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©Modeling Workshop Project 2006 3 Unit III ws3 v3.0 g. From your velocity vs. time graph determine the total displacement of the objects by calculating the area. h. From your velocity vs. time graph determine the acceleration of the objects by calculating the slope. 2. The graph below represents the motion of an object. D G a.

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Construct qualitative graphical representations of the situation described above to illustrate: a. x vs. t b. v vs. t c. a vs. t ©Modeling Workshop Project 2006 1 Unit III ws2 v3.0. 3. Construct a. quantitatively accurate v vs t graph to describe the situation. 4.

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-- The Underrepresentation Curriculum Project, by Moses Rifkin and his 6 collaborators, most of whom have taken a Modeling Workshop. A 3-day or 7-day implementation for equity & inclusion in physics and chemistry in high school and college classes. FREE.

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©Modeling Workshop Project 2006 2 Unit IV ws3 v3.0 . 7. A man pulls a 50 kg box at constant speed across the floor. He applies a 200 N force at an angle of 30°. a. Sum the forces in the x-direction. What is the value of the frictional force opposing the motion? b. Sum the forces in the y-direction.

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NSF report: Findings of the Modeling Workshop Project: 1994-2000. pdf NSF report: Findings of the ASU Summer Graduate Program for Physics Teachers (2002-2006) pdf. Modeling Instruction in College. Modeling Instruction began in calculus-based physics at Arizona State University, in the late 1980s.

The Workshop Physics Activity Guide is a set of student workbooks designed to serve as the foundation for a two-semester calculus-based introductory physics course. It consists of 28 units that interweave text materials with activities that include prediction, qualitative observation, explanation, equation derivation, mathematical modeling, quantitative experiments, and problem solving. Students use a powerful set of computer tools to record, display, and analyze data, as well as to develop mathematical models of physical phenomena. The design of many of the activities is based on the outcomes of physics education research.

It is a great pleasure to share with you the Springer LNCS proceedings of the Second World Summit on the Knowledge Society, WSKS 2009, organized by the Open - search Society, Ngo, http://www.open-knowledge-society.org, and held in Samaria Hotel, in the beautiful city of Chania in Crete, Greece, September 16–18, 2009. The 2nd World Summit on the Knowledge Society (WSKS 2009) was an inter- tional scientific event devoted to promoting dialogue on the main aspects of the knowledge society towards a better world for all. The multidimensional economic and social crisis of the last couple of years has brought to the fore the need to discuss in depth new policies and strategies for a human centric developmental processes in the global context. This annual summit brings together key stakeholders involved in the worldwide development of the knowledge society, from academia, industry, and government, including policy makers and active citizens, to look at the impact and prospects of - formation technology, and the knowledge-based era it is creating, on key facets of l- ing, working, learning, innovating, and collaborating in today's hyper-complex world. The summit provides a distinct, unique forum for cross-disciplinary fertilization of research, favoring the dissemination of research on new scientific ideas relevant to - ternational research agendas such as the EU (FP7), OECD, or UNESCO. We focus on the key aspects of a new sustainable deal for a bold response to the multidimensional crisis of our times.

Since 2001, the international network Active Learning in Engineering education (ALE) organized a series of international workshops on innovation of engineering education. The papers in this book are selected to reflect the state of the art, based on contributions to the 2005 ALE workshop in Holland. This overview of experiences in research and practice aims to be a source of inspiration for engineering educators.

The Workshop Physics Activity Guide is a set of student workbooks designed to serve as the foundation for a two-semester calculus-based introductory physics course. It consists of 28 units that interweave text materials with activities that include prediction, qualitative observation, explanation, equation derivation, mathematical modeling, quantitative experiments, and problem solving. Students use a powerful set of computer tools to record, display, and analyze data, as well as to develop mathematical models of physical phenomena. The design of many of the activities is based on the outcomes of physics education research. The Workshop Physics Activity Guide is supported by an Instructor's Website that: (1) describes the history and philosophy of the Workshop Physics Project; (2) provides advice on how to integrate the Guide into a variety of educational settings; (3) provides information on computer tools (hardware and software) and apparatus; and (4) includes suggested homework assignments for each unit. Log on to the Workshop Physics Project website at https://www.dickinson.edu/homepage/ Workshop Physics is a component of the Physics Suite—a collection of materials created by a group of educational reformers known as the Activity Based Physics Group. The Physics Suite contains a broad array of curricular materials that are based on physics education research, including: Understanding Physics, by Cummings, Laws, Redish and Cooney (an introductory textbook based on the best-selling text by Halliday/Resnick/Walker) RealTime Physics Laboratory Modules Physics by Inquiry (intended for use in a workshop setting) Interactive Lecture Demonstration Tutorials in Introductory Physics Activity Based Tutorials (designed primarily for use in recitations)

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This book constitutes the refereed proceedings of the 5th Conference on Digital Encounters with Cultural Heritage, DECH 2017, and the First Workshop on Research and Education in Urban History in the Age of Digital Libraries, UHDL 2017, held in Dresden, Germany, in March 2017. The 11 revised full papers from DECH 2017 and two revised full papers from UHDL 2017 presented in this volume were carefully reviewed and selected from 33 joint submissions. The papers are organized in topical sections on research on architectural and urban cultural heritage; technical access; systematization; education in urban history; organizational perspectives.