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AP Physics PhET Projectile Motion Lab:

Description Perfect for AP Physics C:

Mechanics and AP Physics B1. I just re-wrote this and it's solid. I also included an answer key as several people have asked for it. Duration 120 minutes: Answers Included Yes: Language English: Keywords

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Keywords: physics, motion, phet, lab, answers
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This lab will answer whether or not initial speed affects the time that a projectile is in the air. Also, it will be determined if there is a direct relationship or not between initial speed and time. Experimental Procedure. Set the values to the following: Angle - Zero degrees; Initial Speed - 10m/s; Mass - 2kg; Diameter - 0.1m

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AP Physics PhET Projectile Motion Lab: Description Perfect for AP Physics C: Mechanics and AP Physics B1. I just re-wrote this and it's solid. I also included an answer key as several people have asked for it. Duration 120 minutes: Answers Included Yes: Language Engleski: Keywords

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Use as an Intro to a unit on Projectile Motion, once students understand Free Fall motion. Subject Physics: Level High School: Type Lab: Duration 60 minutes: Answers Included No: Language English: Keywords Projectile Motion Regents Physics: Simulation(s) Projectile Motion (HTML5)

~~Regents Physics Projectile Motion Intro PhET Contribution~~

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PhET Simulation~~

This two-volume set (CCIS 150 and CCIS 151) constitutes the refereed proceedings of the Second International Conference on Ubiquitous Computing and Multimedia Applications, UCMA 2011, held in Daejeon, Korea, in April 2011. The 86 revised full papers presented were carefully reviewed and selected from 570 submissions. Focusing on various aspects of advances in multimedia applications and ubiquitous computing with computational sciences, mathematics and information technology the papers present current research in the area of multimedia and ubiquitous environment including models and systems, new directions, novel applications associated with the utilization, and

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acceptance of ubiquitous computing devices and systems.

This book contains the proceedings of the 1999 ICFA workshop on the physics of high brightness beams. The workshop took a snapshot in time of a fast moving, interdisciplinary field driven by advanced applications such as high gradient, high energy physics linear colliders, high gain free electron lasers, heavy ion fusion, and transmutation of nuclear materials. While the field of high brightness beam physics has traditionally been divided into disparate electron and heavy ion communities, the workshop brought the two types of researchers together, so that a sharing of insights and methods could be achieved. Thus, this book represents a unifying step in the development of the diverse fascinating discipline of high brightness beam physics, with its challenges rooted in collective, nonlinear particle motion and ultra-high electromagnetic energy density. Contents: Application of High-Brightness Electron Beams (M J van der Wiel) Beam Halo Formation in High Intensity Proton Beams (T P Wangler) Matching of High-Brightness Electron and Ion Beams in Variably Focusing Channels (R Pakter & C Chen) A Particle-Core Model for Transverse Dynamics of Beam Halo in Periodic Focusing Channels (T F Wang) Formation of Patterns in Intense

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Hadron Beams. The Amplitude Equation Approach (S I Tzenov)Progress on the Study of CSR Effects (R Li)Optimization of Smith-Purcell Radiation from a Perfectly Conducting Strip Grating (S R Trotz)Single Crystal Copper Photo and Cathode in the BNL/SLAC/UCLA 1.6 Cell RF Gun (D T Palmer et al.)Recent Developments of the MIT 17 GHz RF Gun Experiment (W J Brown et al.)HOMDYN Study for the LCLS RF Photo-Injector (M Ferrario et al.)Compact, Integrated Photoelectron Linacs (D Yu)and other papers Readership: Researchers in accelerator physics. Keywords: Beam;Transmutation;Particle;Accelerator

Lists citations with abstracts for aerospace related reports obtained from world wide sources and announces documents that have recently been entered into the NASA Scientific and Technical Information Database.

This book presents fresh insights into analogue quantum simulation. It argues that these simulations are a new instrument of science. They require a bespoke philosophical analysis, sensitive to both the similarities to and the differences with conventional scientific practices such as analogical argument, experimentation, and classical simulation. The analysis situates the various forms of analogue quantum simulation on the

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methodological map of modern science. In doing so, it clarifies the functions that analogue quantum simulation serves in scientific practice. To this end, the authors introduce a number of important terminological distinctions. They establish that analogue quantum "computation" and "emulation" are distinct scientific practices and lead to distinct forms of scientific understanding. The authors also demonstrate the normative value of the computation vs. emulation distinction at both an epistemic and a pragmatic level. The volume features a range of detailed case studies focusing on: i) cold atom computation of many-body localisation and the Higgs mode; ii) photonic emulation of quantum effects in biological systems; and iii) emulation of Hawing radiation in dispersive optical media. Overall, readers will discover a normative framework to isolate and support the goals of scientists undertaking analogue quantum simulation and emulation. This framework will prove useful to both working scientists and philosophers of science interested in cutting-edge scientific practice.

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in simulation and computer models for instruction convened in Bonas, France, to learn from one another in a non-automated environment. The event was the Advanced Research Workshop entitled The Use of Computer Models for Explication, Analysis, and Experiential Learning. Sponsored by the Scientific Affairs Division of NATO, this workshop brought together 29 leading experts in the field loosely described as instruction and learning in simulation environments. The three-day workshop was organized in a manner to maximize exchange of knowledge, of beliefs, and of issues. The participants came from six countries with experiences to share, with opinions to voice, and with questions to explore. Starting some weeks prior to the workshop, the exchange included presentation of the scientific papers, discussions immediately following each presentation, and informal discussions outside the scheduled meeting times. Naturally, the character and content of the workshop was determined by the backgrounds and interests of the participants. One objective in drawing together these particular specialists was to achieve a congress with coherent diversity, i.e., we sought individuals who could view an emerging area from different perspectives yet had produced work of interest to many. Major topic areas included theories of instruction being developed or tested, use of multiple domain models to enhance understanding, experiential learning environments, modelling

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diagnostic environments, tools for authoring complex models, and case studies from industry.

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