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Understanding FACTS : Concepts and Technology of Flexible ...

Understanding FACTS: Concepts and Technology of Flexible AC Transmission Systems. Book Abstract: "The Flexible AC Transmission System (FACTS) -- a new technology based on power electronics -- offers an opportunity to enhance controllability, stability, and power transfer capability of AC transmission systems. Pioneers in FACTS and leading world experts in power electronics applications Narain G. Hingorani and Laszlo Gyugyi have teamed together to bring you the definitive book on FACTS ...

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The Flexible AC Transmission System (FACTS)--a new technology based on power electronics--offers an opportunity to enhance controllability, stability, and power transfer capability of ac transmission systems. Two pioneers in the field provide in-depth discussions on power semiconductor devices, voltage-sourced and current-sourced converters, specific FACTS controllers, and major FACTS applications in the U.S.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

An important new resource for the international utility market Over the past two decades, static reactive power compensators have evolved into a mature technology and become an integral part of modern electrical power systems. They are one of the key devices in flexible AC transmission systems (FACTS). Coordination of static compensators with other controllable FACTS devices promises not only tremendously enhanced power system controllability, but also the extension of power transfer capability of existing transmission corridors to near their thermal capacities, thus delaying or even curtailing the need to invest in new transmission facilities. Offering both an in-depth presentation of theoretical concepts and practical applications pertaining to these power compensators, Thyristor-Based FACTS Controllers for Electrical Transmission Systems fills the need for an appropriate text on this emerging technology. Replete with examples and case studies on control design and performance, the book provides an important resource for both students and engineers working in the field.

Computers, communications, digital information, softwareâ€”the constituents of the information ageâ€”are everywhere. Being computer literate, that is technically competent in two or three of todayâ€™s software applications, is not enough anymore. Individuals who want to realize the potential value of information technology (IT) in their everyday lives need to be computer fluentâ€”able to use IT effectively today and to adapt to changes tomorrow. Being Fluent with Information Technology sets the standard for what everyone should know about IT in order to use it effectively now and in the future. It explores three kinds of knowledgeâ€”intellectual capabilities, foundational concepts, and skillsâ€”that are essential for fluency with IT. The book presents detailed descriptions and examples of current skills and timeless concepts and capabilities, which will be useful to individuals who use IT and to the instructors who teach them.

The emerging technology of Flexible AC Transmission System (FACTS) enables planning and operation of power systems at minimum costs, without compromising security. This is based on modern high power electronic systems that provide fast controllability to ensure 'flexible' operation under changing system conditions. This book presents a comprehensive treatment of the subject by discussing the operating principles, mathematical models, control design and issues that affect the applications. The concepts are explained often with illustrative examples and case studies. In particular, the book presents an in-depth coverage of: Applications of SVC, TCSC, GSCC, SPST, STATCOM, SSSC, UPFC, IPFC and IPC for voltage/power control in transmission systems; Application of DSTATCOM, DVR and UQC for improving power quality in distribution systems; Design of Power Oscillation Damping (POD) controllers; Discrete control of FACTS for improving transient stability; Mitigation of SSR using series FACTS Controllers; Issues affecting control design such as electromagnetic and harmonic interactions. The book can serve as a text or reference for a course on FACTS controllers. It will also benefit researchers and practicing engineers who wish to understand and apply FACTS technology.

Provides a comprehensive guide to FACTS, covering all the major aspects in research and development of FACTS technology.

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 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.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Explores cloud computing, breaking down the concepts, models, mechanisms, and architectures of this technology while allowing for the financial assessment of resources and how they compare to traditional storage systems.