

1. Record Nr.	UNISA996418195203316
Autore	Malyarenko Anatoliy
Titolo	Random fields of piezoelectricity and piezomagnetism : correlation structures / / Anatoliy Malyarenko, Martin Ostoja-Starzewski, and Amirhossein Amiri-Hezaveh
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2020] Â©2020
ISBN	3-030-60064-5
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (XI, 97 p. 2 illus., 1 illus. in color.)
Collana	SpringerBriefs in Applied Sciences and Technology, Mathematical methods
Disciplina	530.141
Soggetti	Electromagnetic theory Random fields Piezoelectricity
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Preface -- 1. Continuum Theory of Piezoelectricity and Piezomagnetism -- 2. Mathematical preliminaries -- 3. The Choice of a Basis in the Space VG -- 4. Correlation Structures -- References -- Index.
Sommario/riassunto	Random fields are a necessity when formulating stochastic continuum theories. In this book, a theory of random piezoelectric and piezomagnetic materials is developed. First, elements of the continuum mechanics of electromagnetic solids are presented. Then the relevant linear governing equations are introduced, written in terms of either a displacement approach or a stress approach, along with linear variational principles. On this basis, a statistical description of second-order (statistically) homogeneous and isotropic rank-3 tensor-valued random fields is given. With a group-theoretic foundation, correlation functions and their spectral counterparts are obtained in terms of stochastic integrals with respect to certain random measures for the fields that belong to orthotropic, tetragonal, and cubic crystal systems. The target audience will primarily comprise researchers and graduate students in theoretical mechanics, statistical physics, and probability.

2. Record Nr.	UNINA9911035048403321
Autore	Day Michael James
Titolo	Emancipatory Education Without Boundaries in the Age of Neoliberalism, Artificial Intelligence and Digital Learning Platforms // edited by Michael James Day
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2025
ISBN	9783031979996 9783031979989
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (359 pages)
Collana	Education Series
Disciplina	378.17344678
Soggetti	Education, Higher Educational technology Human rights Teaching International education Comparative education Higher Education Digital Education and Educational Technology Human Rights Pedagogy International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1: Introduction to Part I: The Value of Collaboration over Academic Colonialism in Global Higher Education -- Chapter 2: Keeping Knowledge Alive in the Age of Anti-Education, Disinformation, and Artificial Intelligence -- Chapter 3: The University Educator as Bricoleur: Protecting the Personal in Higher Education in the Age of AI Deepfakes -- Chapter 4: Learning and Gaming: A Cultural Comparison of Identity Transitions and Constructions amongst Scottish and Chinese University Students -- Chapter 5: Embracing Generative AI in Education: A Global View on AI Anxiety through Digital Literacy --

Chapter 6: From Pedagogy to Mobagogy: Students' Lived Experiences of Smartphone Learning -- Chapter 7: AI in Mental Health and Higher Education: Wellbeing, Challenges and Ethical Considerations -- Chapter 8: Introduction to Part II: The Meaning of Impact in Global Higher Education -- Chapter 9: Transitioning to Western Universities at Home and Abroad: Challenges and Opportunities for Chinese Students -- Chapter 10: Aligning Principles: Students as Peers in the Landscape of Responsible Management Education -- Chapter 11: Driving Change, Participation and Inclusivity in a UK Educational and Academic Development Centre -- Chapter 12: An Autoethnography of Academic Endurance in Chinese COVID-19 Quarantine -- Chapter 13: Rethinking Employability in the Age of AI: A Critical Analysis of University Strategies for Graduate Success -- Chapter 14: Empowering Autonomy in Language Learning: The Transformative Potential of Data-Driven Learning (DDL) in Higher Education -- Chapter 15: The Role of Immersive Project-Based Learning in Shaping Future Entrepreneurs -- Chapter 16: Introduction to Part III: This is Our Time for Inclusivity in Global Higher Education -- Chapter 17: Person vs. Machine: Cultivating Humility to Sustain Pro-Human Education in the Age of AI -- Chapter 18: Student-as-Partners (SaP) in Higher Education: Exploring Perceptions and Experiences -- Chapter 19: Fostering Cultural Cohesion in Sino-British Cooperative Universities: Whose Values Matter? -- Chapter 20: Building Moral Global Universities: Shaping Student Success, Mapping Fairness and Empowering Curriculums in Universities -- Chapter 21: Cognitive Justice, Indigenisation and Educational Transformation -- Chapter 22: Conclusion: Emancipatory Education without Boundaries in the Age of Neoliberalism, Artificial Intelligence and Digital Learning Platforms.

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### Sommario/riassunto

This edited book explores how university educators are leading pro-human change in global higher education in a rapidly evolving digital era. The book highlights the transformative power of collaboration, impactful educational development, and inclusive communities within academic settings, demonstrating how education without boundaries can catalyse social, political, and human rights advocacy. Through insightful ethnographic accounts and expert perspectives, chapters examine the challenges and opportunities of artificial intelligence, neoliberal university expansion, and digital learning environments. This collection offers practical strategies and critical reflections for fostering student success, advancing teaching and learning, and shaping curriculums suited to the post-digital future of higher education. The book will interest academics and students exploring higher education, digital education, educational technology, artificial intelligence, pedagogy, and human rights. Michael James Day is Associate Professor of Higher Education, at the Reader Level, and Institutional Lead of Technology Enhanced Learning (TEL) at the University of Greenwich, UK. He has led educational advocacy projects internationally in Myanmar, Thailand, and China, holding global leadership roles that have earned him Principal Fellowship of the Higher Education Academy (PFHEA). Once among the UK's youngest qualified teachers, Michael's research on developing the pro-human web, digital poverty, and international education is widely published in notable journals and his commentary is featured in major media.

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