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Foundation Science for Engineers: Watson, K.L.: Amazon.com ...
Keith L Watson. Macmillan Education UK, May 6, 1998 - Technology & Engineering - 392 pages. 0 Reviews. This book is intended primarily for students without science A-levels or the equivalent who are entering an engineering degree or Higher National Diploma course via a foundation year. In this new edition the coverage has been extended to include five new topics: one deals with the nucleus ...

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Amazon.in - Buy Foundation Science for Engineers book online at best prices in India on Amazon.in. Read Foundation Science for Engineers book reviews & author details and more at Amazon.in. Free delivery on qualified orders.

The companion volume to "Foundation Mathematics for Engineers", this book provides the reader with the necessary grounding, principally in physics, which will allow them to subsequently embark on an engineering degree course. Together, they offer a complete package for the 12-month course.

This book addresses an important topic - Conflict, mediation and dialogue. Conflicts are a part of life. Although many people assume conflicts are negative and, therefore, should be avoided, conflict is truly neutral. The engagement in conflict is what can be constructive or destructive. There are many positive outcomes experienced when a conflict is well managed, hence the critical role of this book. For instance, most change is driven by some level of conflict. You must learn, grow and develop effective conflict management skills as a way to manage change. Thus, the conflicts we deal with in our personal lives and in the workplace are essential to our development and our organizations' healthy development. However, if managed poorly, some conflicts can escalate to the point that they can destroy individuals or organizations. As illustrated in this book, the key to managing conflicts is to understand conflicts; expect conflicts, and manage conflicts before they escalate into destructive or costly loss of personnel, diminished climate or lead to lawsuits. The book provides one of the growing and recognized methods of dealing with conflicts - mediation and dialogue. The

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contents of this book reflect areas of importance addressed in mediation training: alternative dispute resolution practices, conflict management intervention options, models of thinking about conflict, the mediation format, and the skill set needed by a strong conflict management and mediator. Readers are challenged to reflect upon their biases and beliefs that may negatively impact the mediation process.

Highlighted with individual contributions from eminent specialists, these multiauthored volumes combine authority, inspiration and state-of-the-art knowledge. Both informative and inspiring they are designed to appeal to scientists and interested laypeople alike. Volume 2 complements and extends the scope of the first, with the biological viewpoint being stressed. Following an introductory chapter on design as understood in biology, the various aspects of the biological information revolution are addressed. Areas discussed include molecular structure, the genome, development, and neural networks. A section on information theory provides a link with engineering, and the scope is also broadened to include the implications of motion in nature and engineering.

The Mouse Brain in Stereotaxic Coordinates, Second Edition has been the acknowledged reference in this field since the publication of the first edition, and is now available in a Compact Edition. This will provide a more affordable option for students, as well as researchers needing an additional lab atlas. This version includes the coronal diagrams delineating the entire brain as well as the introductory text from the Deluxe edition. It is an essential reference for anyone studying the mouse brain or related species. * Includes 100 detailed diagrams of the coronal set delineating the entire mouse brain * Compact edition of the most comprehensive and accurate mouse brain atlas available * Contains minor updates and revisions from the full edition

This book is intended primarily for students without science A-levels or the equivalent who are entering an engineering degree or Higher National Diploma course via a foundation year. In this new edition the coverage has been extended to include five new topics: one deals with the nucleus, and the others extend the discussion of materials into the first year degree and diploma context. There is a new appendix on calculation technique.

Winner of the 2006 Joseph W. Goodman Book Writing Award! A comprehensive treatment of the principles, mathematics, and statistics of image science In today's visually oriented society, images play an important role in conveying messages. From seismic imaging to satellite images to medical images, our modern society would be lost without images to enhance our understanding of our health, our culture, and our world. Foundations of Image Science presents a comprehensive treatment of the principles, mathematics, and statistics needed to understand and evaluate imaging systems. The book is the first to provide a thorough treatment of the continuous-to-discrete, or CD, model of digital imaging. Foundations of Image

Science emphasizes the need for meaningful, objective assessment of image quality and presents the necessary tools for this purpose. Approaching the subject within a well-defined theoretical and physical context, this landmark text presents the mathematical underpinnings of image science at a level that is accessible to graduate students and practitioners working with imaging systems, as well as well-motivated undergraduate students. Destined to become a standard text in the field, Foundations of Image Science covers:

- Mathematical Foundations: Examines the essential mathematical foundations of image science
- Image Formation-Models and Mechanisms: Presents a comprehensive and unified treatment of the mathematical and statistical principles of imaging, with an emphasis on digital imaging systems and the use of SVD methods
- Image Quality: Provides a systematic exposition of the methodology for objective or task-based assessment of image quality
- Applications: Presents detailed case studies of specific direct and indirect imaging systems and provides examples of how to apply the various mathematical tools covered in the book
- Appendices: Covers the prerequisite material necessary for understanding the material in the main text, including matrix algebra, complex variables, and the basics of probability theory

In the United States, broad study in an array of different disciplines — arts, humanities, science, mathematics, engineering — as well as an in-depth study within a special area of interest, have been defining characteristics of a higher education. But over time, in-depth study in a major discipline has come to dominate the curricula at many institutions. This evolution of the curriculum has been driven, in part, by increasing specialization in the academic disciplines. There is little doubt that disciplinary specialization has helped produce many of the achievements of the past century. Researchers in all academic disciplines have been able to delve more deeply into their areas of expertise, grappling with ever more specialized and fundamental problems. Yet today, many leaders, scholars, parents, and students are asking whether higher education has moved too far from its integrative tradition towards an approach heavily rooted in disciplinary "silos". These "silos" represent what many see as an artificial separation of academic disciplines. This study reflects a growing concern that the approach to higher education that favors disciplinary specialization is poorly calibrated to the challenges and opportunities of our time. The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education examines the evidence behind the assertion that educational programs that mutually integrate learning experiences in the humanities and arts with science, technology, engineering, mathematics, and medicine (STEMM) lead to improved educational and career outcomes for undergraduate and graduate students. It explores evidence regarding the value of integrating more STEMM curricula and labs into the academic programs of students majoring in the humanities and arts and evidence regarding the value of integrating curricula and experiences in the arts and humanities into college and university STEMM education programs.

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