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This volume contains the papers presented at IALCCE2016, the fifth International Symposium on Life-Cycle Civil Engineering (IALCCE2016), to be held in Delft, The Netherlands, October 16-19, 2016. It consists of a book of extended abstracts and a DVD with full papers including the Fazlur R. Khan lecture, keynote lectures, and technical papers from all over the world. All major aspects of life-cycle engineering are addressed, with special focus on structural damage processes, life-cycle design, inspection, monitoring, assessment, maintenance and rehabilitation, life-cycle cost of structures and infrastructures, life-cycle performance of special structures, and life-cycle oriented computational tools. The aim of the editors is to provide a valuable source for anyone interested in life-cycle of civil infrastructure systems, including students, researchers and practitioners from all areas of engineering and industry.

This volume contains the papers presented at IALCCE2018, the

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Sixth International Symposium on Life-Cycle Civil Engineering (IALCCE2018), held in Ghent, Belgium, October 28-31, 2018. It consists of a book of extended abstracts and a USB device with full papers including the Fazlur R. Khan lecture, 8 keynote lectures, and 390 technical papers from all over the world. Contributions relate to design, inspection, assessment, maintenance or optimization in the framework of life-cycle analysis of civil engineering structures and infrastructure systems. Life-cycle aspects that are developed and discussed range from structural safety and durability to sustainability, serviceability, robustness and resilience. Applications relate to buildings, bridges and viaducts, highways and runways, tunnels and underground structures, off-shore and marine structures, dams and hydraulic structures, prefabricated design, infrastructure systems, etc. During the IALCCE2018 conference a particular focus is put on the cross-fertilization between different sub-areas of expertise and the development of an overall vision for life-cycle analysis in civil engineering. The aim of the editors is to provide a valuable source of cutting edge information for anyone interested in life-cycle analysis and assessment in civil engineering, including researchers, practising engineers, consultants, contractors, decision makers and representatives from local authorities.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and

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provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

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Technology, Third Edition offers property and performance information of fluids, theoretical and practical background to their current applications, and strong indicators for global market trends that will influence the industry for years to come.

This volume brings together educational effectiveness research and international large-scale assessments, demonstrating how the two fields can be applied to inspire and improve each other, and providing readers direct links to instruments that cover a broad range of topics and have been shown to work in more than 70 countries. The book's initial chapters introduce and summarize recent discussions and developments in the conceptualization, implementation, and evaluation of international large-scale context assessments and provide an outlook on possible future developments. Subsequently, three thematic sections – “Student Background”, “Outcomes of Education Beyond Achievement”, and “Learning in Schools” – each present a series of chapters that provide the conceptual background for a wide range of important topics in education research, policy, and practice. Each chapter defines a conceptual framework that relates recent findings in the educational effectiveness research literature to current issues in education policy and practice. These frameworks were used to develop interesting and relevant indicators that may be used for meaningful reporting from international assessments, other cross-cultural research, or national studies. Using the example of one particular survey (the Programme for International Student Assessment (PISA 2015)), this volume links all theoretical considerations to fully developed questionnaire material that was field trailed and evaluated in questionnaires for students and their parents as well as teachers and principals in their schools. The primary purposes of this book are to inform readers about how education effectiveness research and international large-scale assessments are already interacting to inform research and policymaking; to identify areas where a closer collaboration of both

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fields or input from other areas could further improve this work; to provide sound theoretical frameworks for future work in both fields; and finally to relate these theoretical debates to currently available and evaluated material for future context assessments.

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