1. Record Nr. UNINA9910130958803321

Titolo	Liquidity risk measurement and management : a practitioner's guide to global best practices
Pubbl/distr/stampa	[Place of publication not identified], : John Wiley & Sons Asia Pte Ltd, 2007
ISBN	1-118-39039-3
Collana	[Wiley finance] Liquidity risk measurement and management
Disciplina	332.1068/1
Soggetti	Bank liquidity Risk management Finance Business & Economics Banking
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph

2. Record Nr. UNINA9910260615503321

Autore	Poe Mya <1970->
Titolo	Learning to communicate in science and engineering : case studies from MIT / / Mya Poe, Neal Lerner, and Jennifer Craig ; foreword by James Paradis
Pubbl/distr/stampa	Cambridge, Massachusetts : , : MIT Press, , c2010 [Piscataqay, New Jersey] : , : IEEE Xplore, , [2010]
Descrizione fisica	1 PDF (xii, 256 pages) : illustrations
Altri autori (Persone)	LernerNeal CraigJennifer <1945->
Disciplina	501/.4
Soggetti	Communication in science Communication in engineering Writing, Humanistic Physical Sciences & Mathematics Sciences - General
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. [237]-248) and index.
Nota di contenuto	First steps in writing a scientific identity -- Taking on the identity of a professional researcher -- Carving out a research niche -- Learning to argue with data -- Writing and speaking collaboratively -- Conclusions.
Sommario/riassunto	To many science and engineering students, the task of writing may seem irrelevant to their future professional careers. At MIT, however, students discover that writing about their technical work is important not only in solving real-world problems but also in developing their professional identities. MIT puts into practice the belief that "engineers who don't write well end up working for engineers who do write well," requiring all students to take "communications-intensive" classes in which they learn from MIT faculty and writing instructors how to express their ideas in writing and in presentations. Students are challenged not only to think like professional scientists and engineers but also to communicate like them.This book offers in-depth case studies and pedagogical strategies from a range of science and engineering communication-intensive classes at MIT. It traces the

progress of seventeen students from diverse backgrounds in seven classes that span five departments. Undergraduates in biology attempt to turn scientific findings into a research article; graduate students learn to define their research for scientific grant writing; undergraduates in biomedical engineering learn to use data as evidence; and students in aeronautic and astronautic engineering learn to communicate collaboratively. Each case study is introduced by a description of its theoretical and curricular context and an outline of the objectives for the students' activities. The studies describe the on-the-ground realities of working with faculty, staff, and students to achieve communication and course goals, offering lessons that can be easily applied to a wide variety of settings and institutions.