teacher was on vacation in order to substitute him/her. When asked about it, the director simply said that the initiative offered that flexibility. Why is this absurd? If a professor is working full time (4 courses), and he/she is assigned one more course for a period, this professor would be teaching five courses, which is something that another policy had already banned. There is no proof that directive 115 specifies if this is possible, or what a professor must do in case, he/she does not want to do it. Anyone might think that there is no problem as the professor can easily say he/she does not want to do it. The problem is that many interim professors might accept the request not because they want to, but because they fear their future course appointments would be jeopardized.

Fifth, directive 115 is a discriminatory measure between academic and administrative staff. Directive 115 was established to control, within a professor's shift, every single aspect of the academy and beyond (it includes, evaluation, planning, research, extension, training, counseling, curriculum design, learning material design, appointments, participation in internal and external bodies, among others) in terms of how many hours and minutes are assigned for each activity. On the contrary, the work administrative staff does is not measured by any similar directive. This leads professor to ask why academic work must be severely measured while the administrative work must not.

To sum up, the full implementation of directive 115 has made teachers become weary of the very profession that ought to facilitate inspiration. It is wrong to think that objective (standard clock) time is the most important aspect to measure teachers' work. It is important to clarify that teachers are not against tools to measure their work, but they need one which includes aspects that correspond to the teachers' reality. We teachers call on the authorities to interrupt the application of directive 115, open fluent lines of communication and dialogue to clarify and fix these situations, and, **in this way ensure a healthy and harmonious relationship that leads to a better university for all, which is the final objective we both share.**



UTN Atenas Campus Offers Two New Licentiate Programs

Translated By Izabela Sepúlveda (ILE Professor)

To comply with the provisions of the Law of Financial Administration of the Republic and Public Budgets and its Regulations, the Atenas Campus of the National Technical University (UTN) delivered on February 25th, the Objective Compliance Report and Physical and Budgetary Goals of the Annual Operational Plan (PAO) 2019. During this report, both the university authorities and those of the Atenas Campus showed the achievements reached during 2019. According to data provided by the University Registration Registry of the UTN during 2019 the Atenas Campus enrolled 1,371 students, 607 men and 764 women. The Area of Academic Record and Graduations of the UTN, indicated that 307 out of those graduated from the Campus in Atenas: 166 got a diploma, 104 a baccalaureate and 37 a licentiate. 45% of the student population of the Campus was awarded a scholarship, during that period, for a total of 617 people. In addition, the Atenas Campus benefited 1,281 students with complementary grants, divided as follows:

- Ordinary financial aid: 411
- Financial Aid for Food: 455
- Student Residential Support: 12
- Student Residence: 403

Atenas Campus made great achievements in 2019. During 2019, the Atenas Campus achieved the opening of two majors, one in Engineering in Forestry and Wildlife Sciences and another in Veterinary with an emphasis in Buiatrics, which gave hundreds of graduates of these majors the opportunity to continue with their studies up to that academic level. Also,



the project "Generation of Employability Tools for Young People with Disabilities 2019-2020", together with the Young Person's Council was initiated and aims to develop basic courses in the areas of hydroponics, nurseries and garden maintenance, and the industrialization of agri-food and office products. This project, which is aimed at a goal population of 48 young people with disabilities in the Western Zone, between the ages of 13 to 35 years, will provide employability tools through technical training, allowing an increase in skills and abilities that will guarantee their participation in the national economy. The Atenas Campus started a pilot plan for the development of semi present and virtual courses, which is intended to directly favor high school and undergraduate students, managing to reduce costs in dispatch, fuel, electricity, use of residence spaces, classrooms and also provide students with virtual communication skills.

To read original news in Spanish, go to: www.utn.ac.cr/content/sede-de-atenas-realizo-la-apertura-de-dos-licenciaturas-en-el-2019

Reduce your risk of coronavirus infection:



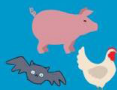
Clean hands with soap and water or alcohol-based hand rub

Cover nose and mouth when coughing and sneezing with tissue or flexed elbow



Avoid close contact with anyone with cold or flu-like symptoms

Thoroughly cook meat and eggs



Avoid unprotected contact with live wild or farm animals

Protect others from getting sick

Cover mouth and nose with tissue, sleeve or elbow when coughing or sneezing



Throw tissue into closed bin after use

Clean hands after coughing or sneezing and when caring for the sick



UTN Inaugurates Version 2.0 Of The National School of Rice

The National Technical University (UTN) inaugurated the renewed and innovative version of the National Rice School (ENA. V 2.0) at the Guanacaste Campus on February 15th, eight years after the project was born. Version 2.0 is intended to train specialists in agronomy and agricultural sciences, to administer or manage rice farms.

The methodology implemented is based on the presentation, discussion and analysis of scientific literature disclosed, in order to update knowledge in areas of productive interest, in the context of the learning society.

It is factual that, given the global phenomenon, the need for scientific development and innovation is considered vital to meet the challenge of the competitiveness of the economies and companies associated with food production.

The activity took place in the "Nakuti" Auditorium of the Research and Transfer Area, located in the experimental estate of the University. The appointment was attended by specialists from the Chorotega Region, according to the selection criteria issued by the National Rice Corporation (CONARROZ). The inaugural address was given by Isabel Quirós, Executive Director of the previously mentioned entity.

The first mediation addressed the issue of agricultural leadership and entrepreneurship from a holistic vision, for the creation of an agro-productive synergy in commitment to society, in which the systemic integration of all actors related to the rice area was highly prioritized.

Project 2.0 is articulated with 9 educational strat-



egies that must find their origin in critical thinking:

- Leadership and agricultural entrepreneurship.
- Precision farming.
- Experimental design and sampling for the study of pests and diseases.
- Irrigation and drainage: Advantages and disadvantages.
- New trends of genetic improvement.
- Innovations in rice fertilization.
- Biotechnology and molecular biology applied to rice agriculture.
- Sustainable land management.
- Teamwork and cooperative / situated learning / closing activity.

Version 2.0 will have facilitators only with an academic level of Master's and Doctorate, trying to potentiate the critical analysis of each of the papers that will be read in each session. It is intended that version 1.0 be taught soon alternately with 2.0.

To read original news in Spanish, go to: www.utn.ac.cr/content/universidad-técnica-nacional-inaugura-la-versión-20-de-la-escuela-nacional-del-arroz

Be **SAFE** from #coronavirus

if you are 60+ or if you have an underlying condition like:



Cardiovascular disease



Respiratory condition



Diabetes

by avoiding crowded areas or places where you might interact with people who are sick and check WHO

Learn more to Be **READY** for #COVID19:
www.who.int/COVID-19

Be **KIND** to support loved ones during #coronavirus



Check in regularly especially with those affected



Encourage them to keep doing what they enjoy



Share WHO information to manage anxieties



Provide calm and correct advice for your children

Learn more to Be **READY** for #COVID19:
www.who.int/COVID-19

Experts Had To Use Pictures To Explain Coronavirus Vaccine To Donald Trump

US President Donald Trump was given a slideshow explaining how long it takes to develop a vaccine after he clashed with the nation's top health expert on the timeline to fight coronavirus.

Dr. Anthony Fauci, head of the National Institute of Allergy and Infectious Diseases, had to use pictures to show the president the work that was being done in his lab after he pushed for a job to be made 'within a couple of months', according to metro.co.uk.

Health experts have repeatedly said it will be at least a year before a vaccine for COVID-19 will be available to the public.

Trump told a cabinet room briefing on Monday that a vaccine 'or even a cure' would be available in half that time – forcing Fauci to step in and contradict him in front of the country's top pharmaceutical executives.

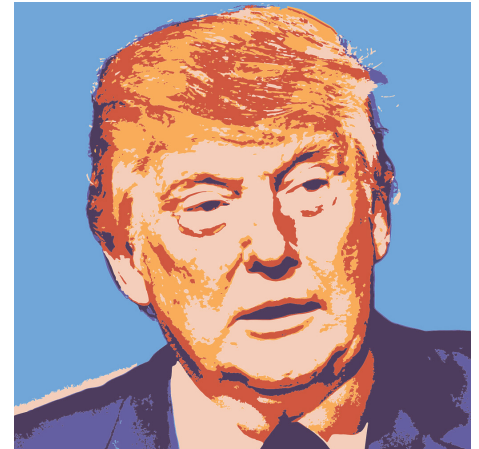
However his attempts to reason

with the US leader fell on deaf ears, with Trump telling him 'I like the sound of a couple of months better'. After their spat, the US president visited the National Institute of Health (NIH), where Fauci lay out the timeline for a vaccine in pictures to get his message across.

'I just want to connect what we've been talking about the past few weeks,' Fauci, 79, told the president.

An aide then pulled up a slide that outlined how long it took officials to respond to coronavirus compared to other infectious diseases.

Coronavirus had the shortest time frame when it came to testing a potential vaccine. The timetable showed how Fauci's team have made the same progress in two months that scientists working on the SARS vaccine made in 20 months.



Fauci said his team were reaching phase one – when a vaccine is ready to be tested on humans. But he cautioned the president not to be too optimistic, saying: 'Remember this doesn't mean that is the vaccine.'

The World Health Organization (WHO) has already said it will take up to 18 months to develop a vaccine for COVID-19 – a time frame much shorter than the usual two-to five-year window.

Information taken from: www.iran-daily.com/News/266533.html
Image taken from: www.pixabay.com



Too Much Washing And Sanitizer Could Raise Risk From Other Viruses

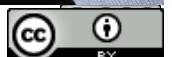
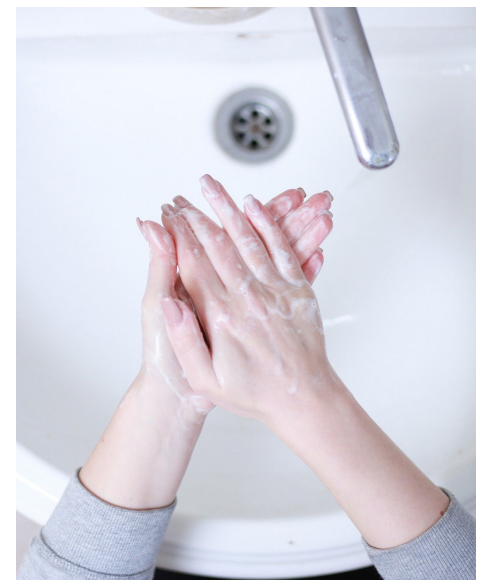
Some medical experts have started to warn that the overuse of alcohol-based hand sanitizers to protect against the coronavirus could inversely raise the risk of infection via skin disorders.

Washing one's hands too many times can also have an adverse effect by abrading the skin, which normally acts as a barrier to keep moisture in and harmful agents out, japantimes.co.jp reported.

Overdoing both to avoid the pneumonia-causing virus may remove benign bacteria on the skin that normally fend off such pathogens as the norovirus.

"Of course, it is necessary to wash hands and use alcohol-based hand sanitizers in order to reduce transmission of the new virus, but overdoing anything is not good," said a spokeswoman for chemicals and cosmetics maker Kao Corp.

In Tokyo, hand sanitizers have sold out at pharmacies and convenience stores amid advice from health care experts to use the same preventive steps against the coronavirus as used against the flu and colds.



What If It Were You? Fighting “Globalization Of Indifference” On Refugee Crisis

By Michel D. Landry



Suppose I asked what country bears the heaviest burden in the world’s deteriorating refugee crisis. Based on rising anti-immigration rhetoric in the United States and parts of Europe, you might assume that wealthy countries accept more than their share of those displaced by war and persecution.

How long would it take before you considered Lebanon? A country of six million people the size of Connecticut State in the US, Lebanon is home to approximately 1.5 million refugees, the highest per capita of any country, suggesting that one in four people in that country is a refugee.

Lebanon is not alone; of the 70 million people forcibly displaced in 2019 – the largest number ever recorded by the United Nations – 85 percent ended up in low- and middle-income countries such as Lebanon, Turkey, Jordan, and Iran. This outcome can partially be explained by their proximity to active conflict zones; nearly 60 percent of global refugees fled from just three conflict-torn countries – Syria, Afghanistan and South Sudan.

However shocking, these figures hide an even more disturbing trend: The backpedaling of many wealthy countries away from their

legal and ethical commitments to resettle refugees. While the United States has resettled a great number of refugees since World War II, it accepted only 23,000 refugees in 2018 – a 76-percent drop since 2016. The US government recently announced that it will reduce its so-called “acceptance ceiling” even further next year, which will result in the lowest number of refugee acceptances in this country in more than 40 years.

The European Union has used similar political jujitsu to restrict the entry of refugees, brokering a deal with Turkey in 2016 to bar asylum seekers from passing into Europe thereby successfully paying billions to keep refugees out. Canada meanwhile hosted only 28,000 refugees in 2018.

These actions amount to a “globalization of indifference” toward the plight of refugees. As wealthy countries shrink their commitments, they defy the spirit of international refugee agreements and shift responsibilities onto less-wealthy countries, which already struggle to provide for their own populations, much less accommodate hundreds of thousands of refugees who arrive with complex health and social service needs.

Over the past 20 years, I have worked as a physical therapist in conflict and disaster zones, and have witnessed the circumstances that cause refugees to flee, and the appalling conditions they endure in their journey. I have listened to their stories, and I have seen the pain and anxiety they experience once they arrive in a new country. I have learned that we cannot expect countries such as Lebanon, which sits in its own fragile geopolitical space, to meet the long-term needs of so

many refugees. They can no longer bear the weight of our collective neglect.

It is encouraging, however, that some high-income countries are stepping up. Germany, for example, has accepted more than a million refugees since the start of the Syrian crisis in 2011. Australia, Sweden and Norway have begun accepting higher numbers of refugees and have developed plans to scale up their health and social infrastructure to accommodate.

But the urgency of the crisis demands more. Last week, a fishing boat carrying Rohingya refugees sank in the Bay of Bengal, killing dozens. The boat was likely operated by traffickers and was dangerously overcrowded, but hundreds of Rohingya boarded it anyway, hoping it would carry them away from unbearable persecution.

On that same day, the Trump administration released the proposed fiscal 2021 budget, which included a 21 percent cut to foreign aid, and a 50 percent reduction in support for the World Health Organization. These actions send a message to countries on the frontlines of the refugee crisis; you are on your own.

What if it were you were about to board that overcrowded fishing boat last week, armed with the knowledge that you are not likely to survive. Would you have gambled for a chance for a better future? The only sustainable solution to the refugee crisis is to strengthen the countries from which they originate, but in the meantime, wealthy nations should do their share to provide a lifeline for the growing number of refugees. We can and must do better.

Empathy

Written By Gabriela Calvo (ILE Professor)



Empathy, as described by Flora Ioannidou, is “the capacity to share and understand another’s state of mind or emotion. It is often characterized in some way [as to] experience the outlook or emotions of another being within oneself. Empathy is a powerful communication skill that is often misunderstood and underused.”

Empathy is the ability to understand the emotional aspects of other people. This does not necessarily mean sharing the same opinions or points of view expressed by the other person. Empathy refers, among other things, to active listening, understanding and emotional support.

As defined by the Meriam-Webster Dictionary, empathy is “the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner”.

It is said that empathy is the ability of people to feel in their own body the sensations that another is feeling, or as the saying goes “putting oneself in the shoes of the other”. The process of empathy is not static in time, it requires the observation of what happens to someone, to then identify oneself with those feelings that have been observed.

In this sense, it is often said that empathy is a subjective or personal phenomenon since feelings have the characteristic of being completely individual, and perceiving those of others will always be under a personal gaze.

Especially in an era where people’s emotional fragility is quite large and ill-treatment or abuse is frequent, empathy becomes an indispensable quality in order to be considered a good person.

It is often mistakenly believed that empathy is a gift with which people are born, and if they do not have it, it is impossible to acquire. On the contrary, no one is born with empathy; people develop it as they go through life.

Today, life in society necessarily demands the existence of a strong sense of empathy in people.

It can be said that empathy has some fundamental components.

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1. Knowing how to listen and interpreting nonverbal cues

People must improve their listening skills, paying attention to what another person explains or argues, as well as identifying non-verbal expressions and gestures.

In addition, it is important to express active follow-up signals as feedback on what the other person is communicating. Looking attentively at the other person’s face, nodding and using facial expressions that are congruent with what the other person is explaining to us are signs that we are carefully listening to our interlocutor.

On the other hand, it is necessary to show interest by asking details about the content of the conversation.

2. Showing understanding

We can show a congruent understanding of what people explain to us through phrases such as: “I understand you acting like this,” “I understand how you feel,” “It must have been a bad / good time.”

The emotions of the person who expresses them should not be invalidated, rejected or judged since this is a fundamental premise to show empathic sensitivity.

3. Providing emotional help if necessary

It is important to always ask our interlocutors if they need any kind of help. However, on many occasions with the simple act of actively listening, we allow them to “ventilate” and manage their emotional state. In this way, they will feel relief for having a reliable listener to whom to convey their emotions.

When the person who listens empathically has experienced an emotional situation similar to the one being expressed, the communicative process is more fluid, since there is a greater emotional harmony.

Empathy, as an emotional intelligence skill, is important because it makes it possible to experience different benefits. Practicing empathy helps us broaden our perspectives and thereby enrich our world with new ideas, points of view and opportunities.

It is a key social skill that allows us to listen better, understand and ask better questions, three fundamental aspects of good communication. In addition, it is one of the bases to build strong and enriching relationships.

Comprehensible Input And Class Management

Written by Andrés Bejarano (ILE Professor)



I have always been very drawn to the concept of Comprehensible Input which is generally credited to Professor Stephen Krashen, who is a linguist, an educational researcher and an Emeritus Professor of Education at the University of Southern California. The idea of approaching a language mostly

because there is content that you find compelling is a very interesting one and it makes us think that this is pretty much what happens when children acquire their native language and that that's one of the main reasons why they do it so rapidly and naturally. They are interested in the overall concept of what is being said to them and not on the subtleties of the language which may be important but not crucial for communication. Also, it is no secret that when they are exposed to a second language, they tend to be more successful than adults. Of course, I am not saying that adults cannot reach their goals regarding second language learning, but the point that I would like to highlight here is the importance of using the right strategies and methods not only for learners of a second or third language but also for teachers who need to organize all classroom activities in order to guide the students through the learning process. Using the right approaches and giving the students a certain level of freedom can increase their likelihood of acquiring significant amounts of knowledge of that particular language during a given academic period. In previous articles, I have talked about memory techniques and how resorting to a large rep-

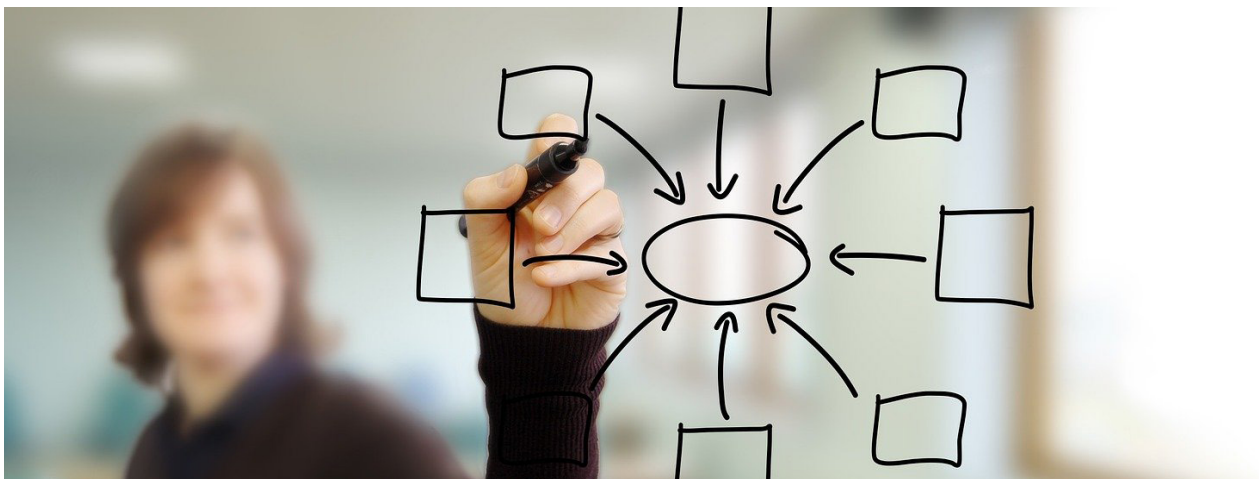
ertoire of those techniques can speed up your learning process and reduce the possibility of forgetting what you have acquired. Now, I want to focus on the usefulness of keeping in mind the concept of Comprehensible Input and how this can help us pave the road towards the goal of becoming bilingual, trilingual or even a polyglot. If you search basically anywhere, you find in pretty much every source that Comprehensible Input basically refers to the language content that can be understood by listeners even though they may not understand all the words and the grammatical rules in it.

If you have this clear, you can start looking for authentic material that would lure the students in, and make them want to know what is going on in the material presented; whether this is a documentary, a short article, a cartoon, a game show, a Ted Talk and what have you.

My personal experience, as a language professor and as a learner of languages myself, is that this concept can really do wonders when understood properly.

Recently, I have been paying much more attention to all the possible ways in which I can apply this tool in my classes in the English major as a foreign language (ILE) and also with a group of students whom I had the pleasure to teach some Italian to last year, and with those who decided to remain for the second level of the same course.

Here are just a few examples of how this concept can be applied during the development of a class and how this transcends the classroom environment:



1. Exploring realia that will be useful for students in the future: For example looking for common questions that are typically used in job interviews or discussing soft skills in class. Then have them create work environments in which they need to demonstrate a high competence and understanding of those soft skills. Later in the one on one oral exams and ask my students to tell me their opinion on which soft skills they consider are that most important to be successful in a job.

Of course lots of teachers do this already, but it is important to always be on the lookout for this kind of stuff to use it in the classroom and not to be afraid to even challenge or ignore the textbooks when they tend to be a little dull in the way they present their material. Teachers always need to be willing to walk the extra mile in order to make their students' learning experience a pleasant and effective one.

2. The other example that I would like to bring up here is the one that I use with my Italian students. I have them listen to short motivational videos, street interviews and often even cartoons or songs that have a level of grammar and vocabulary that is higher than the one they already handle. I tell them to watch it at home and enjoy every single aspect of it. The surroundings, the scene, the background etc. Cartoons are particularly great for this and you can never underestimate the complexity of the grammar, vocabulary and idiomatic expressions that are used in this kind of videos. Then I send them a small list of

expressions or complete sentences from the video for them to start getting a better grasp of what was being said in the material. They can study them with translation, repetition and any other strategy they want to use. In this way, they begin to infer how the grammar is used, what the idiomatic phrases mean and even the right pronunciation and intonation of the words. Then, they are supposed to listen to those audios a couple of more times so that they unveil the "mystery" and the language barrier of that particular material begins to disappear. Later, when they come back to class, I make sure to play the video again and ask them questions in which they have to demonstrate their understanding of what is going on in the video and start using some of the phrases that are used in the video in a natural and intuitive way even if they do not understand all the rules. Finally, I extract some of the grammar aspects of the language material and explain some of the rules in a general but orderly fashion. I provide them with charts for them to learn how to conjugate the verbs in those particular tenses or how to use phrases with certain grammar that was already used naturally in the context of the videos.

There are lots of variables to this approach but the key is to make sure not to place excessive attention to the isolated aspects of the language because then it becomes like a puzzle that you take apart and then you do not know how to put it together anymore.

The Importance Of Continuous Learning

By Srinivasa Addepalli



Driven by disruptive changes and technological growth, rapid advances in the fields of artificial intelligence and increased automation is creating a massive shift in terms of proficiencies expected in employees.

How much of what you know and apply today in your career comes from what you learnt in your school or college? Not much, I suppose. Studies suggest that our brain is designed to forget half the things it gathered within an hour. Our minds can recall only about 30% of overall learning at any given point. That means we lose out on approximately 70% of things we have learned within days of learning it!

There is a reason for our poor memory. The brain by itself cannot decide what skills or learning will still be useful in the next 6 days or 6 weeks or 6 months. Programmed to retain only recently used data, our brain tends to forget the skills or knowledge it doesn't use frequently.

The age of 'knowledge overload' with its constant flux of new and updated information results in further loss of lesser applied skills. Think about it, how many of us remember the skills picked up in our professional courses or even a learning programme our organisation made us attend 3 years ago?

You will be surprised to know that the shelf-life of skills is anywhere between 18 months to 2

years.

Driven by disruptive changes and technological growth, rapid advances in the fields of artificial intelligence and increased automation is creating a massive shift in terms of proficiencies expected in employees. This means that your current skills are likely to become irrelevant in the next two years. Staying in the 'learning mode' beyond your graduation and training programs offered by your company is going to be crucial to your career growth.

The best way to make most of these exciting times is to follow a two-pronged approach:

- Continuous Learning
- Retention and Recall
- Continuous Learning

Continuous learning is necessary to build new skills to grow one's career path and that's a given. However, retention is not guaranteed just because you learned something once. Continuous learning works only if you are revising what you learnt. So revision is one way of recall. But it will still follow its own path of

ACADEMICS AND MORE

loss.

Also, you can't keep learning the same thing every few days. You also have to upgrade yourself with new skills from time-to-time. So, continuous learning should be to build new skills and not to revise old learning.

The good news is that while knowledge is expanding exponentially, so is the availability of high-quality learning resources. The digital revolution has made the availability of relevant content at low costs a reality. The learning could include new developments in your field or building of cross-functional competencies. For eg: If you're already a rockstar sales person, you could join the marketing team to leverage your current expertise and learn new skills.

However, as we may have experienced, we can soon forget what we learn.

Retention and Recall

Retention of any new learning comes only through recall and application. So, if you want to remember what you picked up at a recent learning and development program, you would have to find ways to bring it to your present memory. And still, you may not recall it unless you test it, which is what academic institutions and well-crafted training courses do through simulations.

While testing is at times not feasible for skills learnt later in your career, you have to find ways to use or apply your knowledge. For example, you may

have attended a course or read a great book on strategy. While your boss may not have told you to develop or comment on the strategy of the company you work in; are you thinking about the strategy of the organization? Can you make a small note about how the strategy of the company could be changed? And then propose it to your boss?

You may fear that you may be laughed at if you do such a thing. Most people have this fear, but in my experience, leaders do not laugh when employees come up with ideas.

And even if your company hasn't accepted your idea, it doesn't matter; you have at least found ways to apply your learning, even though the company did not force you to apply it.

Finally, **self-management is key**. As organizations grow, they no longer have the bandwidth to spoon feed you.

At most, your company will create mechanisms and opportunities for you to learn new skills. But they are not going to lay down opportunities for you to apply your learning. That's where you need to be self-motivated to seek out cross-functional opportunities and enthusiastically participate when given the chance.

Interestingly, irrespective of the size of the organization, a self-motivated individual who proactively applies his or her learning to benefit the organization will always be recognized and rewarded.




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

What does a student need to become successful in the future?



A person should be prepared to take each opportunity life offers. To have a plan B is always necessary to face every day unexpected challenges. In addition, to show a positive attitude is a plus.

Anonymous

Some of the main aspects people need to pay attention to are: discipline, perseverance, strong emotional intelligence, knowledge and clear achievable goals.

Veronica Paniagua

A person needs to work hard, read a lot, and never give up, and he/she needs to study not only for an exam, but for life.

Jeffry Campos

A person needs to be creative and to do everything possible to handle and master different skills. You cannot think your job is going to think for you. You need to be prepared to come up with ideas.

Gabriela Muñoz

To enjoy what you do so that in the future when you work, you can transmit that feeling to people.


Natalia Fuentes

The first thing a person must do is to set clear and achievable goals. If a person does not know what he/she wants, it is difficult to achieve success.

Jaqueline Garro

A person should feel comfortable with his/her job. If you like what you do, there are more chances to be successful in life. That is the key.

Lorena Álvarez



For me, to be successful in life means to share as many good moments with people, especially with family. Good moments make you happy, and happiness is one of the main aspects about being successful in life.

Diego Chaverri



ILE
Inglés como Lengua Extranjera

The Clandestine Package

By Judith Corella (ILE Student)

At first, we thought the box, contained the water guns we ordered online, so we tore it open eagerly, ready to load them up. Instead, what we saw inside completely changed everything. In the interior of the box there was a gun, a real one, a photo, and a letter. Camil and I were really disconcerted. "What a mistake!" We thought. Dying of curiosity, we decided to open the letter, and here comes the creepy part: the letter had my name on it. A deep silence filled up the room; I couldn't say anything. Camil, seeing that I was absolutely terrorized, took a message and started to read it out loud. "I know this is strange, and I beg you to forgive me. I'm your dad; just take the photo. There we are: your mom, you and me. I'm pretty sure you're completely confused by now but trust me." I took the photo out of the box, and certainly, it was me and my mom. The only thing is I couldn't recognize the man. Camil continued, "Your mother told you I had abandoned you, but that's not true. I've been looking for you all these years, but your mother has done a splendid job of hiding the truth. I finally found you because of the purchase you made. I've no doubt you did it without letting your mother know." As Camil moved on, everything became even more puzzling. "I need you to pay attention to. Once you turn 12, your mom will send you away to a secret island named: Ballway Murder. There, they'll use your body for experiments, and for the exchange, your mom will receive a huge amount of money. You know her, always into 'businesses'." I was petrified. I couldn't believe my mom wanted to sell me after all these years! "You are my son, by now you are probably wondering why they chose you. Well, son, your body is special. I bet you know what I'm talking about." My eyes were flooded up with tears when Camil asked me, "Do you?" I assented. "I need you to listen carefully to me: take your stuff, the gun and meet me at the train station. I'll be wearing a hat and red sneakers. If you see a mysterious man walking towards you with a tattoo on his face, just use the gun." I don't know why, but I felt it was the right thing to do. I took my laptop, some clothes, and just when I was taking the gun, my bedroom door opened. The first thing that came to my mind was "Shoot!" In a matter of seconds, I closed my eyes and did it. The next thing I heard was my mom telling me it was late for school that I needed to hurry up.

Online Courses vs. Traditional Courses

By Zulman Arias (ILE Student)

Back in the nineties, getting access to higher education in the United States was more complex than it is nowadays. Colleges and universities only offered face-to-face courses, which made it difficult for some youngsters to pursue education. Today, online courses are on the radar. And although some people see this method of learning with negative eyes, virtual education will remain for a long time. It is noteworthy that online courses and traditional courses are both great ways for students to learn, but those two options differ in terms of affordability and flexibility.

One of the main aspects to be considered when looking for a university is the cost. Tuition fees are considerably low for students who study from home, for they do not have to cover all the expenses of living on campus. In contrast, students who take so-called traditional courses must pay high tuition fees along with exorbitant room and board costs. For this reason, students with limited economic resources are lured into choosing online courses.

Another important facet to be considered is the flexibility of schedules. Most Americans study and work at the same time; therefore, they do not have enough time to enroll in traditional courses. Since online courses allow students to learn at their own pace and rhythm, they opt for virtual learning, rather than attending traditional courses. On the other hand, online courses do not contribute to the development of soft skills as much as traditional courses do. Virtual education tends to be more individualistic and impersonal.

In conclusion, studying is a decision that should not be taken lightly. Now, thanks to non-stopping technological advances, money, time, or distance are no longer impediments to pursuing a more lucrative career. Online courses might not be the favorite option for some people, yet it is the most suitable option for those who must juggle between working and studying.

Run as Fast as You Can.

By Cristian Moya (ILE Student)

The bell rang, and I sprinted towards my locker. I had to get out of there before getting caught as part of their demoniac cult. Nobody knew why those spooky aliens were taking over Greendale, but it was not that important at the time. Certainly, I was trapped in Mathews Hammock School; however, I did know places where to hide. There is something I highly regret; I was such a coward back then. What I last remember is my headless father lying on the dusty and shadowy principal's office aisle. It was supposed to be a glorious day as the drama club would present their Romeo and Juliet's debut. The auditorium was fully crowded as parents attended to support their kids. Suddenly, everyone was able to hear the noisy sounds coming from somewhere. They did not know what they were because they had no particular pitch. The massacre started after that as if the death himself were chasing lives to fulfill his hunger. I can still hear people running from those horrible beasts. It has been two weeks since we met fear and devastation. I have even trained myself on how to stand the odor from the lifeless bodies the alien monsters have not picked up yet. Yesterday, while I was wildly hungry, I killed a girl, but it was because of an inside impulse. She cursed the day I was born while drowning in her blood. I told myself it is not my fault now that I have become someone else. In fact, I would rather be dead than looking this way. Those living things left my school to conquer other places; I suppose. From now on, I will be the one doing their nasty work in order to hunt new prey. The insatiable desire for human flesh is crawling over my now outer body. My inner chasing abilities will set free tonight's crepuscular sky. If you run into my presence, you better escape. I swear I will not let anybody survive my sharply claws.

Black Bear: The Nightmare Trip

By Josue Romero (ILE Student)

I had always wanted to be brave like my brother Simon. He was not afraid of anything. I remember once when we were younger, he saved my life. It was a dark and frosty night, and my brother had invited me to go camping in the mountain. I looked up to him so much that without any hesitation I accepted. There we were; sleeping in a tent in the middle of the forest. There were many sounds: insects, birds, owls, and monkeys are just some examples. I was afraid of something happening to us, but my brother told me to sleep pleasantly, for everything was going to be okay. So I did until a strong roar sounded, then I started panicking. "It's just a monkey." My brother said. There was no way that came from a monkey. I grabbed a lighter, and courageously I went out of the tent to find out where that dreadful roar came from. That might be the worst decision I've ever made. A gigantic black bear was there standing on its feet ready to attack. "A bear," I shouted as I ran away. Simon quickly grabbed a knife and got out of the tent. The bear took me down to the floor, and when I realized it was already on me. Its weighty body was on top of mine. I could feel how the bones of my left leg broke one by one. The animal started biting at my face using its sharp tusks, and with its potent paws, it hit me. I could feel the powerful claws tearing through my skin. My face was destroyed that night. I lost consciousness. When I woke up, I was in my brother's hands. I was bleeding so much that making it to the hospital seemed a futile effort. The unending pain was decimating my strength. "My brother killed a bear." I thought. Even though I was seriously injured, a smile on my face appeared up. "Love ya bro. You're my hero." I passed out once more and woke up already in a hospital room. I had serum hoses and cables everywhere, and I could barely move, but none of that mattered because there he was. With tears in his eyes and smiling at me, he said: "You are a real champion, little bro."

How It Was Started: Liquid Nitrogen Ice Cream

By Raim Farisa



The molecular gastronomy technique may perhaps was made known by **Hervé This** several decades ago and even more popular by celebrity chefs such as Heston Blumenthal or Ferran Adria. But many don't know it was originally a Victorian era lady who actually invented the instant freeze technique for ice cream.

Of course it is also hard not to credit the French or the Austrian who were known for their excellence in culinary fields since long ago. It was also true that Agnes Marshall was once educated in Paris and Vienna. So there you go, a credit for you dear continental friends!

However, the credit eventually goes back for Agnes Marshall as quoted from Hervé This' book "Kitchen Mysteries: Revealing The Science of Cooking":

"In 1901, at the Royal Institution of London, Agnes B. Marshall invented an ideal method for preparing ice cream or sorbet. It is ideal because, using her process, the ice crystals are tiny, as desired, and

the preparation is extremely light because of the countless air bubbles introduced into it. And last but not least, the preparation can be made at the table, before your guests, in a few seconds. What is this marvelous contribution to gastronomy?

Agnes Marshall proposed abandoning the classic, old-fashioned ice cream maker for liquid air, or, more precisely, liquid nitrogen.

This transparent liquid, present in all chemistry and physics laboratories, is nothing other than nitrogen from air that has been cooled to -196C. I do not have to tell you that that is very cold.

When it is (slowly) poured into a preparation for ice cream or sorbet, it vaporizes immediately, absorbing the preparation's heat and instantly freezing it. Penetrated by the cold, the preparation becomes filled with tiny ice crystals, while the liquid air passes into a gaseous state; the air bubbles are trapped in the ice cream or sorbet.

The whole thing takes place in an impressive cloud of white mist, the

same kind that is used in shooting films when the director asks for fog. A guaranteed success!"

That's how impressively Hervé This described the whole invention done by Agnes Marshall so poetically that will surely make any scientific, nerdy, dessert-loving people run right away to the nearest ice cream parlor. That's how we cherish upon the invention made by the lady, even I found from one source who describes Agnes Marshall as an "ice cream hottie". In addition to that, Agnes Marshall also published books about ice cream and cookery while also living a unique life at that time as a public lecturer, cooking instructor, and also running a school of cookery. It is much like nowadays dream job for young aspiring chefs in Indonesia, more than a century later after Mrs Marshall.



QUEBEC



Quebec City, the capital of the province of Quebec, has been called the most beautiful city in North America and it is easy to see why with “Old Quebec City” providing a picture perfect center on top of cliffs and spilling onto the waterfront below in “Basse-Ville”. Quebec City is located very close to the mouth of St. Lawrence River just a short distance north of the western reaches of New Brunswick.

Language

Not a lot of people speak English very well though for the main tourist sights you should be alright. Attempt to speak some French, it will help.

Getting Around

There is a good bus service throughout the city but driving is easy and parking plentiful with a highway directly into the middle of the Old City where you can then walk around the area quite easily...even with the cliffs. Walking from the Old City at the top of the cliffs to the bottom is possible via a series of staircases or you can take the “Funiculaire du Vieux-Québec” (vertical railway) that goes from Place d’Armes to the heart of the touristy but quaint “Basse-Ville” (there is a small fee for the 1 minute ride).

Not to be missed is the promenade that runs all along the top of the cliffs from Place d’Armes all the way to the Plains of Abraham on the far side of “La Citadelle de Québec”. In the winter there is a toboggan run here and the wooden walkway offers great views of the river and the town of Lévis on the far side.

To see the sights, there is a “Hop On Hop Off” service Québec Tours taking in sights not only in Old Quebec but other areas in central Quebec City.

A regular ferry service operates between Basse-Ville and Lévis but there is also a free bridge just a short distance south-west of Quebec City.

Attractions

Chutes Montmorency (Montmorency Falls)

Montmorency Falls is located a short 20(ish) minute drive northeast of Quebec City and is well worth a visit though perhaps not for those with fear of heights. There are car parks at the bottom and top of the falls for which a fee is charged. This provides access to the base of the falls, the suspension bridge at the top and a “panoramic staircase” (in the summer) that winds down the cliffs to the base of the falls. There is a cable car and, in the better weather, a “Via Ferrata” and zip line (where you can get MUCH closer to the cliffs around the falls), a fee is also charged for both.

The “Manoir Montmorency” at the top of the cliffs has a restaurant, souvenir shop and a small museum that provides fascinating insight into the history of the site. There is another small café and souvenir shop at the base cable car station.

Île d’Orléans (Orleans Island)

This large island is located just East of Quebec City on the Lawrence River and provides great views of Quebec City but it also has a num-

ber of quaint small villages, mostly just collections of picture-perfect houses evoking Maine and other eastern areas.

Crossing over a small two-lane suspension bridge with a 50 km/hr speed limit begins to settle your mind for the quiet and peaceful island. A small road runs around the exterior of the island that is great to cruise and soak in the country-side



feel despite being only a 20 minute drive from the city.

Musée de la Civilisation (Museum of Civilisation)

The Museum of Civilisation is a wonderfully interactive and contemporary museum close to the river in Basse-Ville. The modern building houses the permanent exhibitions “People of Québec...Then and Now” which is very well done and gives the visitor a great understanding of the history and culture of Quebec as well as “This is Our Story” which is an exhibition telling the history of the native first nations people.



tackling real-world problems. Not only do branching scenarios keep learners invested and engaged, they are also a useful tactic to enhance their problem-solving skills.

3. Encourage Interaction between Learners

In a traditional classroom setting, discussions and collaborative learning come easily. However, that's not the case with online learning wherein there are more chances of students feeling isolated and left out.

So, how do you encourage interaction between learners? One way to do that is to make discussion forums an important element of your eLearning course. This can be a platform wherein learners can interact with each other through discussion posts, share different point of views and offer feedback. This creates a sense of community and enables collaborative learning.

4. Include Quizzes and Games

Everyone enjoys playing a game or taking a quiz. They are a fun and easy way to engage learners while teaching them new concepts.



It's a good idea to break down your course by including quizzes in the form of multiple choice questions, spin the wheel and memory game among others.

Make sure you relate the quiz to your course objective and keep the questions clear. Wondering how to create a quiz? There are several tools available to help you create digital quizzes for your eLearning course.



Poseidon



Poseidon was the son of Cronus and Rhea. Most stories relate that he was swallowed by his father like all his older siblings, and was rescued by Zeus along with his other siblings. After the Olympians overthrew their Titan parents, the three Olympian brothers, Zeus, Hades, and Poseidon, drew lots to divvy up the realms. Poseidon was allotted domain over the seas, but he always remained immensely jealous of Zeus' position of King of the Gods. He once convinced Hera and Athena to join him in a rebellion against Zeus, whom they managed to imprison in chains until Thetis brought Briareüs, the chief of the Hundred-Handers, to release him (Homer, *Iliad*, 1.396-405).

Poseidon's Patronage

The gods often competed with each other to win patronage over areas in Greece. Poseidon vied with several of his fellow gods for several areas, and Poseidon did not often fare well in these contests. He and Helios (god of the sun) both wanted Corinth and could not agree, so they took their dispute to Briareüs, who divided the area between the two, giving the citadel to Helios and the isthmus to Poseidon. Hera and Poseidon fought passionately over Argos, and when the three river gods who were given the task of judging the dispute found in favor of Hera, Poseidon flooded the city and dried up the rivers in anger. Athena and Poseidon argued over possession of Troezen and Zeus ruled that they share possession of the city.

Family Life

Poseidon was married to Amphitrite, a daughter of Oceanus and Tethys, and they had a few children, most notably Triton, but like his brother Zeus, Poseidon had a tendency to pursue extramarital affairs. The cyclops Polyphemus was his son by the sea nymph, Thoösa, and he fathered the hunter Orion [see Artemis] with Euryale, the daughter of Minos. Poseidon seduced Tyro (the mother of Aeson and the grandmother of the hero, Jason) in the form of a river and became the father of Pelias [see Jason] and Neleus, who, in turn, became the father of Nestor. Theseus was also a son of Poseidon. Unlike Hera [see Hera], Amphitrite does not seem to have cared much that her husband often looked for love outside of marriage. In fact, in one version of Theseus' journey to Crete, when Theseus arrived in Crete, Minos questioned his paternity, and Theseus questioned Minos'. So, each one had to prove to the other that he was the son of a god. Minos prayed to his father Zeus for a sign and received thunder and lightning. Theseus jumped into the sea and Amphitrite gave him her tiara to prove his connection to her husband.

Poseidon's Affairs

It seems strange that a sea god should be connected to horses, but Poseidon has several myths establishing him as a god of horses. While Demeter was wandering the earth looking for Persephone, Poseidon decided to pursue her. Demeter, trying to avoid her brother, turned into a mare, but Poseidon responded by turning into a stallion and having his way with

her anyway. The product of this union was the divine horse, Arion. On another occasion, Poseidon seduced the gorgeous maiden, Medusa, in one of Athena's temples. Naturally, the virgin goddess was enraged that her temple was so defiled. Athena retaliated by transforming Medusa into a hideous monster with snakes for hair who would turn anyone who looked at her into stone. Later, when Perseus cut off Medusa's head, the winged horse Pegasus sprang out from her neck, the product of Medusa and Poseidon's tryst. Pegasus was later tamed by another of Poseidon's sons, Bellerophon. Peleus, the father of Achilles, was given the immortal horses, Xanthus and Balius, at his wedding by Poseidon. The god was also a friend to the centaurs and helped hide them from Hercules when he waged war on them.

Poseidon's Role in the Trojan War

During the Trojan War, Poseidon sided with the Greeks at least in part because he was still angry with Troy for the treatment he had received at the hands of Laomedon, the father of King Priam. Apollo and Poseidon were contracted by Laomedon to build walls around the city. The two gods agreed to perform this manual labor either because they wanted to test him or because Zeus had decreed, as punishment for a rebellion of which they had both been a part, that they work for Laomedon for a year. In any case, at the end of the year, Laomedon would not pay them and even threatened to sell them as slaves. Apollo responded by sending a plague and Poseidon sent a sea monster to terrorize them. Apollo, apparently, did not hold a grudge, since he always favored the Trojans, but Poseidon sided with the Greeks in the Trojan War. Despite favoring the Greeks, however, Poseidon, like Athena, was quickly angered by the less-than-perfect behavior of the victorious Greeks. Poseidon helped Athena punish the Lesser Ajax for his rape of Cassandra during the sack of Troy [see Athena] and he kept Odysseus from his home for ten years to punish the hero for blinding his son Polyphemus.

To learn more about this book, go to:

[POSEIDON](#)

“English For You CR” Presents, Becoming More Confident in English



When you learn a foreign language, it's very normal to feel nervous or insecure. Although this has to do with your type of personality (introvert vs. extrovert, for example), this happens to most people. The best way to build self-confidence is by trusting yourself and what you can do: use grammar and vocabulary correctly, have clear pronunciation and intonation, organized your ideas coherently.

Which of this is the most difficult for you? You should know by now. If you don't, look for help: an English teacher, or a more advanced speaker (native or non-native). This will help you receive useful feedback. Here's some advice:

- **Talk and record yourself:** you will realize what kind of mistakes you make frequently.
- **Focus on your mistakes and self-monitor:** (pay attention to your words) next time you speak.
- **Grammar:** If you have problems with verb tenses, for example, review the rules and do extra practice. (You can Google: "past tense exercises")
- **Pronunciation:** practise the particular sounds or words that give you a hard time.
- **Vocabulary:** read and watch subtitled movies. You will get new words and idioms.

Remember: developing self-confidence and fluency will just come up with time and practice. There's no shortcuts to hard work and success. Good luck!

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

havoc

noun-verb [hav-uhk]

-great destruction or devastation; ruinous damage.:

EXAMPLE:

-The bad weather played havoc with our vacation plans.

www.dictionary.com



Goðafoss

In the month of March when World Water Day is celebrated, we shared this wonderful picture from Goðafoss Waterfall in Iceland.

Goðafoss waterfall is located in the river Skjálfandafljót in north Iceland, the fourth largest river in Iceland. It is one of the most spectacular waterfalls in the country, falling from a height of 12 metres (39 feet) over a width of 30 metres (98 feet).

The name Goðafoss means either waterfall of the gods or waterfall of the 'goði' (i.e. priest/chieftain). The reason for this is its fascinating history.

When Iceland was first settled in the 9th and 10th Centuries, the vast majority (who were not slaves, at least) were Norwegians who followed the Old Norse religion, worshipping deities like Thor, Odin, Loki and Freya. However, after the Commonwealth was established in 930 AD, pressure to convert began to push from Christianising Europe.

By 1000 AD, it seemed that Norway would almost certainly invade if the country were to stand by their pagan beliefs. The issue was thus discussed at Þingvellir, where the parliament met once a year. The lawspeaker at the time, the Ásatrú priest (or goði) Þorgeir Ljósvetningagoði, was given the responsibility to make the decision.

It is said he lay under a fur blanket for a day and a night in silence, praying to his Old Gods for the right decision. Eventually, he emerged and said, for the good of the people, Christianity would be the official religion, but pagans could practice in private.

To symbolise his decision, he returned to his home in north Iceland and threw idols of the Old Gods into a beautiful waterfall. Since then, it would be known as Goðafoss.

Information taken from: <https://guidetoiceland.is/travel-iceland/drive/godafoss>
Photo Credit: <https://pixabay.com>