

1. Record Nr.	UNISA996581489403316
Titolo	2020 IEEE/ACM Performance Modeling, Benchmarking and Simulation of High Performance Computer Systems (PMBS) // Institute of Electrical and Electronics Engineers
Pubbl/distr/stampa	Piscataway, New Jersey : , : IEEE, , 2020
ISBN	1-66542-265-3
Descrizione fisica	1 online resource
Disciplina	001.4
Soggetti	Evaluation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>The aim of this workshop is to bring together researchers, from industry and academia, concerned with the qualitative and quantitative evaluation and modeling of high performance computing systems Authors are invited to submit novel research in all areas of performance modeling, benchmarking and simulation, and we welcome research that brings together current theory and practice We recognize that the coverage of the term performance has broadened to include power consumption and reliability, and that performance modeling is practiced through analytical methods and approaches based on software tools and simulators.</p>

2. Record Nr.	UNINA9910631077603321
Autore	Derakhshan Ali
Titolo	The 5Cs Positive Teacher Interpersonal Behaviors : Implications for Learner Empowerment and Learning in an L2 Context // by Ali Derakhshan
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783031165283 9783031165276
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (xi, 141 pages)
Collana	Second Language Learning and Teaching, , 2193-7656
Disciplina	895.134 371.1023
Soggetti	Language and languages - Study and teaching Applied linguistics Positive psychology Language Education Applied Linguistics Positive Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1. Overview of Theoretical Frameworks -- Chapter 2. Empirical Background -- Chapter 3. Design of the Study -- Chapter 4. Results -- Chapter 5. Conclusions, Pedagogical Implications, and Directions for Future Research.
Sommario/riassunto	This book argues that, in line with the tenets of positive psychology in SLA and the rhetorical/relational goal theory, positive teacher-student interpersonal relationships are deemed to be of great significance for empowering students to accomplish favorable academic outcomes and to successfully learn a second/foreign language (L2), whether at its affective, behavioral, or cognitive levels. Therefore, understanding the role of teacher interpersonal behaviors and their effect on students' learning gains in the domain of SLA is of utmost importance, particularly as this line of research is at its nascent stage of development, and, as a result, available empirical evidence is still

inconclusive. To address this issue, drawing on the mixed methods design, this book mainly aims to, first, empirically scrutinize the role of “5Cs” positive teacher interpersonal variables (i.e., care, clarity, closeness, confirmation, and credibility) in L2 students' affective, behavioral, and cognitive learning outcomes through the mediation of student-perceived learner empowerment in the L2 context of Iran. Second, it is intended to show how L2 teacher educators, teachers, and materials developers, among other key educational stakeholders, can facilitate the provision of interpersonally rich language learning environments with the ultimate goal of enhancing students' L2 learning.

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