1. Record Nr. UNINA9910136400603321

Autore	Sandra Torriani
Titolo	Biogenic amines in fermented foods [[electronic resource] /] / edited by Giovanna Suzzi and Sandra Torriani
Pubbl/distr/stampa	Frontiers Media SA, 2015 [Lausanne, Switzerland] : , : Frontiers Media SA, , 2015 ©2015
Descrizione fisica	1 online resource (75 pages) : illustrations; digital, PDF file(s)
Collana	Frontiers Research Topics Frontiers in Microbiology
Soggetti	Biogenic amines Fermented foods Microbiology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Sommario/riassunto	The biogenic amines histamine, putrescine, cadaverine, tyramine, tryptamine, 2-phenylethylamine, spermine and spermidine are the most important in food. Regardless of the food type, high amounts of biogenic amines have been reported for products resulting from the fermentation process and/or ripening, and can be found as a consequence of microbial activity in foods such as wine, fermented meat and fish products, cheese and fermented vegetables. Biogenic amines in food are generated by decarboxylation of the corresponding amino acids through substrate-specific decarboxylase enzymes derived from microorganisms, even if this activity is highly variable.Excessive consumption of these amines can be of health concern because an assumption of biogenic amines that cannot be degraded by amine oxidase enzymes can generate different degrees of diseases in the human organism, which can be determined by their action on the nervous, gastric and intestinal systems as well as on blood pressure. An increasing attention is given to biogenic amines, especially in relation to the higher number of consumers with enhanced sensitivity to them,

determined by the inhibition of amino oxidases, the enzymes involved in the detoxification of these substances. For example, tyramine is one of the most biologically active biogenic amines, and it is the most abundant of those found in cheese. In fact, the term ‘‘cheese reaction” has been coined to refer to the symptoms that this biogenic amine can provoke; these include migraines and hypertension, especially in sensitive. To provide data on biogenic amine formation and concentrations in fermented foods, and to discuss the most important factors influencing their accumulation will give an important support for resolving this problem. These include process and implicit factors as well as the role of starter and nonstarter microbiota growing in the different steps of food fermentation and ripening. Moreover, new technologies that could help to control or reduce the accumulation of biogenic amines have to be considered, such as rapid and easy methods to detect them. PCR and DNA hybridization have become important methods and offer the advantages of speed, simplicity and specific detection of the target genes. In fact, early detection of BA producing bacteria is important in the food industry because it could be a cause of food poisoning.

2. Record Nr. UNINA9910819648903321

Autore	Lenz Bob
Titolo	Transforming schools : using project-based deeper learning, performance assessment, and common core standards / / Bob Lenz; with Justin Wells and Sally Kingston
Pubbl/distr/stampa	San Francisco, [California] : , : John Wiley & Sons, , 2015 ©2015
ISBN	1-118-73966-3 1-118-73970-1
Edizione	[1]
Descrizione fisica	1 online resource (306 p.)
Classificazione	EDU029000
Disciplina	371.3/6
Soggetti	Project method in teaching
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	Cover; Title Page; Copyright; Contents; Video Contents; Acknowledgments; About the Authors; Foreword by Tony Wagner; Introduction: Why Learning Must Go Deeper; Chapter 1 Transforming the Graduate; Why Schools Need to Redefine Graduation; ""Mapping Backwards"" from Graduation; Defining Success: Know, Do, and Reflect; The Envision Schools Graduate Profile; The Nuts and Bolts of Envision's Deeper Learning Student Assessment System; Five Proficient Artifacts; Five Artifact Reflections That Include the Four C's; The Cover Letter; The Digital Element; Proficient Defense of Three Artifacts The Power of Portfolio Defense So That's the Goal; How Do We Get There?; The Rest of Kaleb's Story; References; Chapter 2 Designing a Standards-Aligned Performance Assessment System; Performance Assessment Defined-and Refined; An Old Pedagogy for a Newly Demanding World; The Envision Performance Assessment System; Key Features of the System; The List of Performance Assessments Is Short; The Performance Assessments Distill the Standards; None of the Performance Assessments Is Tied to a Particular Subject Discipline; The Rubrics Are Commonly Shared; Designing Performance Assessments A Scientific Inquiry: Disaster in the Gulf A Textual Analysis: Dante's Inferno; The Challenges Are the Strengths; The Challenge: Performance Assessment Is "Costly"; The Challenge: Performance Assessment Design

Is Complex; The Challenge: Performance Assessment Tries to Measure Skills That Are Hard to Measure; The Challenge: Performance Assessment Is Hard to Score Reliably; The Tailwind of the Common Core; References; Chapter 3 Project-Based Learning-It's the How (and the Why); Why Project-Based Learning; What We Mean by ""PBL""; What PBL Isn't; PBL Is Not an End in Itself; PBL Is Not New
PBL Is Not "All or Nothing"A Tool for the Challenges That Face Us; Common Core = Performance Assessment = PBL; Deeper Learning Outcomes by Design, Not by Osmosis; Giving Graduate Defenses Something to Defend; How PBL Works at Envision Schools; PBL Tips, Envision Style; Start with Your Curricular Goals; Project Planning: Give It Everything You've Got; Craft a Good Driving Question (But Don't Overestimate It); "What Will Thrill the Audience?" Design for the Final Product; Define Your Benchmarks; Demand Proposals at Every Opportunity; Don't Act as "Grader"; Be a Traffic Cop; Think Revision Good Assessment Will Follow PBL Night Lights; Reflect on What's Been Learned; PBL Can Start in Your Classroom; Ask, "What's the Creative Next Step?"; Reverse the Order: First the Challenge, Then the Instruction; Put Your Unit in the Form of a Question; Get Students Conducting Interviews; Answering the Skeptics; Coverage Fallacy; Rigor Fallacy; Demographic Fallacy; What Students Remember: The Story of Their Education; References; Chapter 4 Transforming School Culture; Envision Schools Culture; Ability Is Not Fixed; Through Effort, It Grows; Failure Is Essential to Learning
Revision Is the Route to Mastery

Sommario/riassunto

"It's not what students know, but what they do with what they know that is important Schools are changing in response to this reality, and in Transforming Schools Through Project-Based Deeper Learning, Common Core Standards, and Performance Assessment, Bob Lenz, Justin Wells, and Sally Kingston draw on the example of the Envision Education schools, as well as other leading schools around the country, to show how the concept of deeper learning can meet the need for students who are both college and career ready and engaged in their own education.In this book, the authors explain how project-based learning can blend with Common Core-aligned performance assessment for deeper learning. You'll discover how many schools have successfully made the transition from traditional, teacher-centered learning to project-based, deeper learning and find many practical ideas for implementation. Companion DVD and website include videos showing how to implement deeper learning strategies in the classroom Evidence-based descriptions show why deeper learning is right for students Performance assessment experts explain how to align assessments with Common Core by shifting the emphasis from knowing to doing Extensive game plan section provides step-by-step guidance for change Schools are complex organizations, and transformation involves all of the stakeholders, from students to superintendents. But as this book shows, there are amazing benefits to be realized when everyone commits to diving deeper into learning"--