

1. Record Nr.	UNINA9910688234803321
Titolo	Neuromorphic engineering systems and applications / / topic editors: André van Schaik, Tobi Delbrück and Jennifer Hasler
Pubbl/distr/stampa	Frontiers Media SA, 2015 [Lausanne, Switzerland] : , : Frontiers Media SA, , 2015
Descrizione fisica	1 online resource (182 pages) : illustrations; digital file(s)
Collana	Frontiers Research Topics Frontiers in Neuroscience
Soggetti	Neuromorphics Computational neuroscience Bioengineering Mechanical Engineering Engineering & Applied Sciences
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references.
Sommario/riassunto	Neuromorphic engineering is about to enter its 25th year as a discipline. In the first two decades neuromorphic engineers focused on building models of sensors, such as silicon cochleas and retinas, and building blocks such as silicon neurons and synapses. These designs have honed our skills in implementing sensors and neural networks in VLSI using analog and mixed mode circuits. Over the last decade the address event representation has been used to interface devices and computers from different designers and even different groups. This facility has been essential for our ability to combine sensors, neural networks, and actuators into neuromorphic systems. The Telluride Neuromorphic Engineering Workshop (since 1994) and the CapoCaccia Cognitive Neuromorphic Engineering Workshop (since 2009) have been instrumental not only in creating a strongly connected research community, but also in introducing different groups to each other's hardware. Many neuromorphic systems are first created at one of these workshops. With this special research topic, we aim to showcase the

2. Record Nr.	UNINA9910798516003321
Titolo	Culturally affirming literacy practices for urban elementary students // edited by Lakia M. Scott and Barbara Purdum-Cassidy
Pubbl/distr/stampa	Lanham, Maryland : , : Rowman & Littlefield Publishers, , 2016 ©2016
ISBN	1-4758-2644-3
Descrizione fisica	1 online resource (212 p.)
Disciplina	372.6
Soggetti	Language arts (Elementary) - United States City children - Education (Elementary) - United States Culturally relevant pedagogy - United States
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	Contents; Foreword; Acknowledgments; 1 Introduction: A Continued Era of Language Discrimination; 2 A Framework for Critical Social Justice Literacy in Urban Elementary Schools; 3 Reauthorizing Excellence in Literacy Teaching for African American Learners; 4 Harambee!; 5 Beyond Basic Instruction; 6 Affirming the Identities of English Learners through Purposeful, Project-Based Literacy Instruction; 7 Using Critical Pedagogies for Increasing English Language Learners' Reading and Writing Achievement; 8 How Does Your Garden Grow?; 9 Culturally Relevant Texts and Urban English Language Learners 10 Moving beyond Apartheid Schooling and "Adequate Education"11 "Started from the Bottom Now We Here"; 12 Teaching with Technology; 13 Preparing Pre-Service Teachers for Differentiation via Instructional Technology; 14 Professional Development and Classroom Resources for the Urban Elementary Literacy Educator; Index; About the Editors; About the Contributors
Sommario/riassunto	Culturally Affirming Literacy Practices for Urban Elementary Students provides practical insights guided by conceptual and contextual

knowledge in understanding how to teach urban African American and Hispanic/Latino(a) students by discussing issues associated with critical pedagogies, literacy, and culturally appropriate instructional strategies that have demonstrated success among African American and Hispanic/Latino(a) students. This text extends the conversation for culturally affirming pedagogy by showcasing successful models for teaching reading and writing to urban students through a di

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