1. Record Nr. UNINA9910463452103321

Titolo	Shaking the foundations of geo-engineering education / / editors, Bryan McCabe, National University of Ireland, Galway, Ireland, Marina Pantazidou, National Technical University of Athens, Greece, Declan Phillips, University of Limerick, Ireland
Pubbl/distr/stampa	Boca Raton : , : CRC Press, , 2012
ISBN	0-415-62127-5
Descrizione fisica	1 online resource (331 p.)
Disciplina	624.1/51 624.151
Soggetti	Engineering geology - Study and teaching (Higher) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Proceedings of the International Conference Shaking the Foundations of Geo-engineering Education, 4-6 July 2012, Galway, Ireland."
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Cover; Table of Contents; Preface; Organisation; Keynote Lectures; What should geotechnical professionals be able to do?; Engineering education: A tale of two paradigms; Quandary in geomaterial characterization: New versus the old; Using questioning to enhance student engagement; Equilibrium, strength, strain, dilation and superposition; What topics should be taught in geo-engineering courses?; Key skill sets for use in geotechnics - a contractor's view; Will this be on the final exam? Learning objectives for an introductory geotechnical engineering course Geotechnical-structural integration in US foundation engineering curriculaGeotechnical engineering education - removing the barriers; Geo-engineering: A co-production of applied earth sciences and civil engineering - 2nd phase; Rethinking aspects of theory and tradition in soil mechanics teaching; The use of case histories in geo-engineering education; The use of case histories to encourage reflection by civil engineering design students; Teaching the importance of engineering geology using case histories; Use of case studies in geotechnical courses: Learning outcomes and suitable cases Laboratory work in geo-engineeringThe use of online resources to

support laboratory classes in soil mechanics; Soil mechanics laboratory classes as an integral part of the learning process; Interactive learning modules in geotechnical engineering; Reinventing geotechnical engineering laboratory classes; Activities to enhance students' understanding of pore water pressure, seepage and total head; Fieldwork work in geo-engineering; The BMG ignimbrite quarry: Case study of an undergraduate field exercise in engineering geology; The use of field visits in graduate geotechnical teaching
TU Delft Spain fieldwork and other outdoor activitiesComputing and technology in geo-engineering; Dunmore Bridge case study: An introduction to geotechnical engineering via finite element analysis; Integrating a major Excel exercise in an introductory soil mechanics course; The use of electronic voting systems to enhance deep learning; Implementation of the use of computing and software in undergraduate Soil Mechanics courses; Learning issues related to basic concepts in geotechnics: A teacher's perspective; Geo-engineering research and teaching experiences
The LARAM School: teaching, "LAndslide Risk Assessment and Mitigation" to PhD studentsChallenges in teaching engineering to the next generation: Some data from a geo-engineering perspective; Lecturers' perceptions of students' learning needs in geo-engineering in Spain; A tour through education sites for an engineering instructor: Major stops and impressions; Intellectual synergy in the education of geo-engineering; Student-centred learning in geo-engineering; Teaching geotechnical engineering with theory-practice integration: Group project approach
Use of project based learning to teach geotechnical design skills to civil engineering students

Sommario/riassunto

This book comprises the proceedings of the international conference Shaking the Foundations of Geo-engineering Education (NUI Galway, Ireland, 4-6 July 2012), a major initiative of the International Society of Soil Mechanics and Geotechnical Engineering (ISSMGE) Technical Committee (TC306) on Geo-engineering Education. SFGE 2012 has been carefully crafted to showcase a diversity of effective and engaging approaches to geo-engineering education while raising awareness of how crucial this effort is to the future development of the engineering profession. The five keynote papers were ch

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Autore	Mühlenthaler Moritz
Titolo	Fairness in Academic Course Timetabling / / by Moritz Mühlenthaler
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ISBN	3-319-12799-3
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (156 p.)
Collana	Lecture Notes in Economics and Mathematical Systems, , 2196-9957 ; ; 678
Disciplina	004 004.0151 330 371.2 519.6 658.40301
Soggetti	Operations research Computer science - Mathematics Discrete mathematics Mathematical optimization Information technology - Management School management and organization Operations Research and Decision Theory Discrete Mathematics in Computer Science Discrete Optimization Computer Application in Administrative Data Processing Organization and Leadership
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	Introduction -- The University Course Timetabling Problem -- Fairness in Academic Course Timetabling -- Real-world Academic Course Timetabling -- Appendix.
Sommario/riassunto	This monograph deals with theoretical and practical aspects of creating course timetables at academic institutions. The task is typically to

create a timetable that suits the requirements of the stakeholders – students, lecturers, and the administration – as well as possible. The book presents an exposition of the basic combinatorial problems and solution methods for course timetabling and related tasks. It provides a rigorous treatment of fairness issues that arise in the course timetabling context and shows how to deal with the potentially conflicting interests of the stakeholders. The proposed methods are also readily applicable to other classes of scheduling problems such as staff rostering. Finally, it presents a comprehensive case study on the implementation of an automated course timetabling system at the school of engineering of the University of Erlangen-Nuremberg. The case study includes a detailed description of the problem model as well as an evaluation of stakeholder satisfaction.