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PSC Live stream 10.16.19- Dr. B- Phys Sci **Explore Learning Gizmo Answers Longitudinal Longitudinal Waves**. Launch Gizmo. Observe the propagation of longitudinal (compression) waves in a closed or open tube with evenly-spaced dividers. The strength and frequency of the waves can be manipulated, or waves can be observed as individual pulses. Compare the movement of dividers to graphs of displacement, velocity, acceleration and pressure.

Longitudinal Waves Gizmo : Lesson Info : Explore Learning

Check out this Gizmo from @ExploreLearning! Observe the propagation of longitudinal (compression) waves in a closed or open tube with evenly-spaced dividers. The strength and frequency of the waves can be manipulated, or waves can be observed as individual pulses. Compare the movement of dividers to graphs of displacement, velocity, acceleration and pressure.

Longitudinal Waves Gizmo : Explore Learning

Week 6 Online Lab: Longitudinal Waves Gizmo Explore Learning Gizmo: Longitudinal Wave

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For this assignment, you'll use a Gizmo at the Explore Learning web site. Before you begin: Be sure you have read the assigned reading for the week. You may want to print this document so that you can note observations as you work with the gizmo. Later, you can type your answers into the Word document and ...

Week_6_Online_Lab_Longitudinal_Waves_Gizmo.doc - Week 6 ...

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You can use the Longitudinal Waves Gizmo™ to explore the behavior of sound waves. In the Gizmo, an air-filled tube contains 24 evenly-spaced, airtight dividers. To begin, select the Student Exploration: Longitudinal Waves The amplitude of a longitudinal wave is equal to the distance a point on the wave is displaced from its resting position.

Student Exploration Longitudinal Waves Answer Key

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Week 5 Online Lab: Longitudinal Waves Gizmo Explore Learning Gizmo: Longitudinal Wave For this assignment, you'll use a Gizmo at the Explore Learning web site. Before you begin: Be sure you have read the assigned reading for the week. You may want to print this document so that you can note observations as you work with the gizmo. Later, you can type your answers into the Word document and ...

Week_5_Online_Lab_Longitudinal_Waves_Gizmo(2).docx - Week ...

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Observe and measure transverse, longitudinal, and combined waves on a model of a spring moved by a hand. Adjust the amplitude and frequency of the hand, and the tension and density of the spring. The speed and power of the waves is reported, and the wavelength and amplitude can be measured.

Waves Gizmo : Lesson Info : ExploreLearning

The end of the spring can be moved up and down to produce transverse waves, back and forth to produce longitudinal waves, or around in circles to produce combined waves. The brand-new Waves Gizmo allows students to observe and measure wave motion on a simulated spring. Students can choose the wave type, adjust the amplitude and frequency of the wave motion, and adjust the tension and density of the spring.

Technology is ubiquitous, and its potential to transform learning is immense. The first edition of *Using Technology with Classroom Instruction That Works* answered some vital questions about 21st century teaching and learning: What are the best ways to incorporate technology into the curriculum? What kinds of technology will best support particular learning tasks and objectives? How does a teacher ensure that technology use will enhance instruction rather than distract from it? This revised and updated second edition of that best-selling book provides fresh answers to these critical questions, taking into account the enormous technological advances that have occurred since the first edition was published, including the

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proliferation of social networks, mobile devices, and web-based multimedia tools. It also builds on the up-to-date research and instructional planning framework featured in the new edition of Classroom Instruction That Works, outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies: * Setting objectives and providing feedback * Reinforcing effort and providing recognition * Cooperative learning * Cues, questions, and advance organizers * Nonlinguistic representations * Summarizing and note taking * Assigning homework and providing practice * Identifying similarities and differences * Generating and testing hypotheses Each strategy-focused chapter features examples--across grade levels and subject areas, and drawn from real-life lesson plans and projects--of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students. The authors also recommend dozens of word processing applications, spreadsheet generators, educational games, data collection tools, and online resources that can help make lessons more fun, more challenging, and--most of all--more effective.

Researchers, historians, and philosophers of science have debated the nature of scientific research in education for more than 100 years. Recent enthusiasm for "evidence-based" policy and practice in education--now codified in the federal law that authorizes the bulk of elementary and secondary education programs--have brought a new sense of urgency to understanding the ways in which the basic tenets of science manifest in the study of teaching, learning, and schooling. Scientific Research in Education describes the similarities and differences between scientific inquiry in education and scientific inquiry in other fields and

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disciplines and provides a number of examples to illustrate these ideas. Its main argument is that all scientific endeavors share a common set of principles, and that each field—“including education research”—develops a specialization that accounts for the particulars of what is being studied. The book also provides suggestions for how the federal government can best support high-quality scientific research in education.

This timely handbook represents the latest thinking in the field of technology and innovation management, with an up-to-date overview of the key developments in the field. The editor provides with a critical, introductory essay that establishes the theoretical framework for studying technology and innovation management. The book will include 15-20 original essays by leading authors chosen for their key contribution to the field. These chapters chart the important debates and theoretical issues under 3 or 4 thematic headings. The handbook concludes with an essay by the Editor highlighting the emergent issues for research. The book is targeted as a handbook for academics as well as a text for graduate courses in technology and innovation management.

It's a major publishing event! For nearly half a century, "The Marvelous Toy"—composed by the legendary singer/songwriter Tom Paxton—has enchanted children and adults alike. A simple tale about a mysterious, magical, and mystical toy that a father gives to his son—and that eventually gets passed down to the next generation—it celebrates a child's sense of wonder.

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The witty, evocative lyrics spark the imagination. No surprise, then, that the song has been recorded by countless major artists, from Peter, Paul, and Mary to the Chad Mitchell Trio to John Denver, and won legions of fans through the years. Paxton's marvelous song has finally become a stunning picture book, featuring incredible and wildly imaginative art by Steve Cox, illustrator of the award-winning PIGS MIGHT FLY. Parents, grandparents, friends, and family worldwide will remember this classic from their own youth--and joyfully share it with their own children.

An impulse for writing this book has originated from the effort to summarize and publicize the acquired results of a research team at the Department of Automation of the Faculty of Electrical Engineering and Informatics, Slovak Technical University in Bratislava. The research team has been involved for a long time with control problems for machine production mechanisms and, in recent (approximately 15) years, its effort was aimed mostly at the control of electrical servosystems of robots. Within this scope, the members of the authors' staff solved the State Research Task Ultrasonic sensing of the position of a robot hand, which was coordinated by the Institute of Technical Cybernetics of the Slovak Academy of Sciences in Bratislava. The problem was solved in a complex way, i.e. from a conceptual design of the measurement, through the measurement and evaluation system, up to connection to the control system of a robot. Compensation of the atmospheric influence on the precision of measurement, as well as on the electroacoustical transducers, were important parts of the solution. The solution was aimed at using the ultrasonic pulse method which enables the measurement of absolute 3D position coordinates, contrary to the relative position

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measurements by the incremental pick-ups which are standard robotic equipment.

Data Analysis and Research for Sport and Exercise Science is tailored to suit undergraduate sports and exercise science students seeking a clear understanding of data and statistics to support their scientific research. The text is divided into three main areas: Research and Design, Data Analysis and the Interpretation of Findings. Topics covered in the book include: * introduction to the scientific research method * the literature review * developing your research question and experimental design * using statistical analysis to interpret results * presentation of your data * discussing your results and drawing conclusions. Both authors have supervised many student dissertations and have an excellent understanding of the concerns and pitfalls facing those new to this field.

Today's youth will face global environmental changes, as well as complex personal and social challenges. To address these issues this collection of essays provides vital insights on how science education can be designed to better engage students and help them solve important problems in the world around them. *Assessing Schools for Generation R (Responsibility)* includes theories, research, and practices for envisioning how science and environmental education can promote personal, social, and civic responsibility. It brings together inspiring stories, creative practices, and theoretical work to make the case that science education can be reformed so that students learn to meaningfully apply the concepts they learn in science classes across America and grow into civically engaged citizens. The book calls for a curriculum that equips students with the knowledge, skills, attitudes and values to confront the

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complex and often ill-defined socioscientific issues of daily life. The authors are all experienced educators and top experts in the fields of science and environmental education, ecology, experiential education, educational philosophy, policy and history. They examine what has to happen in the domains of teacher preparation and public education to effect a transition of the youth of America. This exciting, informative, sophisticated and sometimes provocative book will stimulate much debate about the future direction of science education in America, and the rest of the world. It is ideal reading for all school superintendents, deans, faculty, and policymakers looking for a way to implement a curriculum that helps builds students into responsible and engaged citizens.

Research on gene drive systems is rapidly advancing. Many proposed applications of gene drive research aim to solve environmental and public health challenges, including the reduction of poverty and the burden of vector-borne diseases, such as malaria and dengue, which disproportionately impact low and middle income countries. However, due to their intrinsic qualities of rapid spread and irreversibility, gene drive systems raise many questions with respect to their safety relative to public and environmental health. Because gene drive systems are designed to alter the environments we share in ways that will be hard to anticipate and impossible to completely roll back, questions about the ethics surrounding use of this research are complex and will require very careful exploration. *Gene Drives on the Horizon* outlines the state of knowledge relative to the science, ethics, public engagement, and risk assessment as they pertain to research directions of gene drive systems and governance of the research process. This report offers principles for responsible practices of gene drive research and

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related applications for use by investigators, their institutions, the research funders, and regulators.

Science, technology, engineering, and mathematics (STEM) are cultural achievements that reflect our humanity, power our economy, and constitute fundamental aspects of our lives as citizens, consumers, parents, and members of the workforce. Providing all students with access to quality education in the STEM disciplines is important to our nation's competitiveness. However, it is challenging to identify the most successful schools and approaches in the STEM disciplines because success is defined in many ways and can occur in many different types of schools and settings. In addition, it is difficult to determine whether the success of a school's students is caused by actions the school takes or simply related to the population of students in the school. Successful K-12 STEM Education defines a framework for understanding "success" in K-12 STEM education. The book focuses its analysis on the science and mathematics parts of STEM and outlines criteria for identifying effective STEM schools and programs. Because a school's success should be defined by and measured relative to its goals, the book identifies three important goals that share certain elements, including learning STEM content and practices, developing positive dispositions toward STEM, and preparing students to be lifelong learners. A successful STEM program would increase the number of students who ultimately pursue advanced degrees and careers in STEM fields, enhance the STEM-capable workforce, and boost STEM literacy for all students. It is also critical to broaden the participation of women and minorities in STEM fields. Successful K-12 STEM Education examines the vast landscape of K-12 STEM education by

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considering different school models, highlighting research on effective STEM education practices, and identifying some conditions that promote and limit school- and student-level success in STEM. The book also looks at where further work is needed to develop appropriate data sources. The book will serve as a guide to policy makers; decision makers at the school and district levels; local, state, and federal government agencies; curriculum developers; educators; and parent and education advocacy groups.

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