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mimics that recognize carbohydrate ligands with high specificity and affinity, and (4) modulation of biological and pathological processes through carbohydrate recognition.

Tsunami Warning and Preparedness National Research Council 2000-08-11 First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curriculum, classroom settings, and teaching methods to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to 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 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 structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education. Evaluation of Soil and Rock Properties P. J. Sabatini 2004-10-01 This document presents state-of-the-practice information on the evaluation of soil and rock properties for geotechnical design applications. This document addresses the entire range of materials potentially encountered in highway engineering practice, from soft clay to intact rock and variations of materials that fall between these two extremes. Information is presented on parameters measured, evaluation of data quality, and interpretation of properties for conventional soil and rock laboratory testing, as well as in situ devices such as field vane testing, cone penetration testing, dilatometer, pressuremeter, and borehole jack. This document provides the design engineer with information that can be used to develop a rationale for accepting or rejecting data and for resolving inconsistencies between data provided by different laboratories and field tests. This document also includes information on: (1) the use of Geographical Information Systems (GIS) and Personal Data Assistance devices for the collection and interpretation of subsurface information; (2) quantitative measures for evaluating disturbance of laboratory soil samples; and (3) the use of measurements from geophysical testing techniques to obtain information on the modulus of soil. Also included are chapters on evaluating properties of special soil materials (e.g., loess, cemented sands, peats and organic soils, etc.) and the use of statistical practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. 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