Chapter 21 continued

charges on the plates were reversed, the droplet would accelerate downward since all forces then act in the same direction as gravity.

 A 0.5-μF capacitor is able to store 7.2×10⁻³⁰ C of charge with an electric field strength of 0.33 N/C between its plates. How far apart are these plates?

$$C = \frac{q}{\Delta V} = \frac{q}{Ed}$$

$$d = \frac{q}{EC} = \frac{7.2 \times 10^{-10} \text{ C}}{(0.33 \text{ N/C})(0.5 \times 10^{-6} \text{ F})}$$

$$= 4.4 \times 10^{-3} \text{ m} = 4.4 \text{ mm}$$

16. Most capacitors are measured in terms of microfarads, μE, or picofarads, pE, because the unit of capacitance, the farad, is a relatively large unit. Given a 1-F capacitor with plates separated by 1.0 mm and an electric field strength of 1 N/C, calculate the number of electrons resting on the plates of this capacitor.

$$C = \frac{q}{\Delta V} = \frac{q}{Ed}$$

 $q = CEd = (1 F)(1 N/C)(0.0010 m)$
 $= 0.0010 C$
 $n = \frac{q}{q_e} = \frac{0.0010 C}{1.60 \times 10^{-15} C}$
 $= 6.2 \times 10^{15} \text{ electrons}$

Chapter 22

 A 9.0-V battery is connected to a lightbulb, as shown below.



a. How much power is delivered to the lightbulb?

b. How much energy will the bulb use in 1 h?

$$E = Pt$$
 $P = IV$
 $E = IVt$
 $= (0.50 \text{ A})(9.0 \text{ V})(1 \text{ h})(\frac{60 \text{ min}}{1 \text{ h}})(\frac{60 \text{ s}}{1 \text{ min}})$
 $= 16,000 \text{ J}$

G. How long would the bulb have to stay on to use 1 kWh of energy?

$$E = Pt$$

$$t = \frac{E}{P}$$

$$P = IV$$

$$t = \frac{E}{IV}$$

$$E = (1 \text{ kWh}) \left(\frac{1000 \text{ W}}{1 \text{ kW}}\right) \left(\frac{3600 \text{ s}}{1 \text{ h}}\right)$$

$$= 3.6 \times 10^6 \text{ J}$$

$$t = \frac{3.6 \times 10^6 \text{ J}}{(0.50 \text{ A} \times 9.0 \text{ V})}$$

$$= 800,000 \text{ s}$$

Answer Key To The Physics Classroom

Patricia A. Kritek, Jeremy B. Richards

Answer Key To The Physics Classroom:

Classroom Discourse and the Space of Learning Ference Marton, Amy B.M. Tsui, Pakey P.M. Chik, Po Yuk Ko, Mun Ling Lo,2004-05-20 Classroom Discourse and the Space of Learning is about learning in schools and the central role of language in learning The investigations of learning it reports are based on two premises First whatever you are trying to learn there are certain necessary conditions for succeeding although you cannot be sure that learning will take place when those conditions are met you can be sure that no learning will occur if they are not The limits of what is possible to learn is what the authors call the space of learning Second language plays a central role in learning it does not merely convey meaning it also creates meaning The book explicates the necessary conditions for successful learning and employs investigations of classroom discourse data to demonstrate how the space of learning is linguistically constituted in the classroom Classroom Discourse and the Space of Learning makes the case that an understanding of how the space of learning is linguistically constituted in the classroom is best achieved through investigating classroom discourse and that finding out what the conditions are for successful learning and bringing them about should be the teacher's primary professional task. Thus it is fundamentally important for teachers and student teachers to be given opportunities to observe different teachers teaching the same thing and to analyze and reflect on whether the classroom discourse in which they are engaged maximizes or minimizes the conditions for learning is both more culturally situated and more generalizable than many other studies of learning in schools Each case of classroom teaching clearly demonstrates how the specific language culture and pedagogy molds what is happening in the classroom yet at the same time it is possible to generalize from these culturally specific examples the necessary conditions that must be met for the development of any specific capability regardless of where the learning is taking place and what other conditions might be present and encompasses both theory and practice providing a detailed explication of the theory of learning underlying the analyses of classroom teaching reported along with close analyses of a number of authentic cases of classroom teaching driven by classroom discourse data which have practical relevance for teachers Intended for researchers and graduate students in education teacher educators and student teachers Classroom Discourse and the Space of Learning is practice and content oriented theoretical qualitative empirical and focused on language and links teaching and learning in significant new ways **Resources in Education** ,1999 The Handbook of Discourse Analysis Deborah Tannen, Heidi E. Hamilton, Deborah Schiffrin, 2018-02-28 The second edition of the highly successful Handbook of Discourse Analysis has been expanded and thoroughly updated to reflect the very latest research to have developed since the original publication including new theoretical paradigms and discourse analytic models in an authoritative two volume set Twenty new chapters highlight emerging trends and the latest areas of research Contributions reflect the range depth and richness of current research in the field Chapters are written by internationally recognized leaders in their respective fields constituting a Who s Who of Discourse Analysis A vital resource for scholars and students in

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examples from specific studies that provide insight into best practices regarding the concepts and topics discussed in the chapter For chapters focusing on learners different environments are considered and similarly if the focus is on the learning environment attention is paid to the approach to different learners Each chapter ends with a summary of the primary points from the chapter and concrete examples of how clinician teachers can put the concepts discussed in the chapter into practice This is an ideal guide for educators in pulmonary critical care and sleep medicine **InfoWorld**, 1983-09-12 InfoWorld is targeted to Senior IT professionals Content is segmented into Channels and Topic Centers InfoWorld also celebrates people Proceedings of the 2023 4th International Conference on Big Data and Informatization companies and projects Education (ICBDIE 2023) Peng Qi, Zhikui Chen, 2023-09-25 This is an open access book Big data is a large scale and complex data set based on modern information technology It has the characteristics of scale and diversity and its information processing and storage capabilities have been significantly improved. The application of big data technology is to fully mine and analyze data build cooperation and interaction between teachers and students encourage students to communicate and interact with teachers and give full play to the education and teaching effect of big data In order to improve teaching quality and efficiency as much as possible all kinds of teaching in the new era must have strong flexibility and foresight so as to adapt to the development of modern society So big data will give greater flexibility to educational activities Therefore big data will give greater flexibility to educational activities and more and more scholars provide new ideas for the above research directions To sum up we will hold an international academic conference on big data and information education The 2023 4th International Conference on Big Data and Informatization Education ICBDIE2023 was held on April 7 9 2023 in Zhangjiajie China ICBDIE2023 is to bring together innovative academics and industrial experts in the field of Big Data and Informatization Education to a common forum The primary goal of the conference is to promote research and developmental activities in Big Data and Informatization Education and another goal is to promote scientific information interchange between researchers developers engineers students and practitioners working all around the world The conference will be held every year to make it an ideal platform for people to share views and experiences in international conference on Big Data and Informatization Education and related areas Research in Education ,1973 **Teaching Mathematics with Classroom Voting** Kelly Slater Cline, Holly Zullo, 2012 Are you looking for new ways to engage your students Classroom voting can be a powerful way to enliven your classroom by requiring all students to consider a question discuss it with their peers and vote on the answer during class When used in the right way students engage more deeply with the material and have fun in the process while you get valuable feedback when you see how they voted But what are the best strategies to integrate voting into your lesson plans How do you teach the full curriculum while including these voting events How do you find the right questions for your students This collection includes papers from faculty at institutions across the country teaching a broad range of courses with classroom voting including college algebra precalculus calculus statistics linear

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