

1. Record Nr.	UNINA9910468238203321
Titolo	Learning from animations in science education : innovating in semiotic and educational research // Len Unsworth, editor
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2020] Â©2020
ISBN	3-030-56047-3
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (VIII, 322 p. 228 illus.)
Collana	Innovations in science education and technology ; ; Volume 25
Disciplina	507.1
Soggetti	Science - Study and teaching Computer animation Educational technology Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	SECTION I: Introduction -- 1 A multidisciplinary perspective on designing and using animations in school science education; Len Unsworth -- SECTION II: Educational Semiotics and the Representation of Knowledge in School Science -- 2 A functional perspective on the semiotic features of science animation; Yufei He -- 3 Spatiality and temporality in the visual representation of science diagrams and animations; Theo van Leeuwen -- 4 Infusing pro-environmental values in science education: A multimodal analysis of attitudinal meaning in ecology animations for children; William Feng and Len Unsworth -- 5 Multimodal Affordances of Virtual Reality (VR) for Visualising and Learning Molecular Interactions; Kok-Sing Tang -- SECTION III: Strategic Integration of Animation in Science Education -- 6 Using animated simulations to support young students' science learning; Garry Falloon -- 7 Promoting Scientific Understanding through Animated Multimodal Texts; Maximiliano Montenegro, Alejandra Meneses, Soledad Véliz, Pablo Escobar, Marión Garolera and María Paz Ramírez -- SECTION IV: Learning through Creating Science Animations -- 8 Constructing a Representational System: Engaging Students with Science Content using Student-generated Animations; Garry Hoban --

9 Student-Generated Animations for Knowledge Building in the Chemistry Class; Zeynep Yaseen -- 10 Animation construction as cross-mode recasting in Year 11 biology; Russell Tytler, Peta White and Wendy Nielson -- 11 Creating a digital explanation in preservice teacher education: Preparing primary teachers for the literacy demands of a complex digital task; Wendy Nielsen -- SECTION V: Using Animation in Assessing Students' Science Learning,- 12 Towards more valid assessment of learning from animations; Ric Lowe -- 13 Exploring students' scientific competency performance on PISA paper-based assessment and computer-based assessment; Ya-Chun Chen, Zuway-R Hong, and Huann-shyang Lin -- 14 Animation in online school science assessment: The Validation of Assessment for Learning and Individual Development (VALID) Program; Jennifer English and Annalies van Westenbrugge.-.

Sommario/riassunto

This book examines educational semiotics and the representation of knowledge in school science. It discusses the strategic integration of animation in science education. It explores how learning through the creation of science animations takes place, as well as how animation can be used in assessing student's science learning. Science education animations are ubiquitous in a variety of different online sites, including perhaps the most popularly accessed YouTube site, and are also routinely included as digital augmentations to science textbooks. They are popular with students and teachers and are a prominent feature of contemporary science teaching. The proliferation of various kinds of science animations and the ready accessibility of sophisticated resources for creating them have emphasized the importance of research into various areas: the nature of the semiotic construction of knowledge in the animation design, the development of critical interpretation of available animations, the strategic selection and use of animations to optimize student learning, student creation of science animations, and using animation in assessing student science learning. This book brings together new developments in these research agendas to further multidisciplinary perspectives on research to enhance the design and pedagogic use of animation in school science education. Chapter 1 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

2. Record Nr.	UNINA9910716770703321
Autore	Deru Michael P.
Titolo	Long and winding road to higher efficiency-the RTU story : preprint / / Michael Deru [and five others]
Pubbl/distr/stampa	Golden, CO : , : National Renewable Energy Laboratory, , February 2021
Descrizione fisica	1 online resource (13 pages) : color illustrations
Collana	NREL/CP ; ; 5500-77092
Soggetti	Air conditioning - Efficiency - United States Heating and ventilation industry - United States Energy consumption - United States Mechanical efficiency - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"February 2021." "Presented at the 2020 ACEEE Summer Study on Energy Efficiency in Buildings, August 17-21, 2020."
Nota di bibliografia	Includes bibliographical references (pages 11-13).

3. Record Nr.	UNINA9910350206003321
Autore	Alfano Jean
Titolo	Villes fortifiées en projet : Propos d'ateliers Jingzhou et Xiangfan dans le Hubei // Jean-Paul Callède
Pubbl/distr/stampa	Pessac, : Maison des Sciences de l'Homme d'Aquitaine, 2019
ISBN	2-85892-534-8
Descrizione fisica	1 online resource (164 p.)
Altri autori (Persone)	BallionVincent BellocqMaylis BessonÉtienne BlancFrançoise BrochetOlivier CrampesAlexandre CruchetAdrien DhuicqNoellie Fayolle LussacBruno ForestierEmilie GayFrédéric GutierrezAntoine JoinneauHugues LaviceÉmilien Legrix de la SalleLouis LussacBruno Fayolle MétralPauline MiglierinaClément MothesLucie MulleFélix OudorFaiçal RaynaudQuentin SevinHenri de SolerLaurent VilleminCindy WoycinkiewiczJulien ZweyackerNicolas CallèdeJean-Paul
Soggetti	Urban Studies ville fortifiée politique urbaine

ville historique
protection du patrimoine
ville ouverte
modernisation

Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	Les travaux présentés ici s'inscrivent dans le cadre d'un atelier intensif, lieu de conception et de fabrication du projet architectural et urbain in situ et de ses développements dans le cursus semestriel de l'enseignement de l'architecture en dernière année d'études de Master ; l'autre est celui de l'échange par la coopération avec un établissement universitaire chinois, l'Institut de construction urbaine de la Faculté d'urbanisme de l'Université de Wuhan (WUDA), en 2005 et 2006. Le thème de la coopération, sur proposition du Département de l'urbanisme de la Province du Hubei auprès de l'Université de Wuhan, porte sur la mise en place d'un programme de mise en valeur du patrimoine et du développement urbain, intégrant leur dimension touristique, des centres anciens de villes moyennes de la province, implantées ici sur les rives du Yangtze (Jingzhou) et de son affluent, la rivière Han (Xiangfan), ayant conservé leurs fortifications urbaines. Cela constituait une opportunité de faire découvrir à des étudiants de nouveaux champs possibles de connaissance et de créativité, tout en précisant l'enjeu particulier que représente la conservation, la mise en valeur de ce patrimoine devenu rare et l'inéluctable transformation des centres anciens aujourd'hui au regard du développement urbain contemporain en Chine. La première partie part d'un bref aperçu sur la notion et les enjeux du patrimoine en Chine et plus précisément de celui des fortifications urbaines. Il s'agit ensuite de mettre en perspective la question des rapports entre patrimoine et projet en insistant sur l'importance d'une approche culturelle du projet, de l'importance d'une analyse fine et d'un diagnostic considérant l'architecture héritée comme enjeu culturel et marchand, soumis de ce fait à des affrontements sans cesse renouvelés. Cette approche s'inscrit aussi dans l'évolution des mouvances et des approches en architecture depuis les années 1950. Finalement, les remparts et les ensembles qui les...