

1. Record Nr.	UNINA9910823543603321
Autore	Chappell Eric
Titolo	AutoCAD Civil 3D 2016 : essentials : autodesk official press // Eric Chappell
Pubbl/distr/stampa	Indianapolis, Indiana : , : John Wiley & Sons, Inc., , 2015 ©2015
ISBN	1-119-05975-5 1-119-05958-5
Descrizione fisica	1 online resource (790 p.)
Disciplina	620.00420285536
Soggetti	Civil engineering - Computer programs Surveying - Computer programs
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Cover; Title page; Credits; Copyright; Dedication; Acknowledgments; About the Author; Introduction; What's New in This Book?; Who Should Read This Book?; What Is Covered in This Book?; The Essentials Series; Chapter 1: Navigating the User Interface; Getting to Know the Civil 3D User Interface; Working with the Application Menu; Working with the Ribbon; Working with the Toolspace; Using the Drawing Area; Using the Command Line; Using Panorama; Using the Transparent Commands Toolbar; Using the Inquiry Tool; Chapter 2: Leveraging a Dynamic Environment; Connecting Objects and Styles Connecting Labels and Label Styles Connecting Objects to Objects; Connecting Objects to Labels; Appreciating the Richness of the 3-D Model; Sharing Data in a Dynamic Environment; Chapter 3: Establishing Existing Conditions Using Survey Data; What Is Survey Data?; Creating a Survey Database; Importing Survey Data; Automating Field-to-Finish; Editing Survey Points; Editing Survey Figures; Creating Additional Points; Chapter 4: Modeling the Existing Terrain Using Surfaces; Understanding Surfaces; Creating a Surface from Survey Data; Using Breaklines to Improve Surface Accuracy; Editing Surfaces Displaying and Analyzing Surfaces Annotating Surfaces; Chapter 5: Designing in 2-D Using Alignments; Understanding Alignments; Creating Alignments from Objects; Creating Alignments Using the

Alignment Creation Tools; Editing Alignments; Applying Design Criteria Files and Check Sets; Chapter 6: Displaying and Annotating Alignments; Using Alignment Styles; Applying Alignment Labels and Label Sets; Creating Station/Offset Labels; Creating Segment Labels; Using Tag Labels and Tables; Chapter 7: Designing Vertically Using Profiles; Creating Surface Profiles; Displaying Profiles in Profile Views Creating Design Profiles Editing Profiles; Using Design Check Sets and Criteria Files; Chapter 8: Displaying and Annotating Profiles; Applying Profile Styles; Applying Profile View Styles; Applying Profile View Bands; Applying Profile Labels; Creating and Applying Profile Label Sets; Creating Profile View Labels; Projecting Objects to Profile Views; Chapter 9: Designing in 3D Using Corridors; Understanding Corridors; Creating an Assembly; Creating a Corridor; Applying Corridor Targets; Creating Corridor Surfaces; Chapter 10: Creating Cross Sections of the Design; Using the Section Editor Creating Sample Lines Creating Section Views; Sampling More Sources; Chapter 11: Displaying and Annotating Sections; Applying Section Styles; Applying Section Labels; Controlling Corridor Section Display with Code Set Styles; Applying Labels with Code Set Styles; Applying Section View Styles; Applying Section View Bands; Applying Group Plot Styles; Creating Section View Labels; Chapter 12: Designing and Analyzing Boundaries Using Parcels; Understanding Parcels; Creating Parcels from Objects; Creating Parcels by Layout; Editing Parcels; Chapter 13: Displaying and Annotating Parcels Applying Parcel Styles

Sommario/riassunto

Start designing today with this hands-on beginner's guide to AutoCAD Civil 3D 2016 AutoCAD Civil 3D 2016 Essentials gets you quickly up to speed with the features and functions of this industry-leading civil engineering software. This full-color guide features approachable, hands-on exercises and additional task-based tutorials that help you quickly become productive as you master the fundamental aspects of AutoCAD Civil 3D design. Each chapter opens with a quick discussion of concepts and learning goals, and then briskly moves into tutorial mode with screen shots that illustrate each step of

2. Record Nr.	UNINA9910495171503321
Autore	Quintero Elizabeth P.
Titolo	Making Space for Storied Leadership in Higher Education : Learning with Migrant and Refugee Populations in Early Childhood and Teacher Education Contexts / / by Elizabeth P. Quintero, Larisa Callaway-Cole, Adria Taha-Resnick
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2021
ISBN	9789811641572 9811641579
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (134 pages)
Collana	Rethinking Higher Education, , 2662-1487
Disciplina	371.826912
Soggetti	Teachers - Training of Education, Higher Early childhood education Education - Research Educational sociology Teaching and Teacher Education Higher Education Early Childhood Education Research Methods in Education Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	1 Introduction -- 2 Experts informing early childhood teacher education -- 3 Early childhood studies in higher education: Inclusive design and implementation -- 4 Sharing family story in teacher education to encourage migrating families participation -- 5 Story through professional learning communities to support early childhood leadership and encourage refugee/migrant participation -- 6 Final chapter.
Sommario/riassunto	This book analyzes stories of university early childhood faculty members, community activists in southern California, and children and the early childhood teacher education students working with them. The

grounding of this research is reconceptualization of postmodern narrative theoretical influences. Through narrative inquiry, the book connects ongoing research to ongoing pedagogy. It explores the following research questions: (1) How do learners across generations create, build upon, and reinvent each other's stories to make new meanings through consideration of family history, multigenerational knowledge, and experiences?; (2) How do learners' stories offer new possibilities through leadership that connects Global South knowledge with Global North contexts?; (3) In what ways is it possible to use this framework and methodology in Higher Education to promote systemic consistency in promoting social justice that is generatively inclusive? More than half of the research participants have truly lived bi-culturally, many of the children in the early care and education programs in the USA are from Mexico and Central America. These collaborators truly carry their roots with them as they strive for justice and authenticity in early childhood teacher education and community activists working with families and children.
