1. Record Nr. UNINA990003074520403321

Titolo	Event History Analysis : StatisticalTheory and Application in the Social Sciences / Hans-Peter Blossfeld, Alfred Hamerle, Karl Ulrich Mayer
Pubbl/distr/stampa	Hillsdale, N.Y. : Lawrence Erlbaum, 1989
ISBN	0-8058-0126-X
Descrizione fisica	297 p. ; 24 cm
Disciplina	11350 B/2 B/3.1
Locazione	SES
Collocazione	11350 BLO
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr. UNISA990003255610203316

Titolo	Digital rights management : a librarian's guide to technology and practise / Grace Agnew
Pubbl/distr/stampa	Oxford, : Chandons Publishing, 2008
ISBN	978-18-4334-125-3
Descrizione fisica	XIV, 437 p. : ill. ; 23 cm
Collana	Chandos Information Professional Series
Disciplina	025.12
Soggetti	Risorse elettroniche - Diritto d'autore
Collocazione	I.2.B. 710
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr. UNICAMPANIASUN0114251

Autore	Shapiro, Joel H.
Titolo	A Fixed-point Farrago / Joel H. Shapiro
Pubbl/distr/stampa	XIV, 221 p., : ill. ; 24 cm
Edizione	[[Cham] : Springer, 2016]
Descrizione fisica	Pubblicazione in formato elettronico
Soggetti	47-XX - Operator theory [MSC 2020] 47H10 - Fixed-point theorems [MSC 2020] 00A05 - Mathematics in general [MSC 2020] 47A15 - Invariant subspaces of linear operators [MSC 2020] 54H25 - Fixed-point and coincidence theorems (topological aspects) [MSC 2020] 20F16 - Solvable groups, supersolvable groups [MSC 2020]
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

4. Record Nr. UNINA9910791761103321

Titolo	Standards for K-12 engineering education? [[electronic resource] /] / Committee on Standards for K-12 Engineering Education, National Academy of Engineering of the National Academies
Pubbl/distr/stampa	Washington, D.C., : National Academies Press, 2010
ISBN	0-309-16231-9 1-282-88576-6 9786612885761 0-309-16016-2
Descrizione fisica	1 online resource (161 p.)
Disciplina	372.358
Soggetti	Engineering - Study and teaching (Elementary) - United States Engineering - Study and teaching (Secondary) - 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.
Nota di contenuto	""Front Matter""; ""Preface""; ""Acknowledgments""; ""Contents""; ""Executive Summary""; ""1 Introduction""; ""2 Arguments For and Against Content Standards for K-12 Engineering Education""; ""3 Leveraging Existing Standards to Improve K-12 Engineering Education""; ""4 Conclusions and Recommendations""; ""Appendix A: Committee Biographies""; ""Appendix B: Commissioned Papers""; ""Appendix C: Workshop on Standards for K-12 Engineering Education""
Sommario/riassunto	"The goal of this study was to assess the value and feasibility of developing and implementing content standards for engineering education at the K-12 level. Content standards have been developed for three disciplines in STEM education--science, technology, and mathematic--but not for engineering. To date, a small but growing number of K-12 students are being exposed to engineering-related materials, and limited but intriguing evidence suggests that engineering education can stimulate interest and improve learning in mathematics and science as well as improve understanding of engineering and technology. Given this background, a reasonable question is whether standards would improve the quality and increase

the amount of teaching and learning of engineering in K-12 education. The book concludes that, although it is theoretically possible to develop standards for K-12 engineering education, it would be extremely difficult to ensure their usefulness and effective implementation. This conclusion is supported by the following findings: (1) there is relatively limited experience with K-12 engineering education in U.S. elementary and secondary schools, (2) there is not at present a critical mass of teachers qualified to deliver engineering instruction, (3) evidence regarding the impact of standards-based educational reforms on student learning in other subjects, such as mathematics and science, is inconclusive, and (4) there are significant barriers to introducing stand-alone standards for an entirely new content area in a curriculum already burdened with learning goals in more established domains of study."--Publisher's description.