1. Record Nr.   UNINA9910135320003321

   Titolo   IEEE Standard for Cylindrical-Rotor 50 Hz and 60 Hz Synchronous
                        Generators Rated 10 MVA and Above - Redline / / Institute of Electrical
                        and Electronics Engineers (IEEE)

   Pubbl/distr/stampa   New York : , : Institute of Electrical and Electronics Engineers (IEEE), ,
                        2014

   ISBN   0-7381-9579-0

   Descrizione fisica   1 online resource (112 pages)

   Disciplina   621.165

   Soggetti   Steam-turbines
                        Combustion

   Lingua di pubblicazione   Inglese

   Formato   Materiale a stampa

   Livello bibliografico   Monografia

   Sommario/riassunto   The requirements in this standard are applied to 50 Hz and 60 Hz,
                        two-pole and four pole, cylindrical-rotor synchronous generators
                        driven by steam turbines and/or by combustion gas turbines. The drive
                        may be direct or through a gearbox or other device that permits
                        different speeds for the turbine and the generator. The generators
                        covered by this standard are to have rated outputs of 10 MVA and
                        above.

2.	Record Nr.	UNINA9910777464103321
	Titolo	Learning discourses and the discourses of learning [[electronic resource] /] / edited by Helen Marriott, Tim Moore and Robyn Spence Brown
	Pubbl/distr/stampa	Clayton, Vic., : Monash University, Matheson Library, 2007
	ISBN	1-925495-97-3 0-9803616-5-6
	Descrizione fisica	1 online resource (289 pages)
	Altri autori (Persone)	MarriottH. E (Helen E.) MooreTim Spence-BrownRobyn
	Disciplina	378.125
	Soggetti	Education, Higher - Study and teaching Discourse analysis Interaction analysis in education
	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.
	Nota di contenuto	Contents; Introduction; PART ONE: ACADEMIC AND PROFESSIONAL CONTEXTS; 01 Problematising academic discourse socialisation; 02 The perils of skills: Towards a model of integrating graduate attributes into the disciplines; 03 Eliciting professional discourse in assignments; 04 Role conflation in academic-professional writing: A case study from the discipline of Law; 05 The socio-cognitive complexity of learning to argue in disciplinary (con)texts; PART TWO: SECOND LANGUAGE CONTEXTS; 06 Micro language planning for the support of international students in health science faculties 07 'Don't be so loud – and speak English': School language policies towards Chinese international students08 Intercultural academic participation processes: The case of a Japanese international student at an Australian university; 09 Incomplete participation in academic contact situations: Japanese exchange students at an Australian university; 10 Peer networks of international medical students in an Australian academic com
	Sommario/riassunto	Learning Discourses and the Discourses of Learning is an edited

collection of papers exploring issues of teaching and learning in academic settings. The key theme of the volume is 'discourses' - especially as these relate to institutional policies, disciplinary practices and students' processes of learning in the academy. Particular attention is paid to the experiences of second-language students studying at Australian universities as well as those learning foreign languages in Australia.   Employing a variety of methodologies and theoretical perspectives, the papers in Learning Discourses ar