1. Record Nr. UNINA9910815189303321

Titolo	Service-learning and educating in challenging contexts : international perspectives / / edited by Timothy Murphy and Jon E. C. Tan
Pubbl/distr/stampa	London ; ; New York, : Continuum International Pub., c2012
ISBN	1-350-09123-5 1-283-94841-9 1-4411-1800-4
Descrizione fisica	1 online resource (259 p.)
Classificazione	EDU036000EDU039000
Altri autori (Persone)	MurphyTimothy, Dr. TanJon
Disciplina	361.3/7
Soggetti	Service learning Experiential learning
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	Machine generated contents note: Foreword Andy Furco -- Introduction Timothy Murphy and Jon Tan -- Part I: Service Learning and Educating in Challenging Contexts in the United States of America -- 1. Study Circles and Service Learning: Community Engagement for Pre-service Teachers Katia Gonzales, Rhoda Frumkin and Jennifer Lauria -- 2. Service Learning and Urban Teaching in the USA: Building Communities for Social Justice Noah Borrero -- 3. Service Learning in Challenging Contexts: On-line and in the Disaster Zone Jean Strait, Jenna Londy and Ana Panone -- Part II: Service-Learning and Educating in Challenging Contexts in Europe, South Africa and Australia -- 4. Educating Educational Practitioners for a Post-apartheid South Africa: Using Service Learning to Integrate School Communities and University Students Nadine Peterson and Helen Dunbar-Krige -- 5. Service Learning and School Development in German Teacher Education Anne Sliwka and Britta Klopsch -- 6. Empowering Educational Practice Through Service-Learning in the UK: Case Studies from Leeds Metropolitan University Timothy Murphy and John Tan -- 7. Wider Perspectives in Education: A Case Study of Transformative Global Learning from the UK Phil Bamber -- 8. The Transformative Potential of

	Service/Community-Based Learning in Initial Teacher Education: A Case Study from Ireland Josephine Boland and Elaine Keane -- 9. Service Learning Experience for the development of Inclusion: A Case Study from Spain Esther Luna -- 10. Service-Learning: Why Do It In Non-formal Education? Roser Batlle Suner -- 11. Service Learning in the Australian Values Education Program Terry J Lovat -- 12. Shaping Professional Teacher Identities through Service Learning in Australia Anne Power -- Conclusion Timothy Murphy and Jon Tan -- Index.
Sommario/riassunto	"Explores best practice for engagement with challenging educational contexts through service-learning drawing on the contributors' international experience"--

2.

Record Nr.	UNINA9910254297203321
Autore	Scott L. Ridgway
Titolo	A Mathematical Approach to Protein Biophysics / / by L. Ridgway Scott, Ariel Fernández
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2017
ISBN	3-319-66032-2
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XI, 290 p. 110 illus., 27 illus. in color.)
Collana	Biological and Medical Physics, Biomedical Engineering, , 1618-7210
Disciplina	571.4
Soggetti	Biomathematics Systems biology Biological systems Proteins Clinical biochemistry Mathematical and Computational Biology Systems Biology Protein Science Medical Biochemistry
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Understanding Proteins as Digital Widgets -- Digital Rules for Proteins

-- Electrostatic Forces -- Protein Basics -- Protein Structure -- Hydrogen Bonds -- Composition of Protein-Protein Interfaces -- Wrapping Electrostatic Bonds -- Stickiness of Dehydrons -- Electrostatic Force Details -- Dehydrons in Protein Interactivity -- Aromatic Interactions -- Peptide Bond Rotation -- Continuum Equations for Electrostatics -- Wrapping Technology -- Epilogue -- Units -- Notes -- Glossary -- Index. .

Sommario/riassunto

This book explores quantitative aspects of protein biophysics and attempts to delineate certain rules of molecular behavior that make atomic scale objects behave in a digital way. This book will help readers to understand how certain biological systems involving proteins function as digital information systems despite the fact that underlying processes are analog in nature. The in-depth explanation of proteins from a quantitative point of view and the variety of level of exercises (including physical experiments) at the end of each chapter will appeal to graduate and senior undergraduate students in mathematics, computer science, mechanical engineering, and physics, wanting to learn about the biophysics of proteins. L. Ridgway Scott has been Professor of Computer Science and of Mathematics at the University of Chicago since 1998, and the Louis Block Professor since 2001. He obtained a B.S. degree (Magna Cum Laude) from Tulane University in 1969 and a PhD degree in Mathematics from the Massachusetts Institute of Technology in 1973. Professor Scott has published over 130 papers and three books, extending over biophysics, parallel computing and fundamental computing aspects of structural mechanics, fluid dynamics, nuclear engineering, and computational chemistry. Ariel Fernández (born Ariel Fernández Stigliano) is an Argentinian-American physical chemist and mathematician. He obtained his Ph. D. degree in Chemical Physics from Yale University and held the Karl F. Hasselmann Endowed Chair Professorship in Bioengineering at Rice University. He is currently involved in research and entrepreneurial activities at various consultancy firms. Ariel Fernández authored three books on translational medicine and biophysics, and published 360 papers in professional journals. He holds two patents in the field of biotechnology.