

Answer Key

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.

15. A $0.5\text{-}\mu\text{F}$ capacitor is able to store $7.2 \times 10^{-10}\text{ C}$ 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, μF , or picofarads, pF , 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.

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

$$q = CE d = (1\text{ F})(1\text{ N/C})(0.0010\text{ m})$$

$$= 0.0010\text{ C}$$

$$n = \frac{q}{q_e} = \frac{0.0010\text{ C}}{1.60 \times 10^{-19}\text{ C}}$$

$$= 6.2 \times 10^{15}\text{ electrons}$$

Chapter 22

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



- a. How much power is delivered to the lightbulb?

$$P = IV$$

$$= (0.50\text{ A})(9.0\text{ V})$$

$$= 4.5\text{ W}$$

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

$$E = Pt$$

$$P = IV$$

$$E = IVt$$

$$= (0.50\text{ A})(9.0\text{ V})(1\text{ h})\left(\frac{60\text{ min}}{1\text{ h}}\right)\left(\frac{60\text{ s}}{1\text{ min}}\right)$$

$$= 16,000\text{ J}$$

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

$$E = Pt$$

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

$$P = IV$$

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

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

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

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

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

Answer Key To The Physics Classroom

Kathleen Armour



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. It 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. It 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

discourse studies as well as for researchers in related fields who seek authoritative overviews of discourse analytic issues theories and methods

Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles Robert Cassidy, Elizabeth S. Charles, James D. Slotta, Nathaniel Lasry, 2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

Medical Education in Pulmonary, Critical Care, and Sleep Medicine Patricia A. Kritek, Jeremy B. Richards, 2019-05-14 This is a book for clinician educators It offers modern evidence based practices to use in teaching learners at a range of levels with an emphasis on concrete strategies that teachers can implement in their own clinical practices as well as in small and large group settings Medical education is rapidly changing with emerging evidence on best practices and a proliferation of new technologies As strategies for effectively teaching medical learners evolve it is important to understand the implications for Pulmonary Critical Care and Sleep Medicine PCCM This text is structured to allow easy access to the reader Chapters are organized around level of learner e g medical student to PCCM fellow to practicing physicians as well as the location of teaching Given the variety of clinical settings in which PCCM physicians teach specific consideration of best practices broad changes in curricular design and pedagogy are considered in different clinical contexts Each chapter begins with a focus on why the topic is important for clinician educators A review of the available evidence and relevant medical education theory

about the topic follows with 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 companies and projects *Proceedings of the 2023 4th International Conference on Big Data and Informatization 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 ICBIE2023 was held on April 7 9 2023 in Zhangjiajie China ICBIE2023 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

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Making a Difference: Volume I and II Sasha A. Barab, Kenneth E. Hay, Nancy Butler Songer, Daniel T. Hickey, 2017-09-05

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Assessment in the Science Classroom National Science Teachers Association, 2003 The second in NSTA s Science Educator s Essay Collection Everyday Assessment is is designed to build confidence and enhance every teacher s ability to embed assessment into daily classwork The book s insights will help make assessment a dynamic classroom process of fine tuning how and what you teach **Announcer** ,2004 **The School Science Review** ,2006

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