

1. Record Nr.	UNIPARTHENOPE000015766
Titolo	Nuove tecnologie e modelli di e-business per le piccole e medie imprese nel campo dell'ICT
Pubbl/distr/stampa	Verona : Cueim, 2006 (: Grafiche Fiorini)
Descrizione fisica	2 v. ; 24 cm
Collana	Sinergie , Rapporti di Ricerca ; 23
Disciplina	658.4063
Collocazione	SINE/R 658/23
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Suppl. al n. 69 della rivista Sinergie
Nota di contenuto	Vol. 2: Le marche collettive per il territorio ed i cluster di imprese: modelli, casi e strategie di sviluppo

2. Record Nr.	UNINA990005116640403321
Autore	Lenz, Jakob Michael Reinhold <1751-1792>
Titolo	Dramen / Jacob Michael Reinhold
Pubbl/distr/stampa	München : W. Fink, 1967
Descrizione fisica	v. ; 20 cm
Collana	Gesammelte Werke in vier Bänden ; 1 / Jacob Michael Reinhold Lenz
Localione	FLFBC
Collocazione	TX-LE-22
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1.
3. Record Nr.	UNINA9910790801903321
Titolo	Flow-induced vibrations : classifications and lessons from practical experiences / / editors, Shigehiko Kaneko [and seven others]
Pubbl/distr/stampa	London : , : Academic Press, , 2014
ISBN	0-08-101318-3 0-08-098352-9
Edizione	[Second edition.]
Descrizione fisica	1 online resource (xii, 410 pages) : illustrations
Collana	Gale eBooks
Disciplina	423
Soggetti	Machinery - Vibration Machinery - Vibration - Mathematical models Structural dynamics Structural dynamics - Mathematical models Fluid dynamics Fluid dynamics - Mathematical models
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>Front Cover; Flow-Induced Vibrations: Classifications and Lessons from Practical Experiences; Copyright Page; Contents; Preface; 1 Introduction; 1.1 General overview; 1.1.1 History of FIV research; 1.1.2 Origin of this book; 1.2 Modeling approaches; 1.2.1 The importance of modeling; 1.2.2 Classification of FIV and modeling; 1.2.3 Modeling procedure; 1.2.3.1 Simplified treatment; 1.2.3.2 Detailed treatment; 1.2.4 Analytical approach; 1.2.5 Experimental approach; 1.2.5.1 Test facilities; 1.2.5.2 Similarity laws; 1.2.5.2.1 Structural model; 1.2.5.2.2 Fluid model</p> <p>1.3 Fundamental mechanisms of FIV</p> <p>1.3.1 Self-induced oscillation mechanisms; 1.3.1.1 One-degree-of-freedom system; 1.3.1.2 Two-degrees-of-freedom system; 1.3.1.3 Multi-degrees-of-freedom system; 1.3.2 Forced vibration and added mass and damping; 1.3.2.1 Forced vibration system; 1.3.2.2 Added mass; 1.3.2.3 Fluid damping;</p> <p>References; 2 Vibration Induced by Cross-Flow; 2.1 Single circular cylinder; 2.1.1 Structures under evaluation; 2.1.2 Vibration mechanisms and historical review; 2.1.2.1 Vibration mechanisms; 2.1.2.1.1 Bending vibration of a circular cylindrical structure in steady flow</p> <p>2.1.2.1.2 Vibration of a circular cylinder in oscillating flow</p> <p>2.1.2.1.3 Owalling vibrations of cylindrical shells in steady flow; 2.1.2.2 Historical background; 2.1.2.2.1 Bending vibrations of a circular cylinder in steady flow; 2.1.2.2.2 Vibration of a circular cylinder in oscillating flow; 2.1.2.2.3 Owalling vibrations of cylindrical shells in steady flow; 2.1.3 Evaluation methods; 2.1.3.1 Bending vibrations of a circular cylinder in steady flow; 2.1.3.1.1 Vibration induced by single-phase flow; 2.1.3.1.2 Vibration induced by two-phase flow</p> <p>2.1.3.2 Vibration of a circular cylinder in oscillating flow</p> <p>2.1.3.3 Owalling vibrations of cylindrical shells in steady flow; 2.1.4 Examples of component failures due to vortex-induced vibration; 2.2 Two circular cylinders in cross-flow; 2.2.1 Outline of structures of interest; 2.2.1.1 Examples; 2.2.1.2 Classification based on flow type; 2.2.1.3 Classification based on spatial configuration; 2.2.2 Historical background; 2.2.2.1 Excitation phenomena; 2.2.2.1.1 Vibration of cylinder pairs subjected to steady cross-flow; 2.2.2.1.2 Oscillatory-flow-induced vibration; 2.2.2.2 Research background</p> <p>2.2.2.2.1 Steady-flow-induced cylinder vibration</p> <p>2.2.2.2.2 Oscillatory flow; 2.2.2.2.3 Vibration of cylinder pairs in two-phase flow; 2.2.3 Evaluation methodology; 2.2.3.1 Experimental evaluation; 2.2.3.1.1 Vibration of cylinder pair in single-phase flow; 2.2.3.2 Theoretical modeling; 2.2.3.2.1 Wake interference mathematical model; 2.2.3.2.2 Fluid-structure coupled analysis; 2.2.3.2.3 Determination of instability boundary by unsteady fluid force models; 2.2.3.2.4 Quasi-steady theory; 2.2.4 Examples of practical problems; 2.3 Multiple circular cylinders; 2.3.1 Outline of structures considered</p> <p>2.3.2 Vibration evaluation history</p>
Sommaro/riassunto	<p>In many plants, vibration and noise problems occur due to fluid flow, which can greatly disrupt smooth plant operations. These flow-related phenomena are called flow-induced vibration. This book explains how and why such vibrations happen and provides hints and tips on how to avoid them in future plant design. The world-leading author team doesn't assume prior knowledge of mathematical methods and provides the reader with information on the basics of modeling. The book includes several practical examples and thorough explanations of the structure, the evaluation method</p>

4. Record Nr.	UNINA9911046708903321
Autore	Gunnlaugson Olen
Titolo	Catalyzing the Field : Second-Person Approaches to Contemplative Learning and Inquiry
Pubbl/distr/stampa	Albany : , : State University of New York Press, , 2019 ©2019
ISBN	9781438472843 1438472846
Edizione	[1st ed.]
Descrizione fisica	1 online resource (262 pages)
Altri autori (Persone)	ScottCharles BaiHeesoon SarathEdward W
Disciplina	370.15/23
Soggetti	College teaching - Psychological aspects Contemplation Education, Higher - Psychological aspects Intersubjectivity Mindfulness (Psychology) Reflective learning Transformative learning EDUCATION / Higher
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Contents -- Introduction -- The Intersubjective Turn -- Theory and Practice -- Practice in the Intersubjective Realms of Contemplative Inquiry -- The Chapters -- References -- 1. Mindfulness In Education: Contemplative Inquiry in a Community of Learners -- Respect -- Gentleness -- Intimacy -- Vulnerability -- Participation -- Outcomes of Contemplative Inquiry: Insight and Transformation -- Insight -- Transformation -- Teachers as Learners -- Notes -- References -- 2. Meditating Together, Speaking from Silence: The Theory and Practice of Interpersonal Mindfulness -- History of Insight Dialogue -- The Guidelines -- The Back Story: Why a Course in Interpersonal Mindfulness? -- A Bohmian View of Proprioception -- Paulo Freire:

Dialogue and the Pedagogy of Liberation -- Right Speech: Interpersonal Mindfulness and the Buddha -- Contemplation: The Boston Marathon Bombings -- Notes on Mirror Neurons, Insight Dialogue, and Interpersonal Neurobiology -- Final Thoughts -- Notes -- References -- 3. Intersubjectivity in the Holistic Teaching of the Sociology of Religion at Glendon College in Toronto -- Struggle and Growing Conviction -- Multifaceted Contemplative-Intersubjective-Holistic Learning in Sociology -- Holistic Pedagogy Fosters Equanimity and Raises Group Self-Awareness -- Holistic Pedagogy Increases Mindfulness of the Teacher-Student Copresence -- Conclusion: Possibilities of Development of an Intersubjective-Contemplative-Holistic Approach to Sociology -- Notes -- References -- 4. Being With Horses as a Practice of the Self-with-others: A Case of Getting a FEEL for Teaching -- Joining Up -- Finding a Connection -- Moving Alongside -- Pedagogical Connections -- References -- 5. A Disciplined Practice of Collaboratively Working on Teaching as Contemplative Professional Practice. A Framework for First-Person Contemplative Practice: Teaching as Contemplative Professional Practice -- Second-Person Contemplative Practice: Collaboratively Working across First-Person Experiences -- Second-Person Forms of Contemplative Practice -- What Our Second-Person Form of Contemplative Practice Looked Like -- What and How We Learned from Our Second-Person Form of Contemplative Practice -- Exchange 1 -- Exchange 2 -- Exchange 3 -- Conclusion: The Role of Second-Person Contemplative Practice for Teaching as Contemplative Professional Practice -- References -- 6. Awakening to Wholeness: Aikido as an Embodied Praxis of Intersubjectivity -- Intersubjectivity through Aikido -- Vignette #1: Harmonizing with the Universe -- Musubi -- De-ai and Ma-ai -- Importance of Practice for Experiencing Intersubjectivity -- From "Ki-Joining" to Indivisible Wholeness: Aikido Training -- Four Principles of Mind-Body Coordination -- Five Principles of Mind-Body Coordination in Aikido -- Vignette #2: Mirrorboxing: From Self-Projection to Reflection and Synchrony -- Vignette #3: Aikido as Embodied, Nonresistant Leadership -- Closing: Transformative Pedagogy as Human Interdependence -- Notes -- References -- 7. Self, Other, and the System -- Introducing My Pedagogical Work in Its Context -- Intersubjectivity in Educational Settings -- What Brain Science Tells about Learning -- Essential Pedagogical Abilities -- Tracking -- Affect Attunement -- Alignment -- Resonance -- Intersubjective Relational Field -- Self-Regulation -- Neuroception -- Learning Communities: A Dynamic Process -- Tools for Creating a Learning Community -- 1) The System for Analyzing Verbal Interaction (Savi) -- 2) Safety Through Resonance with Similarities: Systems-Centered Training (Sct) -- Phases of Working Groups and Their Process -- Subgroups -- A Demonstration: The Process in Action -- Centering. Using our Muscles to Center: An Example Exercise -- Centering and Intersubjectivity in Contemplative Education-A Portrayal -- Boundaries -- Summary and Final Thoughts -- References -- 8. Walking Steps: Contemplative Wanderings with Humanbecoming -- Honoring and Incorporating Contemplative Pedagogy and Practice -- How Are Contemplative Pedagogy and Contemplative Practices Understood? -- How Is the Concept (or Experience) of Intersubjectivity Understood? -- Course Example and Pedagogical Changes -- Pedagogical Changes -- Introducing the Pedagogical Approach -- Awareness Notes -- Contemplative Practices -- Aligning Content and Process -- Interweaving, Resonating, and Parallel Discussions -- Illimitability -- Freedom -- Paradox -- Student Ponderings -- Faculty Ponderings --

References -- 9. Contemplative Learning: A Second-Person Approach to Physical Fitness -- Neuroscientific Groundwork -- Primary Intersubjectivity -- Secondary Intersubjectivity -- Tertiary Intersubjectivity -- Fourth Level of Intersubjectivity -- Case Study -- Being Image -- First-Person Efforts -- Second-Person Collaborative Participation -- Challenges -- Summary -- Notes -- References -- 10. Teaching Creativity and Building Community in the Undergraduate Classroom: Self-Awareness, Empathy, and Character through Relational and Contemplative Practice -- Interdisciplinary Expressive Arts -- Self-Awareness, Empathy, and Character -- Self-awareness -- Empathy -- Character -- IDEA 1100-Interdisciplinary Foundations -- Learning Contract -- Weekly Reflections -- Group Project -- Peer Tutors -- Text -- Assessment and Final Skills Interview -- The Personal and Relational Context of Creating Together -- Interpersonal Suffering and Relational Mindfulness -- The Practice: Mindful Speaking/Listening and Class Check-In -- Teaching Creativity through Group Contemplative Arts Practice. Enso Painting -- End of Course Student Reflections -- Constructive Alignment -- Closing Personal Reflections -- Note -- References -- 11. A Three-tiered Monastic Approach to Intersubjective Dialogue for Application Within Higher Education -- Intersubjective Dialogue-Listening to the Voice within the Text -- Intersubjective Dialogue-Listening to the Self -- Intersubjective Dialogue-Listening to Others -- Class Dialogue -- Listening Cafes -- Summary -- Notes -- References -- 12. No Mind in Community: Cultivating "Fields in Good Heart" in an Intellectual and Professional Praxis-Enhancing Commons -- Introduction -- The Commons -- Communitas -- The Tea Ceremony -- Each and Every One of Us -- Honoring the Space -- Reincorporation -- Skunkworks -- Checking In -- Concluding Thoughts -- Notes -- References -- Contributors -- Index.

Sommario/riassunto

A rich collection of essays about the inner, shared experiences of participants engaged in second-person approaches to contemplative practice.
