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readers this is unfamiliar terrain. We all experience time, but the more scientists learn about it, the more mysterious it remains. We think of it as uniform and universal, moving steadily from past to future,

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measured by clocks. Rovelli tears down these assumptions one by one, revealing a strange universe where at the most fundamental level time disappears. He explains how the theory of quantum gravity

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attempts to understand and give meaning to the resulting extreme landscape of this timeless world. Weaving together ideas from philosophy, science and literature, he suggests that our perception of

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critical issues of U.S.
competitiveness and to better
prepare the workforce, A
Framework for K-12 Science
Education proposes a new
approach to K-12 science
education that will capture

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students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and

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engineering in grades K-12.

These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and

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professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These

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three dimensions are:
crosscutting concepts that unify
the study of science through
their common application across
science and engineering;
scientific and engineering
practices; and disciplinary core

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ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have

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sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A

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Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country.

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The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal

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Physics of Light and Optics

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dedicated people serve the
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community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that

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change and advancements,
both systematic and
scientific, are needed in
a number of forensic
science disciplines to
ensure the reliability of
work, establish

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enforceable standards, and promote best practices with consistent application. Strengthening Forensic Science in the United States: A Path Forward provides a

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detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce

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standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement

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officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full

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account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread

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adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-

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action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.

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Praise for How Learning Works "How Learning Works is the perfect title for this excellent book.

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solid research evidence,
this book is essential
reading for instructors at
all levels who wish to
improve their students'
learning." –Barbara Gross
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have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching."

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clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." –Catherine M. Casserly, senior partner, The Carnegie

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theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to

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college teaching, and they graciously share it with you in this organized and readable book." –From the Foreword by Richard E. Mayer, professor of psychology, University of

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treatment of physics. This book discusses the linear motion with constant acceleration; addition and subtraction of vectors; uniform circular motion and simple harmonic

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motion; and electrostatic energy of a charged capacitor. The behavior of materials in a non-uniform magnetic field; application of Kirchhoff's junction rule; Lorentz

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transformations; and Bernoulli's equation are also deliberated. This text likewise covers the speed of electromagnetic waves; origins of quantum physics; neutron

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activation analysis; and
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general knowledge of physical laws and conservation principles. This book explores in detail the role of laboratory work in physics teaching and learning.

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Compelling recent research work is presented on the value of experimentation in the learning process, with description of important research-based proposals on how to

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International Research Group on Physics Teaching (GIREP), an organization that promotes enhancement of the quality of physics teaching and learning at all educational levels and

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in all contexts. The topics covered are wide ranging. Examples include the roles of open inquiry experiments and advanced lab experiments, the value of computer modeling in

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physics teaching, the use of web-based interactive video activities and smartphones in the lab, the effectiveness of low-cost experiments, and assessment for learning

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through experimentation.
The presented research-
based proposals will be of
interest to all who seek
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Quality of Instruction in

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Physics

Part 1: Chapters 1-17

Quantum Computation and
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to the fields of medical imaging systems, as designed for a broad range of applications. The authors of the book first explain the foundations of system theory and image

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processing, before highlighting several modalities in a dedicated chapter. The initial focus is on modalities that are closely related to traditional camera systems

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*such as endoscopy and
microscopy. This is
followed by more complex
image formation processes:
magnetic resonance
imaging, X-ray projection
imaging, computed*

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tomography, X-ray phase-contrast imaging, nuclear imaging, ultrasound, and optical coherence tomography.

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efficiently. The text includes a new strategic problem-solving approach, an integrated Math Tutorial, and new tools to improve conceptual understanding. To simplify

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*the review and use of the
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is available in these
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know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary

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teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical

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arranged to provide a logical progression from fundamental to more advanced concepts, building upon what students have already learned and emphasizing connections between topics and between theory and applications. The goal of each section is to enable students not just

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Line Chapter 4: Motion in Two and
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Applications of Newton's Laws
Chapter 7: Work and Kinetic Energy
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Chapter 12: Static Equilibrium and

Elasticity Chapter 13: Gravitation

Chapter 14: Fluid Mechanics Unit 2:

Waves and Acoustics Chapter 15:

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coverage.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important

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implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded*

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Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for

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the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate

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the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to

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learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan,

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there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments.

How People Learn II:

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Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the

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foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will

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become an indispensable resource to understand learning throughout the lifespan for educators of students and adults. An inquiry into science education is an

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exploration into education in a context that is grounded and significant. It is written by a college professor of Physics and Science Education who spent sabbatical year as a

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full time science teacher in a neighborhood high school in a poor area of New York City. His varied experiences highlight the contrast of what science education is and what it

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can be. The framework through which the book is written is that science education should be an active, purposeful process which promotes functional understanding and critical

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thinking. Science learners should be given the opportunity to build an understanding of benchmark principals of science based on their own observations and

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reasoning. In much the same way, this book explores benchmark principals of science education through real classroom experiences. Standard approaches of

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teaching and assessment
are presented and
alternative opportunities
are described. Theories
and strategies of science
education emerge from
analysis of classroom

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observations. Although the focus is on the teaching and learning of science, the subtext is implications of a failing educational system and what can be done about it.

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The primary intended audience is educators of all capacities, but particularly science teachers. An inquiry into science education integrates critical topics

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of science education in a contextualized, accessible, and easy to read narrative. The secondary intended audience is non-fiction readers. This book

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examines educational issues relevant to a general audience from the perspective of a scientist with a focus on inquiry and reasoning. Critical issues are addressed

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through case histories, some with touches of humor, but all with insight into children and learning.

Astronomy is written in clear non-technical

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language, with the occasional touch of humor and a wide range of clarifying illustrations. It has many analogies drawn from everyday life to help non-science majors

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appreciate, on their own terms, what our modern exploration of the universe is revealing. The book can be used for either a one-semester or two-semester introductory

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12: Rings, Moons, and
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14: Cosmic Samples and the
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and Supermassive Black

Holes Chapter 28: The

Evolution and Distribution

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of Galaxies Chapter 29:

The Big Bang Chapter 30:

Life in the Universe

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for Your Introductory

Astronomy Course Appendix

B: Astronomy Websites,

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G: Selected Moons of the

Planets Appendix H:

Upcoming Total Eclipses

Appendix I: The Nearest

Stars, Brown Dwarfs, and

White Dwarfs Appendix J:

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The Brightest Twenty Stars

Appendix K: The Chemical

Elements Appendix L: The

Constellations Appendix M:

Star Charts and Sky Event

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access to higher education is seriously challenged.

This book reports the findings from the tri-national video study

Quality of Instruction in Physics (QuIP). Within the

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scope of the QuIP study, physics instruction was investigated in a total of 103 classes from Finland, North Rhine-Westphalia (Germany) and German-speaking Switzerland. The

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main aim was to identify typical patterns of physics instruction of the three samples and to investigate conditions under which these patterns are successful with

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respect to students' learning, interest and motivation. Among others instructional characteristics, the quality of students' practical work, successful

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patterns of sequencing,
the subject matter
structure and teaching
strategies were
investigated by means of
analyses of video-recorded
lessons. Variables

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external to instruction that were investigated included teachers' professional knowledge and students' cognitive abilities. The study followed a pre-post-design

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with data collection prior to and after an instructional unit on electrical energy and power. The results are well in line with the findings from large-scale

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international studies
indicating a particularly
successful instructional
pattern in Finland. A
comparison of
characterisation of
instruction in comparison

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between the three countries reveals important findings for the improvement of the teaching and learning of physics in secondary school education.

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This highly successful textbook presents clear, to-the-point topical coverage of basic physics applied to industrial and technical fields. A wealth of real-world applications

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are presented, motivating students by teaching physics concepts in context. KEY FEATURES:
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and concepts. Extensive problem sets assist student learning by providing ample opportunity for practice. Physics Connections relate the text material to

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activities that can be
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experience a physics concept. Biographical sketches of important scientists connect ideas with real people. Unique Problem-Solving Method This textbook teaches

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students to use a proven, effective problem-solving methodology. The consistent use of this special problem-solving method trains students to make a sketch, identify

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the data elements, select the appropriate equation, solve for the unknown quantity, and substitute the data in the working equation. An icon that outlines the method is

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placed in the margin of most problem sets as a reminder to students. NEW TO THIS EDITION NEW! Appendix C, Problem-Solving Strategy: Dimensional and Unit

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math. For instructors who
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problem-solving skills and
quantitative reasoning,
the optional, more

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Fostering Scientific

Habits of Mind

The Order of Time

The Conceptual Development

of Nineteenth-Century

Physics

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accessible and clear, and to teach readers by anticipating their needs and difficulties without oversimplifying. Physics is a description of reality, and thus each topic begins with concrete observations and experiences that

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readers can directly relate to. We then move on to the generalizations and more formal treatment of the topic. Not only does this make the material more interesting and easier to understand, but it is closer to the way physics is actually

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practiced. Key Topics:

INTRODUCTION,
MEASUREMENT, ESTIMATING,
DESCRIBING MOTION:
KINEMATICS IN ONE
DIMENSION, KINEMATICS IN
TWO OR THREE DIMENSIONS;

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Answers

VECTORS, DYNAMICS:
NEWTON'S LAWS OF MOTION ,
USING NEWTON'S LAWS:
FRICTION, CIRCULAR MOTION,
DRAG FORCES, GRAVITATION
AND NEWTON'S6 SYNTHESIS ,
WORK AND ENERGY ,

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CONSERVATION OF ENERGY ,
LINEAR MOMENTUM ,
ROTATIONAL MOTION ,
ANGULAR MOMENTUM;
GENERAL ROTATION , STATIC
EQUILIBRIUM; ELASTICITY AND
FRACTURE , FLUIDS ,

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OSCILLATIONS , WAVE MOTION,
SOUND , TEMPERATURE,
THERMAL EXPANSION, AND THE
IDEAL GAS LAW KINETIC
THEORY OF GASES, HEAT AND
THE FIRST LAW OF
THERMODYNAMICS , SECOND

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LAW OF THERMODYNAMICS ,
ELECTRIC CHARGE AND
ELECTRIC FIELD , GAUSS'S LAW
, ELECTRIC POTENTIAL ,
CAPACITANCE, DIELECTRICS,
ELECTRIC ENERGY STORAGE
ELECTRIC CURRENTS AND

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Answers

RESISTANCE, DC CIRCUITS,
MAGNETISM, SOURCES OF
MAGNETIC FIELD,
ELECTROMAGNETIC INDUCTION
AND FARADAY'S LAW,
INDUCTANCE,
ELECTROMAGNETIC

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OSCILLATIONS, AND AC
CIRCUITS, MAXWELL'S
EQUATIONS AND
ELECTROMAGNETIC WAVES,
LIGHT: REFLECTION AND
REFRACTION, LENSES AND
OPTICAL INSTRUMENTS, THE

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WAVE NATURE OF LIGHT;
INTERFERENCE, DIFFRACTION
AND POLARIZATION, SPECIAL
THEORY OF RELATIVITY, EARLY
QUANTUM THEORY AND
MODELS OF THE ATOM,
QUANTUM MECHANICS,

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QUANTUM MECHANICS OF
ATOMS, MOLECULES AND
SOLIDS, NUCLEAR PHYSICS
AND RADIOACTIVITY, NUCLEAR
ENERGY: EFECTS AND USES OF
RADIATION, ELEMENTARY
PARTICLES,ASTROPHYSICS

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Description: This book is written for readers interested in learning the basics of physics.

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proven facts delivered by scientific inquiry and the speculations of pseudoscience. In an effort to help stem this disturbing trend, From Atoms to Galaxies: A Conceptual Physics Approach to Scientific Awareness teaches heightened

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scientific acuity as it educates students about the physical world and gives them answers to questions large and small. Written by Sadri Hassani, the author of several mathematical physics textbooks, this work covers the

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essentials of modern physics, in a way that is as thorough as it is compelling and accessible. Some of you might want to know
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Did Newton actually discover

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gravity by way of an apple and an accident? Or maybe you have mulled over... . . . Is it possible for Santa Claus to deliver all his toys? . . . Is it possible to prove that Elvis does not visit Graceland every midnight? Or perhaps you've even

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wondered If ancient Taoism really parallels modern physics?
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difference between science and
technology, discussing how this
confusion taints both common
culture and academic rigor
Explores the various philosophies

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of science, demonstrating how errors in our understanding of scientific principles can adversely impact scientific awareness
Exposes how pseudoscience and New Age mysticism advance unproven conjectures as dangerous

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alternatives to proven science
Based on courses taught by the author for over 15 years, this textbook has been developed to raise the scientific awareness of the untrained reader who lacks a technical or mathematical

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background. To accomplish this, the book lays the foundation of the laws that govern our universe in a nontechnical way, emphasizing topics that excite the mind, namely those taken from modern physics, and exposing the abuses made of

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them by the New Age gurus and other mystagogues. It outlines the methods developed by physicists for the scientific investigation of nature, and contrasts them with those developed by the outsiders who claim to be the owners of

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scientific methodology. Each chapter includes essays, which use the material developed in that chapter to debunk misconceptions, clarify the nature of science, and explore the history of physics as it relates to the development of ideas.

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Noting the damage incurred by confusing science and technology, the book strives to help the reader to emphatically demarcate the two, while clearly demonstrating that science is the only element capable of advancing technology.

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Robert Karplus, a professor of physics at the University of California, Berkeley, USA, became a leader in the movement to reform elementary school science in the 1960s. This book selects the enduring aspects of his work and

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presents them for the scientists and science educators of today. In an era when 'science education for ALL students' has become the clarion call, the insights and works of Robert Karplus are as relevant now as they were in the 1960s,

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'70s, and '80s. This book tries to capture the essence of his life and work and presents selections of his published articles in a helpful context.

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1: Chapters 1-17

To achieve goals for climate and economic growth, "negative emissions technologies" (NETs) that remove and sequester carbon dioxide from the air will need to play a significant role in mitigating climate change. Unlike

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carbon capture and storage technologies that remove carbon dioxide emissions directly from large point sources such as coal power plants, NETs remove carbon dioxide directly from the atmosphere or enhance natural carbon sinks. Storing

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the carbon dioxide from NETs has the same impact on the atmosphere and climate as simultaneously preventing an equal amount of carbon dioxide from being emitted. Recent analyses found that deploying NETs may be less expensive and less disruptive than

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reducing some emissions, such as a substantial portion of agricultural and land-use emissions and some transportation emissions. In 2015, the National Academies published *Climate Intervention: Carbon Dioxide Removal and Reliable Sequestration*, which

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described and initially assessed NETs and sequestration technologies. This report acknowledged the relative paucity of research on NETs and recommended development of a research agenda that covers all aspects of NETs from fundamental science to

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full-scale deployment. To address this need, Negative Emissions Technologies and Reliable Sequestration: A Research Agenda assesses the benefits, risks, and "sustainable scale potential" for NETs and sequestration. This report also

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defines the essential components of a research and development program, including its estimated costs and potential impact.

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