

The simulation window displays a 3D model of a carbon nanotube (grey spheres) adsorbed onto a gold surface (yellow spheres). The nanotube is oriented vertically, and its interaction with the gold surface is highlighted by red lines. The background is a green grid. A yellow box in the top left corner contains the text "z=1". A vertical color scale bar is visible on the right side of the simulation area. Below the simulation area is a control bar with a progress slider and navigation buttons (Home, Previous, Play, Next, Stop).

This simulation demonstrates how a nanotube (possibly) gets adsorbed onto a gold surface ((100)). The temperature is maintained at 300 K. Note that this simulation costs a lot of calculations and may run very slowly if you have an old

Molecular Workbench

Andrew A. Zucker



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Science Learning and Instruction Marcia C. Linn, Bat-Sheva Eylon, 2011-05-20 *Science Learning and Instruction* describes advances in understanding the nature of science learning and their implications for the design of science instruction. The authors show how design patterns, design principles, and professional development opportunities coalesce to create and sustain effective instruction in each primary scientific domain: earth science, life science, and physical science. Calling for more in-depth and less fleeting coverage of science topics in order to accomplish knowledge integration, the book highlights the importance of designing the instructional materials, the examples that are introduced in each scientific domain, and the professional development that accompanies these materials. It argues that unless all these efforts are made simultaneously, educators cannot hope to improve science learning outcomes. The book also addresses how many policies, including curriculum standards, guidelines, and standardized tests, work against the goal of integrative understanding and discusses opportunities to rethink science education policies based on research findings from instruction that emphasizes such understanding.

Models and Modeling Myint Swe Khine, Issa M. Saleh, 2011-03-01 The process of developing models, known as modeling, allows scientists to visualize difficult concepts, explain complex phenomena, and clarify intricate theories. In recent years, science educators have greatly increased their use of modeling in teaching, especially real-time dynamic modeling, which is central to a scientific investigation. Modeling in science teaching is being used in an array of fields, everything from primary sciences to tertiary chemistry to college physics, and it is sure to play an increasing role in the future of education. *Models and Modeling: Cognitive Tools for Scientific Enquiry* is a comprehensive introduction to the use of models and modeling in science education. It identifies and describes many different modeling tools and presents recent applications of modeling as a cognitive tool for scientific enquiry.

The Cambridge Handbook of Multimedia Learning Richard E. Mayer, 2005-08-15 This 2005 book constitutes comprehensive coverage of research and theory in the field of multimedia learning.

Handbook of Research on Educational Communications and Technology David Jonassen, Michael J. Spector, Marcy Driscoll, M. David Merrill, Jeroen van Merriënboer, Marcy P. Driscoll, 2008-09-25 First published in 2008, sponsored by the Association of Educational Communication and Technology (AECT), the third edition of this groundbreaking *Handbook* continues the mission of its predecessors to provide up-to-date summaries and syntheses of recent research pertinent to the educational uses of information and communication technologies. In addition to updating this new edition, it has been expanded from forty-one to fifty-six chapters, organized into the following six sections: foundations, strategies, technologies, models, design and development, and methodological issues. In response to feedback from users of the second edition, the following changes have been built into this edition: more comprehensive topical coverage has been expanded from forty-one to fifty-six chapters and includes many more chapters on technology than in previous editions; restructured chapters; this edition features shorter chapters with introductory abstracts, keyword definitions, and extended bibliographies.

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The SAGE Encyclopedia of Educational Technology J. Michael Spector,2015-01-29 The SAGE Encyclopedia of Educational Technology examines information on leveraging the power of technology to support teaching and learning While using innovative technology to educate individuals is certainly not a new topic how it is approached adapted and used toward the services of achieving real gains in student performance is extremely pertinent This two volume encyclopedia explores such issues focusing on core topics and issues that will retain relevance in the face of perpetually evolving devices services and specific techniques As technology evolves and becomes even more low cost easy to use and more accessible the education sector will evolve alongside it For instance issues surrounding reasoning behind how one study has shown students retain information better in traditional print formats are a topic explored within the pages of this new encyclopedia Features A collection of 300 350 entries are organized in A to Z fashion in 2 volumes available in a choice of print or electronic formats Entries authored by key figures in the field conclude with cross references and further readings A detailed index the Reader s Guide themes and cross references combine for search and browse in the electronic version This reference encyclopedia is a reliable and precise source on educational technology and a must have reference for all academic libraries

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Through the Eyes of Professional Developers Tara Eileen Higgins, 2008 *National Center for Supercomputing Applications Access*, 1990

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