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2.	Record Nr.	UNINA9910554498403321
	Autore	Herrmann Eva
	Titolo	Kobenhavn : urban architecture and public spaces // Eva Hermann, Sandra Hofmeister ; edited by Sandra Hofmeister
	Pubbl/distr/stampa	[Berlin] : , : Walter de Gruyter & Co., , [2021] ©2021
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	Soggetti	Public spaces - Denmark - Copenhagen Copenhagen (Denmark) Buildings, structures, etc Guidebooks
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	Nota di contenuto	Frontmatter -- Contents -- Prologue Arne Jacobsen's Heirs: New

Horizons in Architecture -- Public Spaces -- 1 Superkilen Topotek 1, BIG, Superflex -- 2 Israels Plads Cobe, Sweco Architects -- Interview. Dan Stubbergaard/Cobe Architecture and Social Interaction -- 3 Red Cross Volunteer House Cobe -- 4 Nørreport Station Cobe, Gottlieb Paludan Architects -- 5 Cityringen Arup -- 6 Musiktorvet Effekt Arkitekter -- Essay Cycling Culture and Quality of Life -- Sports and Leisure -- 7 Amager Bakke BIG -- 8 Kalvebod Bølge Urban Agency, JDS Architects -- Essay From Tivoli to the Harbour Bath -- 9 Park 'n' Play JAJA Architects -- 10 Aktivitetshus Rambøll -- 11 Noma 2.0 BIG -- Culture and Education -- 12 BLOX OMA -- 13 Copenhagen International School C.F. Møller Architects -- Essay Back to the Water: The Revival of the Port -- 14 Den Blå Planet – National Aquarium Denmark 3XN -- 15 Ørestad Gymnasium 3XN -- Interview Kim Herforth Nielsen/3XN Architecture as an Experiment -- 16 Experimentarium Extension Cebra -- 17 Børnekulturbus Ama'r. Dorte Mandrup, Nøhr & Sigsgaard -- 18 Skolen i Sydhavnen JJW Architects -- 19 Ku.Be MVRDV, Adept -- 20 Extension of Gammel Hellerup Gymnasium BIG -- Housing -- 21 The Silo Cobe -- 22 Krøyers Plads Vilhelm Lauritzen Architects, Cobe -- 23 Sundbyøster Hall II Dorte Mandrup -- 24 Lange Eng Cohousing Dorte Mandrup -- Interview Housing Concepts: Traditional and Trendsetting -- 25 8 Tallet BIG -- 26 Dortheavej Residence BIG -- 27 Nordbro Arkitema -- 28 Tietgenkollegiet Lundgaard & Tranberg Arkitekter -- Appendix -- Architects -- Imprint, Picture Credits

Sommario/riassunto

This book reveals Copenhagen's quality of life using the example of built spaces. It leads its readers on a tour of exploration, visiting exciting architecture projects and surprising districts between Ørestadt and Nordhavn. A total of over 25 exceptional buildings, urban squares and public spaces created in the past 10 years are presented. Documented with brilliant photos, general plans and texts, these projects paint an image of a brave generation of architects and planners who are not afraid to employ novel solutions. On display are daring typologies such as Amager Bakke, a ski slope on a waste incineration plant by BIG, spectacular iconic buildings, including the Royal Danish Aquarium by 3XN or popular public spaces for the urban community.

3. Record Nr.	UNINA9910963673503321
Autore	Ivey Gay
Titolo	Creating literacy-rich schools for adolescents // Gay Ivey, Douglas Fisher
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Foreword by Donna Ogle -- Overture -- Introduction: Adolescent Literacy in Perspective -- Reading and Writing in English Classes -- Transportable and Transparent Strategies for Content Literacy Instruction -- Time Spent "Just Reading": A Nonnegotiable -- Interventions and Support for Struggling Adolescents -- Leadership and Schoolwide Support for Literacy -- Coda: A Student's Perspective on Improving Adolescent Literacy -- Appendix A: A Call to Action -- Appendix B: Adolescent Literacy -- References -- Index -- About the Authors.
Sommario/riassunto	We know that literacy is the key to learning in school, yet millions of middle and high school students lack the literacy skills they need to succeed. What can educators do? In Creating Literacy-Rich Schools for

Adolescents , authors Gay Ivey and Douglas Fisher make a compelling case that all teachers--across the content areas--have a role to play in students' development of literacy, which they define as reading, writing, speaking, listening, and viewing. Rather than focusing solely on reading instruction and the cliché that says "all teachers are teachers of reading," they urge teachers to incorporate rich literacy-based learning experiences into their classrooms, with the goal of helping students to learn and think across the curriculum. With research-based findings, engaging examples, and extensive lists of resources, Ivey and Fisher encourage readers to * Reexamine the materials, experiences, and expectations of the English/language arts classroom; * Use strategies to improve literacy in all the content areas and seek alternatives to the traditional textbook; * Make independent reading an important part of students' ongoing literacy development; * Design and use interventions that really work for struggling students; and * Consider the schoolwide elements--professional development, peer coaching, leadership, and assessment--that should be in place to support teachers and students. Essential questions provide the focus for each chapter, and Quality Indicators for Secondary Literacy help readers gauge where they are on the continuum of providing a meaningful literacy experience for students. Creating Literacy-Rich Schools for Adolescents will inspire educators to take up this challenge in their own school with new confidence that the work is worthwhile and achievable.
