

1. Record Nr.	UNINA9910137541803321
Titolo	Internet Security (WorldCIS), 2015 World Congress on / / Institute of Electrical and Electronics Engineers
Pubbl/distr/stampa	Piscataway, New Jersey : , : IEEE, , 2015
ISBN	1-908320-50-8
Descrizione fisica	1 online resource (171 pages)
Disciplina	005.8
Soggetti	Computer security
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	The World Congress on Internet Security is an international forum dedicated to the advancement of the theory and practical implementation of security on the Internet and Computer Networks.

2. Record Nr.	UNINA9910741193303321
Autore	Forisek Michal
Titolo	Explaining algorithms using metaphors / / Michal Forisek, Monika Steinova
Pubbl/distr/stampa	New York, : Springer, 2013
ISBN	1-4471-5019-8
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (x, 94 pages) : illustrations
Collana	SpringerBriefs in Computer Science, , 2191-5768
Altri autori (Persone)	SteinovaMonika
Disciplina	374.26
Soggetti	Algorithms - Study and teaching Algorithms
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"ISSN: 2191-5768."
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Graph Algorithms -- Computational Geometry -- Strings and Sequences -- Solutions to Exercises.
Sommario/riassunto	There is a significant difference between designing a new algorithm, proving its correctness, and teaching it to an audience. When teaching algorithms, the teacher's main goal should be to convey the underlying ideas and to help the students form correct mental models related to the algorithm. This process can often be facilitated by using suitable metaphors. This work provides a set of novel metaphors identified and developed as suitable tools for teaching many of the "classic textbook" algorithms taught in undergraduate courses worldwide. Each chapter provides exercises and didactic notes for teachers based on the authors' experiences when using the metaphor in a classroom setting.